

C-FC girls take D3 State Title!



The contingent of girls track participants sent by Cochrane-Fountain City High School to the 2025 WIAA Division 3 Girls State Track & Field Championships was small, but mighty. With just five athletes, the C-FC girls won the D3 girls state track title for the first time in school history on Saturday, June 7. Pictured on the podium with their coaches, managers and team trophy are Addy Duellman, Paxtyn Duellman, Ana Knecht, Cecelia Ditttrich and Macy Hunger. For more C-FC State Track highlights, please see page 16.

-Contributed photo

C-FC collects six medals, girls team title from 2025 WIAA D3 State Track & Field Championships

by Beth Krug

Six Cochrane-Fountain City track & field athletes earned medals in six events at the 2025 WIAA Division 3 Track & Field Championships, held June 6 and 7 at UW-La Crosse. Five girls competing for the Purves won the D3 Girls State title with 40 points, besting out Lourdes Academy by one point. The Fall Creek girls took third place with 36 points.

Leading the way for the Lady Purves was junior Addy Duellman, who took the state title in the 3200 meter run with a top time of 10:35.96, outlasting Kohler's Maggie Bolder (10:37.11). She also took second place in the 1600 with a time of 4:53.19,

just behind Erin Moore of Lourdes Academy with the winning time of 4:53.70.

Freshman Paxtyn Duellman placed eighth in the 1600 with a time of 5:07.05. It was the lone event that didn't end in a podium finish for C-FC, but the single point Paxtyn earned for her eighth place finish made all the difference in a tight race for the team title.

Paxtyn got her podium finish in the 800, taking second place with a time of 2:11.57. She was right on the heels of Moore, the 800 meter champ, who finished in 2:10.98—just short of her state record-setting time of 2:10.48, set last year.

The Duellman sisters were also key components of the girls 4x800 relay team,

which also featured senior Ana Knecht and sophomore Macy Hunger, taking second place with a time of 9:42.51.

Taking the gold medal was Kohler in a blistering 9:34.31. With the three new medals, Addy Duellman topped her state track medals haul to four after earning a fourth place state medal in the 1600 in 2023.

In field events, senior Cecelia Ditttrich landed on the podium with a fourth place finish in long jump, going 17-08.75. Taking first in long jump was Cadott junior Izzy Sommerstag with a leap of 18-4.

Senior Grayden Barum represented the C-FC boys at State, grabbing a fourth place state medal in boys high jump with a top leap of 6-4. The competition was won by Ladysmith's Ashton Clark with a mark of 6-9.



Members of C-FC's 4x800 relay team that placed second at State are (left to right) Ana Knecht, Addy Duellman, Paxtyn Duellman and Macy Hunger.



C-FC senior Cecelia Ditttrich made her mark in the long jump at State, securing a fourth place medal.



Paxtyn Duellman runs neck-and-neck in the 800 alongside Oshkosh Lourdes' Erin Moore, ultimately taking second place in a close finish.



Senior Grayden Barum clears the bar during the state high jump competition, taking fourth place with a height of 6-4.



Junior Addy Duellman paces herself early on in the 3200, ultimately taking the state title by just under two seconds.



Senior Ana Knecht carries the baton for C-FC's 4x800 relay team.



Photo to the left: Addy Duellman (left) and Paxtyn Duellman (3) run together at the front in the 1600.



C-FC's state champion girls track & field team is pictured on the podium with their medals. Left to right are Addy Duellman, Paxtyn Duellman, Ana Knecht, Cecelia Ditttrich and Macy Hunger.

-Photos by Sean Scallon and Dave Strasburg

C-FC Pirate Trap shines at State

Submitted article

Five members of the Cochrane Fountain City Trap shooting team competed at the Wisconsin State High School Clay Target State Tournament. Students were grouped into three categories based on season averages and shot with student athletes from across the state in Nekeosha.

James Thompson and Andrea Stolz competed at the varsity level (season average 19+). Thompson was cool, collected, and focused to shoot some of his best scores of the season. He finished with an 88 overall. Stolz shot a perfect round of 25 as part of her session one round.



Andrea Stolz shot a 94 out of 100 at the State Shoot, finishing eighth in the varsity division.

She finished the tournament shooting a 94 of 100, which placed her eighth.

Newcomers to the state tournament scene were Joseph Thompson, Isaac Olson, and Lucas Walth. All three middle schoolers shot well. Joseph Thompson worked hard to crush 61 total targets in the Junior Varsity category (15-18.99). Taking some advice from coach Jim Gilchrest between sessions boosted his afternoon rounds by seven hits. Olson and Walth competed in the Novice category (0-14.99). Olson shot some of his best trap of the season to finish the tournament with a 75, which placed him 22nd. Walth, having a stellar first season, smashed 70 clays, which ranked him 33rd.

The Pirates had a great season and capped it off with good shooting in Nekeosha. It's a great day to be a Pirate!



James Thompson lines up a shot during the State Shoot.



Members of the 2025 Cochrane-Fountain City Trap Team are (front, left to right) Aston Cooke, Joseph Thompson, Isaac Olson, Kiplyn Pronschinske, TJ Ehrat; middle, Coach Caleb Olson, Jaiden Helwig, Lucas Walth, Bradlee Goetting, Aiden Snyder, Cooper Mikelson, Tanner Ehrat, Coach Jim Gilchrest, Coach Melissa Mikelson; back, Rylee Cooke, Trevor Ehrat, James Thompson, Andrea Stolz, Kiera Worthington, Grant Yapp, Carter Leverance



C-FC State Trap shooters gear up for the next round.



Lucas Walth takes aim.



Joseph Thompson looks on as Isaac Olson takes a shot.

ROUND ONE

ANDREA STOLZ - 46
JAMES THOMPSON - 43
ISAAC OLSON - 35
LUCAS WALTH - 34
JOSEPH THOMPSON - 27

ROUND TWO

ANDREA STOLZ - 48
JAMES THOMPSON - 45
ISAAC OLSON - 40
LUCAS WALTH - 36
JOSEPH THOMPSON - 34

RANKINGS

ANDREA STOLZ
8TH PLACE VARSITY
ISAAC OLSON
22ND PLACE NOVICE
LUCAS WALTH - 36
33RD PLACE NOVICE



SATURDAY, JUNE 7TH | NEKOOSA, WI

Golf Sectional comes down to tiebreaker, C-FC boys qualify for State

by Beth Kraft

Cochrane-Fountain City senior Cameron Lipinski was the individual sectional champion and the team title came down to a tiebreaker between C-FC and Durand-Arkansaw at the Williams Bay Sectional at Delbrook Golf Course in Delavan on Tuesday, June 3.

C-FC and D-A were tied at 315 after 18 holes, forcing a tiebreaker. The Panthers then out-shot the Pirates 16 to 19 to take the sectional title.

Lipinski had a stellar day on the links, shooting a one under par score of 71 to become the meet medalist by five strokes over D-A's Logana Weissinger (76).

Fellow senior Reed Schmidtkecht also had a solid outing, carding a 78 to finish in a four-way tie for third place. Sophomore Brayden Stiehl also finished in the top 10 with an 80, resulting in a four-way tie for eighth place.

Also golfing for C-FC were junior Evan Leverance

(86 for 25th place) and sophomore Parker Kujak (89 for 33rd place).

Eleva-Strum also golfed well at Sectionals with a 344 for third place, just one spot out of qualifying for state as a team.

Leading the way for the Cardinals was senior Dominic Ellis, who golfed a 78 to finish in the third-place tie and earn an individual qualifying spot to State. Junior Garrett Gullicksrud tie for eighth place with an 80 followed by freshman Cashton Kulig (88, 130th place), freshman Hunter Pederson, 98, 151st place, and freshman Asher Franson (103, 59th).

Other local golfers appearing at the Williams Bay Sectional were Alma/Pepin sophomore Anders Johansen with an 85, tying for 20th place, and Mondovi senior Aiden Thomas with a 113 for 68th.

The C-FC golf team and Dominic Ellis from E-S headed to University Ridge in Madison on Monday and



Cochrane-Fountain City boys golf team going to state tournament in Madison, WI, left to right, Brayden Stiehl, Parker Kujak, Reed Schmidtkecht, Evan Leverance and Cameron Lipinski. -Contributed photo

Tuesday, June 9 and 10, for the 2025 WIAA Division 3 State Boys Golf Tournament. Lipinski will have one last

shot at a state title after taking sixth place in 2023 and tying for 14th at state last year.

Following Monday's

opening round of golf, Lipinski was tied for fourth place with Ladysmith's Simon Cole and St. Mary's Springs'

Ben Baker with a 78. D-A's Troy Pudenz was in the lead with a 72.



The E-S golfers took fourth place at the C-FC Regional at Trempealeau Mountain to advance to Sectionals. Pictured, left to right, are Coach Chad Gullicksrud, Dominic Ellis, Asher Franson, Cashton Kulig, Hunter Pederson and Garrett Gullicksrud. -Contributed photo

Local golfers advance to Sectionals

by Beth Kraft

Area golfers hit the links for regional golf tournaments last week on Wednesday, May 28, for a chance to move on to Sectionals.

The Cochrane-Fountain City and Eleva-Strum golf teams both advanced to the sectional meet from the C-FC regional, held at Trempealeau Mountain.

The Pirates golfed to a third place finish with a 321, led by senior Cameron Lipinski with a 72. Lipinski tied for regional medalist with Durand-Arkansaw's Logan Weissinger.

E-S made the cut for Sectionals with a fourth place

finish in the regional with a collective 344 strokes, led by senior Dominic Ellis with a 78 to tie for sixth place.

Alma/Pepin took sixth place as a team in the meet, carding a 361 led by sophomore Anders Johansen. He finished in a tie for 14th with an 84, grabbing one of the few individual qualifier spots at Sectionals.

Finishing in the top 20 for C-FC were sophomore Brayden Stiehl with an 81 to tie for 11th place, junior Evan Leverance and sophomore Parker Kujak, each with an 84 as part of a five-way tie for 14th place, and senior Reed Schmidtkecht with an 85 for 19th place.

E-S got an 84 from junior Garrett Gullicksrud as part of that 14th place tie and freshman Cashton Kulig carded an 89 for 25th place.

Also golfing for A/P were junior Trenton Krzoska with an 88, tying for 23rd place, and senior Ridge Lodermeier with a 93, tying for 27th place.

Durand-Arkansaw won the regional title with a 296 followed by Luther in second place with a 319.

The golfers competed in the Williams Bay Sectional at Delbrook Golf Course in Delavan on Tuesday, June 3, for a chance to advance to the WIAA Division 3 State Meet.



C-FC senior Cameron Lipinski recorded a birdie on the first hole, setting the stage for a strong outing at Regionals that ended in a tie for first place.



Alma/Pepin's Anders Johansen golfs at Regionals, making the cut as an individual for Sectionals.



C-FC's Parker Kujak sends a chip shot in the rain.

-Sean Scallon photos

2025 WISCONSIN BASKETBALL COACHES ASSOCIATION

ALL-STAR GAME

CAMERON
LIPINSKI

PORTER
EHRAT

Ms. Stryeski's Explore Your Creativity summer school class

Unleashing their imaginations painting, sketching, drawing, and tie-dyeing. These young artists dove into a variety of hands-on projects. Each student created unique works of art to take home and share with their families.



Mrs. Brandt, Mrs. Robinson, and Mrs. Schaefer proudly represented C-FC Elementary at Fastenal's BK5K race in Winona! Each educator wrote and submitted their own grant proposal, and together, they're bringing back over \$11,000 to support reading engagement for our elementary students.



Congratulations to Corbyn Webber for being selected as the state reporter for the 2025-2026 State FFA Officer Team!



ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE

to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- [AGR Dropbox](#)
- [AGR website](#)
- [Important dates](#)
- AGR legislation: [Wis. Stat. § 118.44\(4\)](#)

Use these columns to draft responses for the AGR contract application:							At the end of the semester, describe your progress for school board reporting:	
Grade	Subject	Baseline Performance Level	Performance Objective – (expected student growth)	Assessment Methods (formative & summative assessments)	AGR Strategy (class size reduction, instructional coaching, or one-to-one tutoring)	Rationale (Describe how the implemented strategy will help achieve the performance objective)	Fall Semester Progress Toward the Objective (include the number of identified students meeting the objective)	Spring Semester Objective (provide any performance data from the time before schools closed)
K	Reading / ELA	Hegerty 59% < 50% 16 need assistance 89% < 75% 24 need assistance	Hegerty 0% < 100% by year end.	<ul style="list-style-type: none">Hegerty Phonological awareness skills.ESGI ELA progress monitoring.	<ul style="list-style-type: none">We maintain an 18:1 teacher to student ratio.We utilize an interventionist to assist students.We push in for Title services.	<ul style="list-style-type: none">Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students.18:1 also provides for universal instruction, individualized assistance, and targeted interventions.	Hegerty 11% < 50% 3 need assistance 14% < 75% 4 need assistance	Hegerty 0% < 50% 0 need assistance 4% < 75% 1 need assistance
K	Math	No fall tests.	MAPs Math 0% < 60% by year end.	<ul style="list-style-type: none">MAPs Math progress monitoring	<ul style="list-style-type: none">We maintain an 18:1 teacher to student ratio.We utilize an interventionist to assist students.We push in for Title services.	<ul style="list-style-type: none">Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students.18:1 also provides for universal instruction, individualized assistance, and targeted interventions.	MAPs Math 7% < 25% 2 need assistance. 32% < 60% 9 need assistance.	MAPs Math 3% < 25% 1 need assistance. 10% < 60% 3 need assistance.

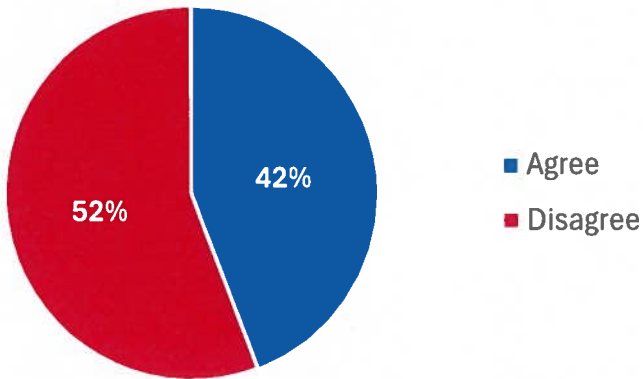
1	Reading	Hegerty 0% < 50% 0 need assistance 3% < 75% 1 needs assistance	Hegerty 0% < 100% by year end.	Hegerty Phonological awareness skills.	<ul style="list-style-type: none"> We maintain an 18:1 teacher to student ratio. We utilize an interventionist to assist students. We use targeted Title services. 	<ul style="list-style-type: none"> Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	Hegerty 0% < 50% 0 need assistance 0% < 75% 0 need assistance	Hegerty 0% < 50% 0 need assistance 0% < 75% 0 need assistance
1	Math	MAPs Math 3% < 25% 1 need assistance. 19% < 60% 7 need assistance.	MAPs Math 0% < 60% by year end.	<ul style="list-style-type: none"> MAPs Math Math progress monitoring. 	<ul style="list-style-type: none"> We maintain an 18:1 teacher to student ratio. We utilize an interventionist to assist students. We use targeted Title services. 	<ul style="list-style-type: none"> Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	MAPs Math 0% < 25% 0 need assistance. 25% < 60% 9 need assistance.	MAPs Math 0% < 25% 0 need assistance. 11% < 60% 4 need assistance.
2	Reading	Hegerty 3% < 50% 1 need assistance 9% < 75% 3 need assistance	Hegerty 0% < 100% by year end.	Hegerty Phonological awareness skills.	<ul style="list-style-type: none"> We maintain an 18:1 teacher to student ratio. We utilize an interventionist to assist students. We use targeted Title services. 	<ul style="list-style-type: none"> Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	Hegerty 0% < 50% 0 need assistance 3% < 75% 1 needs assistance	Hegerty % < 50% 0 need assistance 0% < 75% 0 need assistance
2	Math	MAPs Math 6% < 25% 2 need assistance. 38% < 60% 13 need assistance.	MAPs Math 0% < 60% by year end.	<ul style="list-style-type: none"> MAPs Math Math progress monitoring. 	<ul style="list-style-type: none"> We maintain an 18:1 teacher to student ratio. We utilize an interventionist to assist students. We use targeted Title services. 	<ul style="list-style-type: none"> Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	MAPs Math 9% < 25% 3 need assistance. 26% < 60% 9 need assistance.	MAPs Math 9% < 25% 3 need assistance. 26% < 60% 9 need assistance.

3	Reading	iReady ELA 12 % < 25% 5 need assistance. 26% < 60% 11 need assistance.	iReady ELA 0% < 60% by year end.	<ul style="list-style-type: none"> iReady ELA Reading progress monitoring. 	<ul style="list-style-type: none"> We maintain an 18:1 teacher to student ratio. We utilize an interventionist to assist students. We use targeted Title services. 	<ul style="list-style-type: none"> Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	iReady ELA 7% < 25% 3 need assistance. 35% < 60% 15 need assistance.	iReady ELA 9%< 25% 4 need assistance. 40% < 60% 17 need assistance
3	Math	iReady Math 17% < 25% 7 need assistance. 26% < 60% 11 need assistance.	iReady Math 0% < 60% by year end.	<ul style="list-style-type: none"> iReady Math Math progress monitoring. 	<ul style="list-style-type: none"> We maintain an 18:1 teacher to student ratio. We utilize an interventionist to assist students. We use targeted Title services. 	<ul style="list-style-type: none"> Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	iReady Math 9% < 25% 4 need assistance. 42% < 60% 18 need assistance.	iReady Math 12% < 25% 5 need assistance. 23% < 60% 10 need assistance

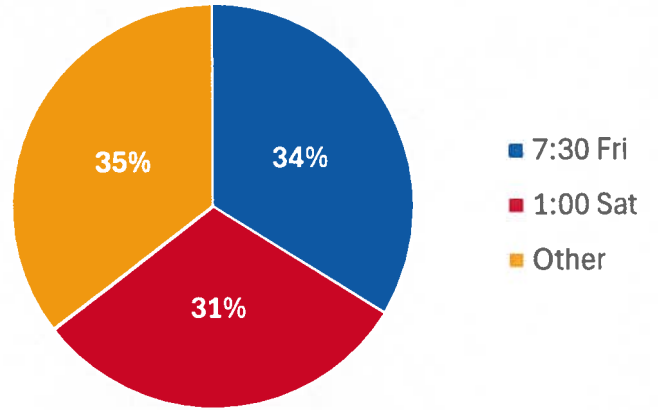
Source: Wis. Stat. § 118.44(4)

ALL RESPONSES - 65

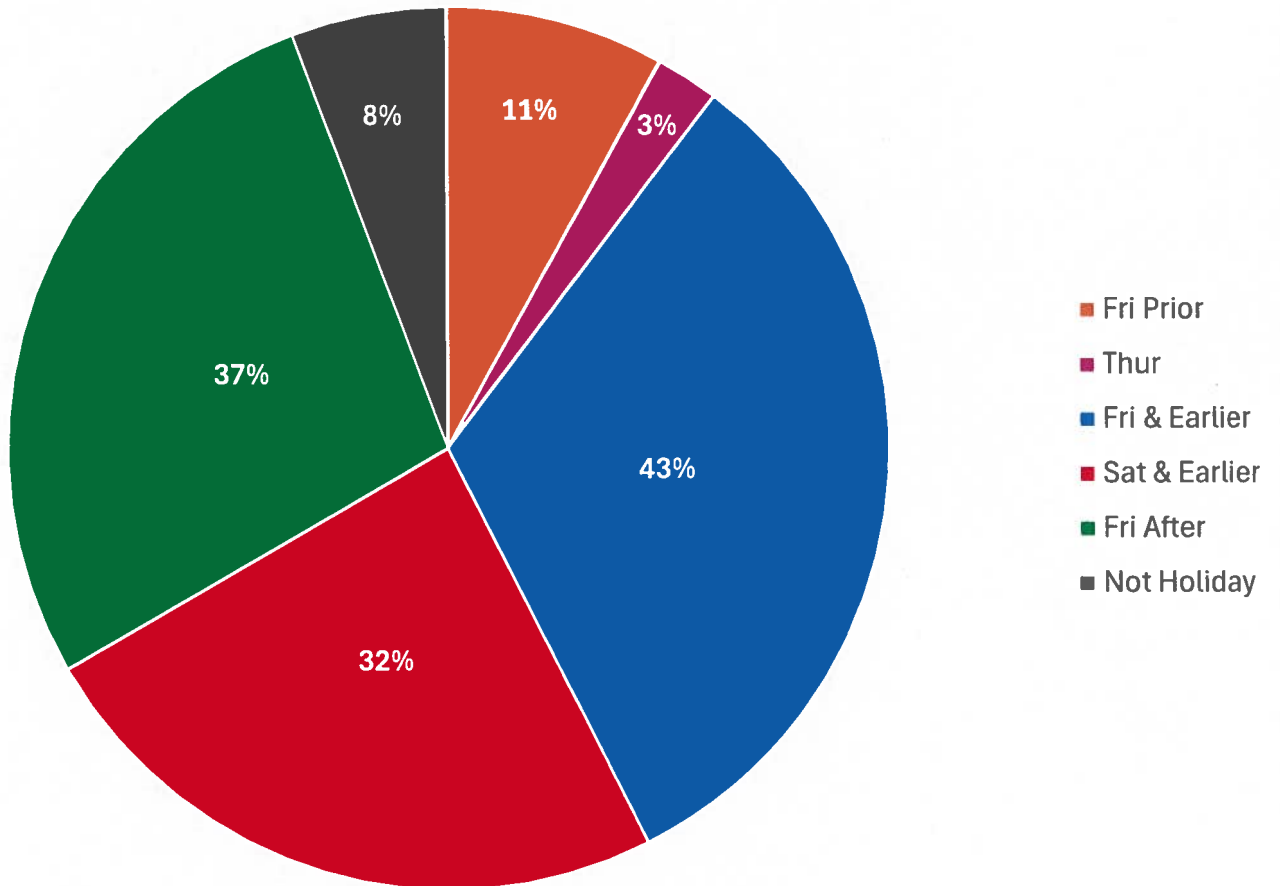
Holding the ceremony on Friday at 7:30 on the Friday of Memorial day weekend.



When would you want the ceremony held?

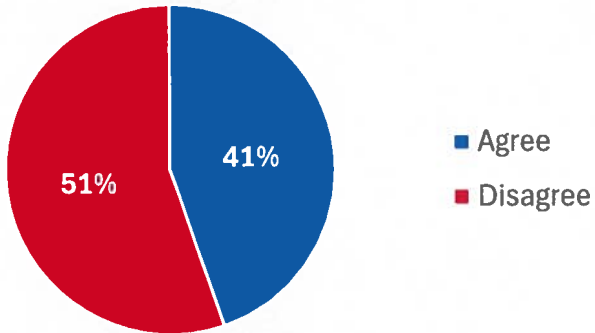


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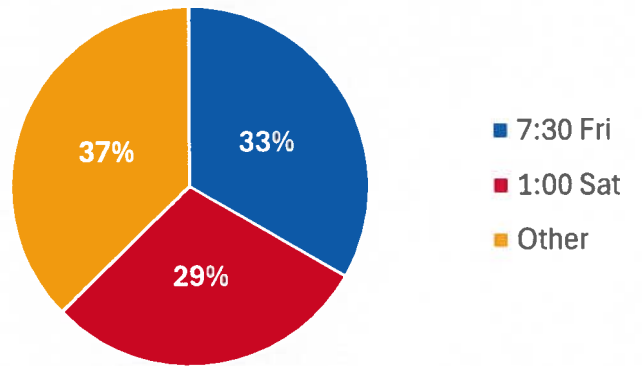


PARENTS - 51

Holding the ceremony on Friday at 7:30 on the Friday of Memorial day weekend.

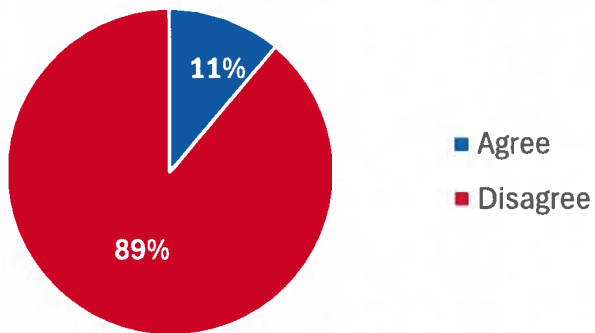


When would you want the ceremony held?

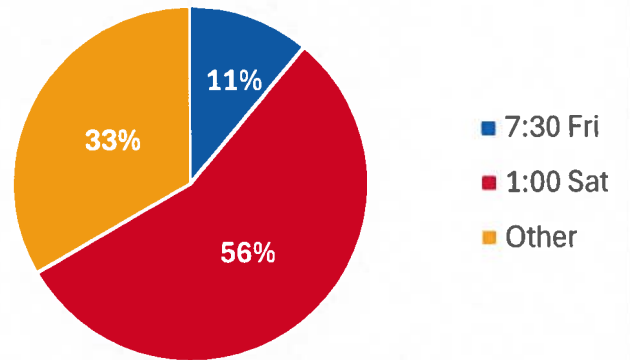


Students - 9

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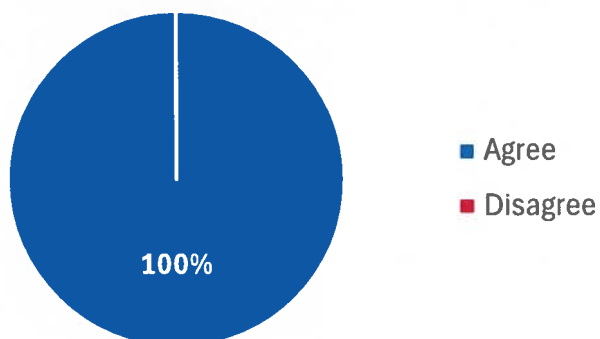


When would you want the ceremony held?

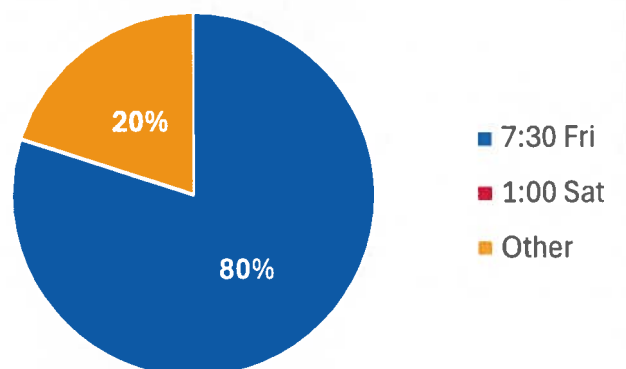


Staff - 5

Holding the ceremony on Friday at 7:30 on the Friday of Memorial day weekend.



When would you want the ceremony held?



General Aid – State aid, designed to offset local property taxes, for districts to finance the general educational programs. This aid is distributed through a formula that considers factors like property values, enrollment, and district spending.

Per Pupil Aid – Provides additional funding to school districts in Wisconsin based on the three-year average membership

Voucher Aid– A publicly funded subsidy allowing eligible students to receive state funding to attend private schools. These voucher programs redirect public school funds without any accountability for reporting actual students, meeting state testing requirements, or teacher licensing.

General Special Education Aid – Services mandated by federal law and provided by school districts. The state reimburses a portion of the costs for educating and transporting pupils enrolled in special education. This aid is sum sufficient which currently, the state allocates roughly \$574 million to this aid, equating to roughly a 32.1% reimbursement vs. the 33.3% proposed.

High-Cost Special Education Aid– Aid for certain, approved special education costs exceeding \$30,000 from the previous school year. Those costs cannot be eligible for reimbursement under the state special education, federal IDEA, or the federal Medicaid. The state is required to pay an eligible applicant an amount equal to 90% of the costs above \$30,000. This aid is sum sufficient and while state statute requires 90% reimbursement for these high costs, in the 2024-25 school year, only \$14.49 million was allocated to the program at a reimbursement rate of 25.9%.

Low Revenue – Established in 1993, the goal was to create levy controls for low property value per student.

Open Enrollment – A transfer of state aid from the resident district to the non-resident district, ensuring the non-resident district receives funding for the student. The resident district also retains some funding to cover fixed costs like administration and transportation.

Sparsity Aid – Provides additional funding to certain small, rural districts to help offset the costs associated with lower enrollment and sparse population density of fewer than 10 pupils per square mile of district attendance area. Based on data from the previous school year, an enrollment of less than 745 pupils = \$400 per pupil and 746-1000 students = \$100 per pupil.

	Current	Governor Evers' Proposal		Joint Finance	
		'25 – 26	'26 – 27	'25 – 26	'26 – 27
General Aid	\$ 325/Pupil	+ \$ 334/Pupil \$ 659/Pupil	+\$ 345/Pupil \$ 670/Pupil	\$ 325 • No funding for the state law • Funded entirely by local property taxes	\$ 325
Low Revenue	\$ 11,000	\$1,000 Increase \$ 12,000	\$1,400 Increase \$ 12,400	No Increase \$ 11,000	No Increase \$ 11,000
Per Pupil Aid	\$ 742/Pupil	+ \$ 58/Pupil Increase \$ 800/Pupil	+\$ 108/Pupil \$ 850/Pupil	No Increase \$ 742/Pupil	No Increase \$ 742
Vouchers	\$ 325/Pupil	+ \$67/Pupil \$ 392/Pupil	+ \$ 70/Pupil \$ 395/Pupil	+ \$ 135/Pupil \$ 460/Pupil	+ \$ 128/Pupil \$ 453/Pupil
Open Enrollment	\$ 8,962/Pupil \$ 13,814/Sp. Ed	+ \$ 392/Pupil \$ 9,354/Pupil \$ 14,206/Sp. Ed	+ \$ 395/Pupil \$ 9,357/Pupil \$ 14,209/Sp. Ed	+ \$ 1,578/Pupil \$ 10,540/Pupil \$ 15,392/Sp. Ed	+ \$ 1,578/Pupil \$ 10,540/Pupil \$ 15,392/Sp. Ed
General Special Ed	32.1% (sum sufficient)	+ 27.9% 60% (sum certain)	+ 27.9 % 60% (sum certain)	+ 2.9% 35% (sum sufficient)	+ 9.6% 37.5% (sum sufficient)
High-Cost Special Ed	25.9% (sum sufficient)	+ 14.1% 40% (sum certain)	+ 14.1% 40% (sum certain)	+ 24.1% 50% (sum sufficient)	+ 64.1% 90% (sum sufficient)
Sparsity < 745 745 – 1,000	\$400/Pupil \$100/Pupil	+ \$100/Pupil \$500/Pupil \$200/Pupil	+ \$100/Pupil \$500/Pupil \$200/Pupil	No Increase \$400/Pupil \$100/Pupil	No Increase \$400/Pupil \$100/Pupil
Mental Health Programs Suicide prevention	\$ 10,000,000 \$ 1,000 Grant	\$ 62,752,000 \$ 6,000 Grant	\$ 67,237,000 \$ 6,000 Grant	No Increase \$ 10,000,000	No Increase \$ 10,000,000

CESA 4 Activities and Regional News

1. With the 2024-2025 school year wrapping up in our districts, our planning and work for the 2025-2026 school year is underway. CESA 4 will be hosting a summer retreat for staff on July 21-22 in La Crosse. The retreat gives us an opportunity to meet outside the agency, and continue our planning for the upcoming school year. The retreat will have a focus on team building, goal setting, and planning for the 2025-2026 school year. We will continue to carry out the work that was identified through our strategic planning process last spring. We met many of our goals over the past year, but there is still work to be done. Taking a deep dive into the strategic plan, as well as addressing some of the unfinished work from this past year will be our priority.
2. CESA 4 Directors will once again participate in CESA U in Wausau this September. CESA U gives us the opportunity to collaborate and share ideas with the other eleven CESA's throughout the state. We will be sharing best practices and discussing our strengths, as well as the opportunities that exist to make our agencies more impactful than they already are. We will be exploring areas such as our Catalog of Services, as well as learning about dashboards that some of the other CESA's throughout the state utilize. CESA U will also give us the opportunity to expand our conversations and work that was started at our summer retreat.
3. We recently received notification that two proposals were accepted for the National Association for Educational Service Agencies conference this December. Abby Fernan and Christy Tainter's work around the implementation of AI into Social, Emotional, Learning platforms will be shared with attendees as well as Laura Veglahn's work in planning CESA U. The CESA U model that was created in Wisconsin is getting attention nationally and many states have been inquiring about this extremely effective professional development learning model.

State and National News

1. The rollercoaster ride of the state budget continues. If you recall during the "Day at the Capitol" visits, there was little optimism that the state budget would be in place by the end of the summer. The fear was that the budget was being slowly rolled out as we awaited a decision from the Supreme Court regarding Governor Evers' veto that boosts school funding for 400 years. Once the decision was upheld, they believed that both sides of the aisle were willing to get back to work and get the state budget in place in early summer. The current reality is that the Governor is optimistic that it will be in place in a timely manner, but there is much work to be done. The one item that we thought had unilateral support was the Special Education reimbursement. There is now talk that legislators are considering increasing the high-cost special education aid rather than the categorical aid of 60% reimbursement that has been discussed all spring. The high-cost aid would be helpful to districts, but not nearly as helpful as the categorical aid. If the legislature only increased high-cost aid, that investment would fall far short of addressing the statewide need for sustainable, equitable special education funding.

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

~~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.~~

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 ~~1 through 8~~ 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.

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, who the District has identified as being at risk of retention, 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:~~

- ~~The two most recent state assessment results (or results from an alternate assessment, if applicable) that are available for the student, although the team need not consider an assessment taken prior to November 1 of the previous school year~~ State assessment results (or results from an alternate assessment, if applicable) that are available for the student;
- ~~The two most recent state assessment results (or results from an alternate assessment, if applicable) that are available for the student, although the team need not consider an assessment taken prior to November 1 of the previous school year~~ The results of District assessments;
- ~~The student's summative grades and teachers' summative evaluations of the student's academic skills (generally as reflected on report cards and formal progress reports)~~ The student's grades and teachers' evaluations of the student's academic skills; and
- 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:

- 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
- The student should be retained in combination with the identification of individualized goals and the use of appropriate intervention strategies.

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 3 to 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.

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: SP1; 1/10/14

Adopted June 27, 2019

Revised November 20, 2024

Revised _____

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	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]

HVAC Design/Build • Roofing • Service/Controls • Testing & Balancing • Specialty Metals • Architectural Sheet Metal • Piping/Plumbing

Proposal for Chiller Replacement

Prepared for: Garek Barum, CFC School District

Prepared by: Winona Heating & Ventilating, Inc.

Date: 6/4/2025

Scope of Work

Winona Heating & Ventilating, Inc. (WHV) proposes to furnish and fully install one (1) **York YCAL0125EE46VSDTAir-Cooled Chiller** at the CFC School District facility. This project includes complete demolition of the existing air-cooled chiller and heat exchanger, new chilled water piping and electrical work, modifications to the existing chilled water loop, crane lift services for equipment removal and setting, full integration with the existing **Automated Logic (ALC) Building Automation System**, and the **supply and charging of refrigerant necessary for system startup**. The proposal also includes **insulation of new piping** and **test and balance services** to verify system performance.

Included Work

- Demolition and removal of the existing chiller and remote heat exchanger
- Furnishing one (1) new York YCAL 125 Ton Air-Cooled Chiller
- Crane service for removing the old chiller and setting the new unit in place
- Installation of the new chiller and piping connections
- Installation of piping specialties, isolation valves, strainers, and related components
- **Modification of the existing chilled water loop piping** to accommodate the new unit
- **Insulation of new piping systems**
- Complete electrical scope including demo and reconnection of power to the new unit
- **Furnishing and charging of R-454B refrigerant** required for proper unit startup
- Integration of the new system into the existing ALC BAS (Automated Logic Controls), including:
 - BAS input/output connections
 - Reprogramming and recommissioning of relevant BAS sequences
- Coordination and startup by a York-certified technician
- **Test and balance services** to ensure proper flow and performance
- Testing, checkout, and warranty activation

Equipment Details

Members of: Sheet Metal, Air Conditioning and Roofing Contractors Association of Minnesota
National Roofing Contractors Association | Midwest Roofing Contractors Association

B. Thomas Plachecki, President
An Equal Opportunity Employer

Model: YCAL0125EE46VSDTXXRXXXLXXXXDXUXDX

Tag: CH-1

Qty: 1

Key Features:

- 125 Ton nominal cooling capacity
 - R-454B Refrigerant
 - Scroll compressor configuration with VSD condenser fans
 - Air-cooled with integral controls
 - 460V / 3PH / 60HZ electrical
 - BACnet MSTP communication interface
 - AHRI certified, ASHRAE 90.1 compliant
 - 1-Year full warranty (parts, labor, refrigerant)
 - 5-Year compressor parts warranty
-

Exclusions

- Leak detection sensors and related controls (if required, can be quoted separately)
 - Structural modifications beyond equipment setting area (if required, can be quoted as an alternate)
-

Lead Time

Estimated delivery is **13 weeks**, beginning upon:

- Purchase order receipt
 - Credit and submittal approval
 - Official release to production
-

Pricing

Total Price: \$235,000.00

Price valid for 30 days from proposal date.

Teaching Contract Recommendation

<u>Name</u>	<u>Position</u>	<u>Education</u>	<u>License</u>	<u>Experience</u>	<u>PD Level</u>
William Olson	Health Science (F/CS)	<ul style="list-style-type: none"> Bachelors - Winona State 	<ul style="list-style-type: none"> 1530 - Physical Education 1910 - Health 1860 - Adaptive Physical Education 	<ul style="list-style-type: none"> Student Teacher - LaCrosse school district 	<ul style="list-style-type: none"> Base = \$44,500

NOTICE OF CHANGE IN ADOPTED BUDGET
SCHOOL DISTRICT OF COCHRANE-FOUNTAIN CITY

Notice is hereby given, in accordance with the provisions of Wisconsin Statute 65.90(5)(a), that the School Board of Cochrane-Fountain City, on June 26, 2024, adopted the following changes to previously approved budgeted 2023-24 amounts. The following presents only adopted budget line items with changes. Unchanged line items are not presented.

GENERAL FUND						
Line Item	Account Code	Previous Approved Amount \$	Estimated Amount \$	CHANGE AMOUNT \$	Transfer Recommended Amount \$	Amended Approved Amount \$
Instruction						
Undifferentiated Curriculum	110 000	2,057,697.72	1,542,432.09	515,265.63	(500,000.00)	15,265.63
Regular Curriculum	120 000	1,087,599.04	1,063,794.10	23,804.94	0.00	23,804.94
Vocational Curriculum	130 000	366,811.39	341,566.72	25,244.67	0.00	25,244.67
Physical Curriculum	140 000	189,339.30	162,914.49	26,424.81	0.00	26,424.81
Co-Curricular Activities	160 000	258,970.00	260,829.40	(1,859.40)	0.00	(1,859.40)
Other Special Needs	170 000	0	0	0.00	0.00	0.00
Subtotal Instruction		3,960,417.45	3,371,536.80	588,880.65	-500,000.00	88,880.65
Support Services						
Pupil Services	210 000	250,709.74	223,670.85	27,038.89	0.00	27,038.89
Instructional Staff Services	220 000	242,799.09	194,825.32	47,973.77	0.00	47,973.77
General Administration	230 000	275,558.65	270,273.81	5,284.84	0.00	5,284.84
School Building Administration	240 000	381,757.33	367,264.49	14,492.84	0.00	14,492.84
Business Administration	250 000	1,682,397.66	1,572,186.48	110,211.18	0.00	110,211.18
Central Services/Technology	260 000	314,163.20	282,499.87	31,663.33	0.00	31,663.33
Insurance & Judgements	270 000	134,193.76	119,662.58	14,531.18	0.00	14,531.18
Debt Services	280 000	13,656.00	13,656.00	0.00	0.00	0.00
Other Support Services	290 000	0	0	0.00	0.00	0.00
Subtotal Support Services		3,295,235.43	3,044,039.40	251,196.03	0.00	251,196.03
Non-Program Transactions						
Inter-fund Transfers	410 000	607,884.83	1,032,385.83	(424,501.00)	500,000.00	75,499.00
Instructional Service Payments	430 000	595,972.51	512,077.73	83,894.78	0.00	83,894.78
Post-Secondary Scholarship	450 000	0	0	0.00	0.00	0.00
Other Non-Program Transactions	490 000	1,500.00	7,109.37	(5,609.37)	0.00	(5,609.37)
Subtotal Support Services		1,205,357.34	1,551,572.93	-346,215.59	500,000.00	153,784.41
Total Expenditure Appropriations		8,461,010.22	7,967,149.13	493,861.09	0.00	493,861.09

SPECIAL EDUCATION FUND						
Line Item	Account Code	Previous Approved Amount \$	Estimated Amount \$	CHANGE AMOUNT \$	Transfer Recommended Amount \$	Amended Approved Amount \$
Anticipated Revenue:						
Transfers-in	100			0.00		0.00
Expenditure Appropriations:						
Special Education Curriculum	15XXXX			0.00		0.00

Recommendation to Move to Fund 46	400,000.00
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Supplemental Payments, Maintenance, & Encumbered Bills	100,000.00
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Recommendation to keep Remaining \$ in Fund Balance	393,861.09
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