

Shared Key Interests

1. Advance student learning, achievement, and success by keeping it at the heart and as the filter for our decision making.

2. Utilize research-based curricula that reflects 21st Century themes and applications and are responsive to the needs and potential of all students, preparing them for a global society.

3. Provide real-life, diverse learning opportunities with practical applications in the classroom and beyond.

4. Inform and engage the community in shaping educational strategy and formulating responses to change.

5. Attract, retain, and develop a high quality, diverse, creative, and innovative workforce of leaders.

6. Provide safe, secure, flexible, inviting, and well-maintained environments that nurture student well-being and enhance teaching and learning.

7. Identify, integrate, and expand technology to foster adaptability and maximize learning for all.

8. Foster mutually beneficial partnerships and collaborations that expand learning opportunities and resources.

Wausau School District

Board of Education Meeting Agenda

In Compliance with the Wisconsin Open Meeting Law

Public Notice s.19.84 (3)
Exemptions s.19.85

James Bouché, President
Karen Vandenberg, Clerk

A meeting of the **AUDIT OF THE BILLS COMMITTEE** will be held in the **Nicholson Board Room, 415 Seymour Street, Wausau, Wisconsin 54403 at 5:00 PM** on **Monday, July 10, 2023.**

I. CALL TO ORDER	
II. ROLL CALL	
III. PLEDGE OF ALLEGIANCE: Jim Bouche, President	
IV. READING OF THE MISSION STATEMENT	
V. PUBLIC AND STUDENT COMMENT	
VI. APPROVE CONSENT AGENDA (Action Requested)	3
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C. Superintendent Commentary	
D. Presiding Officer Commentary	
XI. ADJOURN	

**Shared Key
Interests**

1. Advance student learning, achievement, and success by keeping it at the heart and as the filter for our decision making.

2. Utilize research-based curricula that reflects 21st Century themes and applications and are responsive to the needs and potential of all students, preparing them for a global society.

3. Provide real-life, diverse learning opportunities with practical applications in the classroom and beyond.

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Wausau School District

Board of Education Meeting Agenda

In Compliance with the Wisconsin Open Meeting Law

Public Notice s.19.84 (3)
Exemptions s.19.85

James Bouché, President
Karen Vandenberg, Clerk

AMENDED: 07/07/2023 at 6:15 am

NOTICE IS HEREBY GIVEN THAT SCHOOL BOARD MEMBERS WHO ARE NOT MEMBERS OF THE AUDIT OF THE BILLS COMMITTEE MAY ATTEND THIS COMMITTEE MEETING AS TO CONSTITUTE A QUORUM OF THE BOARD OF EDUCATION. ANY SUCH BOARD MEMBER ATTENDANCE WILL BE FOR INFORMATION GATHERING, DISCUSSION, AND/OR RELATED PURPOSES AND WILL NOT RESULT IN DIRECT DECISION MAKING BY THE BOARD OF EDUCATION AT THE COMMITTEE MEETING.

Action Item*

NOTICE POSTED: Thursday, July 6, 2023, at 1:45 pm

By: _____

NOTICE SENT TO:

WSAU WSAW-TV WAOW-TV WJFW-TV CITY PAGES WAUSAU PILOT & REVIEW SCHOOLS
WAUSAU DAILY HERALD WAAM CITY HALL COURTHOUSE PUBLIC LIBRARY

WAUSAU SCHOOL DISTRICT
HUMAN RESOURCES

TO: Board of Education
FROM: Tabatha Gundrum
MEETING: July 10, 2023
SUBJECT: Staffing Consent Agenda

The Administration respectfully asks that the Board of Education approve the following staffing changes pertaining to the Consent Agenda:

APPOINTMENTS (Additional Staff, Replacement Staff, Contract Increases):

		TEACHING STAFF	
NAME	BUILDING	POSITION	EFFECTIVE DATE
Nicholas Donisch	Wausau East HS	1.0 FTE, English Teacher	8/22/23
Megan Priest	GD Jones Elementary	1.0 FTE, Kindergarten Teacher	8/22/23
Curtis Hanson	Wausau East HS	1.0 FTE, Instrumental Music Teacher	8/22/23

		ADMINISTRATIVE STAFF	
NAME	BUILDING	POSITION	EFFECTIVE DATE

SEPARATIONS (Resignations, Contract Decreases, Terminations):

		TEACHING STAFF	
NAME	BUILDING	POSITION	EFFECTIVE DATE
Nicole Roy	GD Jones Elementary	1.0 FTE, 1st Grade Teacher	6/5/23
Lauren Patterson	Franklin Elementary	1.0 FTE, Special Education Teacher	6/5/23
Melissa Gilbertson	Wausau West HS	1.0 FTE, Special Education Teacher	6/5/23
Shawn Moretti	Wausau East HS	1.0 FTE, Physical Education Teacher	6/5/23 (Contingent on receipt of liquidated damages)
Caroline Zoromski	John Muir MS	1.0 FTE, EL Teacher	6/5/23 (Contingent on receipt of liquidated damages)

		ADMINISTRATIVE STAFF	

NAME	BUILDING	POSITION	EFFECTIVE DATE

LIMITED TERM CONTRACTS:

TEACHING STAFF			
NAME	BUILDING	POSITION	EFFECTIVE DATE

ADMINISTRATIVE STAFF			
NAME	BUILDING	POSITION	EFFECTIVE DATE

LEAVES OF ABSENCE:

TEACHING STAFF			
NAME	BUILDING	POSITION	EFFECTIVE DATE

ADMINISTRATIVE STAFF			
NAME	BUILDING	POSITION	EFFECTIVE DATE

RETIREMENTS:

TEACHING STAFF			
NAME	BUILDING	POSITION	EFFECTIVE DATE

ADMINISTRATIVE STAFF			
NAME	BUILDING	POSITION	EFFECTIVE DATE

WAUSAU SCHOOL DISTRICT
HUMAN RESOURCES

TO: Board of Education
 FROM: Tabatha Gundrum
 MEETING: July 10, 2023
 SUBJECT: Staffing Consent Agenda

ADDENDUM

The Administration respectfully asks that the Board of Education approve the following staffing changes pertaining to the Consent Agenda:

APPOINTMENTS (Additional Staff, Replacement Staff, Contract Increases):

		TEACHING STAFF	
NAME	BUILDING	POSITION	EFFECTIVE DATE
Eliza Rountree	GD Jones Elementary	1.0 FTE, EC Special Education Teacher	8/22/23
Ashlee Barkley	District	1.0 FTE, Special Education Teacher	8/22/23
Danielle Cox	Horace Mann MS	1.0 FTE, Family and Consumer Sciences Teacher	8/22/23
Jenna Snortheim	Wausau West HS & Wausau East HS	1.0 FTE, Agriculture Teacher	8/22/23
Meegahn Roesler	Wausau West HS & John Muir MS	1.0 FTE, Choral Music Teacher	8/22/23
Chloe Gross	Franklin Elementary	1.0 FTE, 5th Grade Teacher	8/22/23
Emma Rozumalski	John Marshall Elementary	1.0 FTE, 4th Grade Teacher	8/22/23

		ADMINISTRATIVE STAFF	
NAME	BUILDING	POSITION	EFFECTIVE DATE

SEPARATIONS (Resignations, Contract Decreases, Terminations):

		TEACHING STAFF	
NAME	BUILDING	POSITION	EFFECTIVE DATE
Emily Names	John Marshall Elementary	1.0 FTE, 5th Grade Teacher	6/5/23 (Contingent on receipt of liquidated damages)

		ADMINISTRATIVE STAFF	
NAME	BUILDING	POSITION	EFFECTIVE DATE

LIMITED TERM CONTRACTS:

		TEACHING STAFF	
NAME	BUILDING	POSITION	EFFECTIVE DATE

		ADMINISTRATIVE STAFF	
NAME	BUILDING	POSITION	EFFECTIVE DATE

LEAVES OF ABSENCE:

		TEACHING STAFF	
NAME	BUILDING	POSITION	EFFECTIVE DATE

		ADMINISTRATIVE STAFF	
NAME	BUILDING	POSITION	EFFECTIVE DATE

RETIREMENTS:

		TEACHING STAFF	
NAME	BUILDING	POSITION	EFFECTIVE DATE

		ADMINISTRATIVE STAFF	
NAME	BUILDING	POSITION	EFFECTIVE DATE

Minutes of REGULAR MEETING

The Board of Education Wausau School District

DRAFT

A Regular Meeting of the Board of Education of the Wausau School District was held Monday, June 12, 2023, beginning at 5:00 PM in the Nicholson Board Room, 415 Seymour Street, Wausau, Wisconsin 54403.

Present: Jon Creisher; Pat McKee; Cody Nikolai; Jennifer Paoli; Joanna Reyes arrived at 5:01 pm; Cory Sillars; Lance Trollop; and Karen Vandenberg.

Absent: James Bouche.

I. CALL TO ORDER

The meeting was called to order at 5:00 pm.

II. ROLL CALL

Ms. Peck read the roll call.

III. PLEDGE OF ALLEGIANCE: Lance Trollop, Vice President

Vice President Trollop led everyone in the Pledge of Allegiance.

IV. READING OF THE MISSION STATEMENT

Vice President Trollop read the District mission statement.

V. PUBLIC AND STUDENT COMMENT

Mil Lawler made brief comments.

VI. APPROVE CONSENT AGENDA (Action Requested)

A. Appointments (Additional Staff, Replacement Staff, Contract Increases)

Dakota Osborn (Social Studies Teacher/West) 1.0 FTE, effective 8/22/23; Bradley Bernade (Social Studies Teacher/East & WAVE) 1.0 FTE, effective 8/22/23; Heather Kahr (Principal/Franklin) 1.0 FTE, effective 7/1/23; Abigail Fox (Music Teacher/John Muir) 1.00, effective 8/22/23; Avery Haugen (4th Grade Teacher/Franklin) 1.0 FTE, effective 8/22/23; Elizabeth Okray (Special Education Teacher/District) 1.0 FTE, effective 8/22/23; Ryan Plautz (PE Teacher/Grant & Marshall) 1.0 FTE, effective 8/22/23; Jennifer Prideaux (Art Teacher/Hawthorn Hills & Lincoln) 1.0 FTE, effective 8/22/23; Morgen Severt (Elementary Science Teacher/Jones & Riverview) 1.0 FTE, effective 8/22/23; Veronica Senalik (2nd Grade Teacher/Lincoln) 1.0 FTE, effective 8/22/23; Lauryn Weller (2nd Grade Teacher/Lincoln) 1.0 FTE, effective 8/22/23; Amy Marquardt (Science Teacher/East) 1.0 FTE, effective 8/22/23; Zachary Steinberger (Social Studies Teacher/East) 1.0 FTE, effective 8/22/23; Josh Schuch (Special Education Teacher/District) 1.0 FTE, effective 8/22/23; Angela Diener (Assistant

Principal/Muir) 1.0 FTE, effective 7/1/23; and Luke Stachovak (Assistant Principal/Muir) 1.0 FTE, effective 7/1/23.

B. Separations (Resignations, Contract Decreases, Terminations)

Jennifer Seymour (Principal/WAVE) 1.0 FTE, effective 6/15/23; Tracy Works (Special Education Teacher/West) 1.0 FTE, effective 6/5/23; Lori Kurszewski (Special Education Teacher/Jones) 1.0 FTE, effective 6/5/23; Ethan Edwards (Special Education Teacher/Muir) 1.0 FTE, effective 6/5/23; Jenna Knoedler (Special Education Teacher/Marshall) 1.0 FTE, effective 6/5/23; Benjamin Petersen (Social Studies Teacher/East) 1.0 FTE, effective 6/5/23; DaeSia Chang (School Psychologist/Hawthorn Hills) 1.0 FTE, effective 6/5/23; Emily Fritz (5th Grade Teacher/Jefferson) 1.0 FTE, effective 6/5/23; and Jamie Winch (Family & Consumer Science Teacher/East) 1.0 FTE, effective 6/5/23.

C. Leaves of Absence

Heidi Schafer-Edwards (EL Teacher/Marshall) .5 FTE, effective 23-24 contract year; Melissa Grimm (English Teacher/John Muir) 1.0 FTE, 23-24 contract year.

D. Retirements

Ann Landretti (English Teacher/East) 1.0 FTE, effective 6/5/23.

E. Minutes: Special Session of April 19, 2023; Special Session of April 24, 2023; Special Session II of April 24, 2023; Special Session III of April 24, 2023; Special Session of May 2, 2023; Regular Session of May 8, 2023; and the Special Session of May 31, 2023.

F. Payment of Bills/Budget Status and Investment Report

G. Donations to the District

\$900 from Ruder Ware to Grant; \$208 from Kendall Avery, \$75 from Kristen DeHart, and \$100 from Foua Xiong to G.D. Jones; \$50 from Kwik Trip, \$37 from Sam's Club, \$500 from Thrivent to Lincoln; \$130 from Kwik Trip, 28 caps and gowns from Krika Staffeil, and \$250 from Thrivent to John Marshall; \$745 from Rocky Rococo to Riverview; 4 bags of clothing and shoes from an anonymous donor, 13 bags of dental products from Dovorany Orthodontics, \$150 from Diane Rettler, portable artwork display walls from Julie Wolff, \$500 from Don and Carrie Zoromski, and \$175 from Roxann Zoromski to Wausau East.

Karen Vandenberg moved to approve the consent agenda with great gratitude for donations made to the District, seconded by Cody Nikolai. The motion carried 8-0.

VII. OLD/RECURRING BUSINESS

A. Education/Operations Committee Meeting

1. Red Granite Charter School Contract Approval (Action Requested)

Cody Nikolai moved to approve the Red Granite Charter School contract, seconded by Joanna Reyes. The motion carried 8-0.

2. Restructuring - Proposal for New Elementary Assignments and High School Colors (Action Requested)

Jon Creisher moved to approve of the school mergers, and assignments as presented, seconded by Cody Nikolai. The motion carried 6-2.

3. Referendum Construction Update

As the referendum-funded facility improvements continue to develop, construction and budget updates were routinely presented.

VIII. NEW BUSINESS

A. 2023 Summer Learning Update

Dr. Rob Phelps and Tami Cummings presented information regarding the Summer Learning Program.

B. Education/Operations Committee Meeting

1. Board Review of Principal Hiring Process

Tabatha Gundrum shared a brief presentation on the Principal hiring process.

2. Meal Price Recommendations for 2023-24

The United States Department of Agriculture (USDA) paid lunch equity (PLE) tool is typically used this time of year to determine meal prices for the upcoming year. This year, the USDA released guidance stating districts with a positive balance in their food service account are exempt from PLE pricing requirements. This guidance along with the overall fiscal health of our food service fund will result in the same meal prices for 2023-24 as we had in 2022-23.

3. Recommendation for Preliminary 2023-24 Budget (**Action Requested**)

Cory Sillars moved to approve the preliminary budgets as presented in order to proceed with 2023-24 expenditures committed to before final budgets are approved, seconded by Karen Vandenberg. The motion carried 7-0-1 with Lance Trollop abstaining.

4. EL Instructional Teacher - Program Implementation and EL Coordinator (**Action Requested**)

Karen Vandenberg moved to approve of the updated job descriptions for the EL Coordinator and the EL Instructional Teacher – Program Implementation and Instructional Coach, seconded by Jon Creisher. The motion carried 8-0.

5. Transfer from Fund 10 to Fund 46 (**Action Request**)

Cody Nikolai moved to approve the transfer of \$100,000 from the General Fund to the Long-term Capital Improvement Trust Fund during the 2022-23 fiscal year, seconded by Jon Creisher. The motion carried 8-0.

6. WIAA Membership Renewal for 2023-24 (**Action Requested**)

Jon Creisher moved to approve the WIAA memberships for 2023-24, seconded by Cody Nikolai. The motion carried 8-0.

IX. OPEN FORUM

A. Board Member Professional Growth & Development Report

Cory Sillars read a statement about a WSD graduate.

B. Legislative Liaison

Cory Sillars shared that he was in Washington DC and met with representatives regarding extra funding for student refugees.

C. Superintendent Commentary

Dr. Hilts shared the need for the New Comer Center and that the literacy center bill will meet the science of literacy requirement.

D. Presiding Officer Commentary

The Board Liaison report for the month of June is as follows: Lance Trollop attended the Wausau West Pop Concert, the 25 Year Club & Retirement Banquet, Wausau West Graduation, Wausau Girls Golf Outing, and the Wausau East Graduation.

X. REQUEST FOR CLOSED SESSION PURSUANT TO STATE STATUTES

Jon Creisher moved to enter into closed session, seconded by Cory Sillars. The motion carried via a roll call vote at 6:52 pm

Jon Creisher: Yes

Pat McKee: Yes

Cody Nikolai: Yes

Jennifer Paoli: Yes

Joanna Reyes: Yes

Cory Sillars: Yes

Lance Trollop: Yes

Karen Vandenberg: Yes

A. Consider adjournment to closed session pursuant to Wis. Stat. s. 19.85(1)(c), (f), and (g) to consider employment of a public employee, to discuss personal histories of specific individuals where discussion may have a substantial adverse effect upon the reputation of the individual, and to confer with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation on discrimination matters in which it is involved or is likely to become involved. Specifically, the Board will discuss and consider a pending personnel matter and related appeals and independent investigation. The Board may take action in closed session as appropriate.

B. Reconvene in Open Session, to take further action if necessary and appropriate.

Cody Nikolai moved to reconvene in open session, seconded by Pat McKee. The motion carried 8-0 at 8:00 pm.

Cody Nikolai moved to approve the resignation agreement with Rob Perkins, seconded by Jon Creisher. The motion carried 8-0.

XI. ADJOURN

Karen Vandenberg moved to adjourn, seconded by Pat McKee. The motion carried at 8:06 pm.

Respectfully Submitted,

Karen Vandenberg,
Board Clerk

KV:cp

WAUSAU SCHOOL DISTRICT
APPROVAL OF BILLS

Education/Operations Committee of the Whole - June 26, 2023
Board Meeting - July 10, 2023

2022-23 Budget
May 16, 2023 to June 19, 2023

Vouchers 1062041-1062287, 222303456-222303893

General Fund - Fund 10	\$1,136,080.31
Grants - Fund 11	\$188,965.04
Federal Projects Fund - Fund 20	\$2,884.99
Special Education - 27	\$150,574.37
Food Service Fund - Fund 50	\$218,661.76
Trust Funds - Fund 72	\$0.00
Community Service Fund - Fund 80	\$11,507.46
Total	\$1,708,673.93

Vouchers 222303280,222303348-22230351

Capital Projects - Fund 49	\$0.00
Total	\$0.00

INVESTMENT PORTFOLIO
June 30, 2023

<u>INSTITUTION</u>	<u>BALANCE</u>	<u>RATE</u>
Associated Bank	43,218,098.24	0 to 3.54%/variable
BMO Financial Group	3,594,592.03	variable
CoVantage Credit Union	6,932.40	.85% to 1 .14%
State of Wisconsin Investment Pool	6,159.00	4.80%
Wisconsin Investment Series Cooperative	59,105,516.24	4.923-5.079%



District Donation Form Gifts, Grants, and Bequests

- This is a grant.
- This is a donation.
- I wish to remain anonymous.

Today's Date: 6/8/2023

Donor's Name: Bruce Bartell

Donor's Address: _____

Donor's Phone: 715-571-6617

Amount of Donation: N/A

School/Building Receiving Donation: MOB/All schools

Department/Program Receiving Donation: Print Shop

Designation/Purpose of Donation: Donated pallets of stock paper, boxes for shipping, wide format media and coil binders.

The Wausau School District and Marty Dumask Printing Services Mgr
Department/Program

of MOB gratefully acknowledge your gift of supplies
School/Building Donation

to be used by the Department/Program named above for various school needs.
Purpose

Building Principal Signature: _____ Date: _____

ROUTING:
Original to Donor
Email copy to Department/Program
Email copy to Building Administrative Assistant/Building Bookkeeper
Email copy to Superintendent's Administrative Assistant at Longfellow



District Donation Form

Today's Date: 6-14-23

Donor's Name: Barb Heilmann

Donor's Address: 2401 Oakwood Blvd
Wausau WI 54403

Donor's Phone: _____

Amount of Donation: \$300

School/Building Receiving Donation: Wausau East

Department/Program Receiving Donation: Art Dept

Designation/Purpose of Donation: Various kinds of beads for the Art Dept

The Wausau School District and _____
Department/Program

of _____
School/Building gratefully acknowledge your gift of _____
Donation

to be used by the Department/Program named above for _____
Purpose

Building Principal Signature: Deb Foster/km Date: 6-21-23

- ROUTING:
- Original to Donor
 - Email copy to Department/Program
 - Email copy to Building Administrative Assistant/Building Bookkeeper
 - Email copy to Superintendent's Administrative Assistant at Longfellow

COMPETENCY BASED PROGRAM (5.09)

Welcome to our Northcentral Technical College Alternative School Partners:

Dr. Brooke Schindler

Dean - School of Liberal Arts, Transfer, Education, and General Studies

Mr. Derek Yirkovsky

Director of Alternative Education

Objectives:

1. Familiarize the Board with state level changes impacting, and improving, our Alternative Education Programming at Northcentral Technical College
2. Request the Board to consider allowing provision of a building specific diploma to our students completing the NTC Competency Based Program.

Our Mission Statement(s)



- **Wausau School District's Mission...** To advance student learning, achievement and success.
- **NTC Alternative Education Program...** Strives to prepare students to be College and Career Ready through an alternative learning environment. Programs are designed to help students find success. Students will have the opportunity to prepare for their next step in life.

Alternative Education

Students at risk of not graduating from high school under s.118.153, Wis. Stats allows for alternative program.



When is a student considered At-Risk?



Students need to be 16 years of age,
and,

Must meet at least 2 of the following criteria
(Wisconsin Statute 118.153)

1. One or more years behind their classmates in credits
2. Two or more years behind their classmates in basic skills
3. Habitually Truant
4. Is a parent
5. Adjudicated as delinquent
6. Below basic on 8th grade assessment, considered to have failed 8th grade examination, did not get promoted to 9th

NTC Alternative High Background



Monk Gardens project 2022/23

- 35th year of program
- We offer three pathways
 - Credit
 - Competency Based Program (CBP)
 - Project Based
- Half day concentrated format
- Work Component attached
 - Can earn 2 credits per year for working
- 90-105 seats available (rolling enrollment)
- NTC provides up to 12 college credits to each student (FREE!)
- Partnerships with community organizations to help give back to the community.

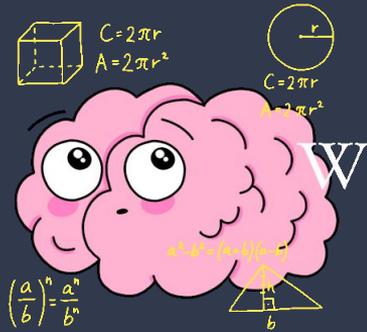
By The Numbers:



- 2022-2023 = 71 WSD Graduates
 - 21-22 = 70 students
 - 20-21 = 60 students
 - 19-20 = 66 students
 - 18-19 = 64 students
 - 17-18 = 68 students
- 85 college credits earned (\$14,025 value) during 2022-2023 school year.
- NTC scholarships stats
 - 2023 14 scholarships = \$10,000
 - Last five years
 - 119 scholarships = \$76,610
 - Highest number of HS awards in NTC region for 10 of last 11 years (last year 2nd)
 - NTC Promise
 - 2 - 2023 grads from WSD/Alt High earned
 - 5 consecutive semesters of tuition support

Changes this year!!!

HSED 5.05 → 5.09 (CBP)



HSED = High School Equivalency Diploma

Why HSED 5.05 → 5.09 (CBP)?

Prior to 2022-2023 - DPI limited high school aged students to only participating in the HSED 5.05

DPI approved 5.09 (CBP) provides Alternative Pathways to completion, much like GEDO2, for high school aged students

*WSD has provided a Wausau School District diploma to HSED 5.05 completers. This eliminates need for state issued HSED diploma

PATHWAYS TO GRADUATION (Competency Based Program)

ELA	Competency Based Program Communications course completed with a passing score of 80% or higher	*GED RLA Test with passing score of 145 or higher	GED RLA Ready Test with a score of 145 & plus supplemental content completed at 80% accuracy	Four (4) earned high school English credits	Completion of NTC Communication course C- or better
Math	Competency Based Program Math course completed with a passing score of 80% or higher	*GED Math Test with passing score of 145 or higher	GED Math Ready Test with a score of 145 & plus study worksheets completed at 80% accuracy	Three (3) earned high school math credits	Completion of NTC Mathematics course with a C- or better
Science	Competency Based Program Science course completed with a passing score of 80% or higher	*GED Science Test with passing score of 145 or higher	GED Science Ready Test with a score of 145 & plus study worksheets completed at 80% accuracy	Three (3) earned high school Science credits	Completion of NTC Science course with a C- or better
Social Studies	Competency Based Program Social Studies course completed with a passing score of 80% or higher	*GED Social Studies Test with passing score of 145 or higher	GED Social Studies Ready Test with a score of 145 & plus study worksheets completed at 80% accuracy	Three (3.5) earned high school Social Studies credits	Completion of NTC Social Science course with a C- or better

PATHWAYS TO GRADUATION (Competency Based Program)

Health	Competency Based Program Health course completed with a passing score of 80% or higher	Score of 55% or higher on Health Exam (Canvas)	One-half (0.5) earned high school health credit	CNA or EMT certification with current license
Employability	Complete ONET, cover letter, create resume, make professional call.	One-half (0.5) earned high school employability skills	Complete Explore Your Pathway (EYP) college course with a C- or better.	
Financial Literacy	Money Skills completed all 30 modules with a score of 70% or higher and college ready materials	One-half (0.5) earned high school financial literacy credit and college ready materials		
Civics Exam	Score of 70% or higher on Civics Exam			

Possible Concerns:

1. Rigor of Diploma?
2. Why Change Now?

Transcript vs Diploma

- Transcript shows the pathway or journey a student takes. Transcripts need to accurately identify the journey of the student.
- Diploma shows a student completed their district approved pathway.
- Validity of Assessment(s)

Why Change Now?

- Wausau School District currently issues a district diploma (not building specific diploma) to our CBP and 5.05 completers.
- Evolution of the Alternative High School with expansion of the 5.09 Competency Based Program
- Brings the district in alignment with our GEDO2 program

Objectives:

1. Familiarize the Board with state level changes impacting, and improving, our Alternative Education Programming at Northcentral Technical College
2. Request the Board consider allowing provision of a building specific diploma to our students completing the NTC Competency Based Program (5.09).

[Graduation Speaker](#)



QUESTIONS?

Motion: recommend moving from a District issued diploma, to a Building issued diploma, for students who successfully complete the components of the NTC Alternative High School Competency Based Program (5.09).

.....Thank you for your time.



Capital Referendum

CONSTRUCTION & BUDGET UPDATE

SCHOOL BOARD MEETING

JUNE 26, 2023





Stettin Elementary



PROGRESS TO DATE

- 95% of HVAC system (rough in and trim out) for addition is installed
- 85% of electrical system (rough in and trim out) for addition is complete
- Completed plumbing and bathroom tile (floor/wall)
- 95% of interior painting is complete
- 90% of interior doors installed
- 85% of casework and flooring is installed in classrooms and corridors
- 99% of windows are installed



Stettin Elementary



PROGRESS TO DATE

- 75% of ceiling is installed
- Completed exterior concrete
- 99% of exterior veneer is complete
- 95% of exterior asphalt work and final grading is complete
- 50% of front office remodel is complete
- 70% of fire alarm upgrade is complete



South Mountain

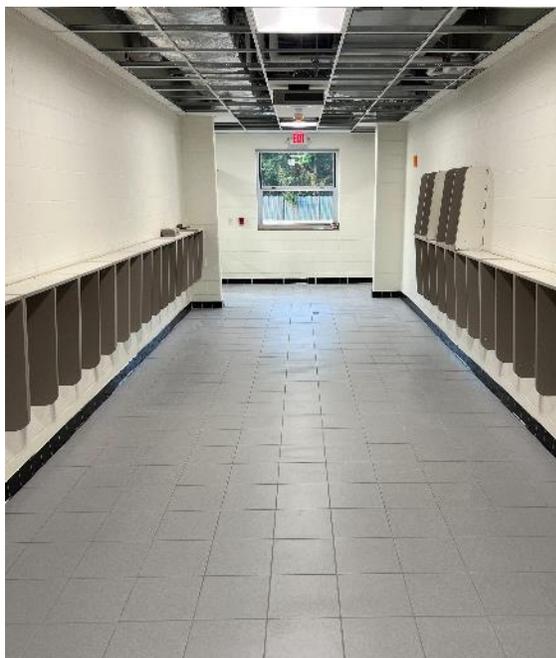


PROGRESS TO DATE

- Completed EPDM roofing and bathroom tiling in area "B"
- 80% of HVAC (rough in and trim out) for area "B" is complete
- 90% of painting in area "B" is complete
- 60% of ceiling installation in area "B" is complete
- Completed soil corrections, concrete slabs, exterior insulation and brick veneer in area "C"
- 95% of EPDM roofing is complete in area "C"
- Completed interior masonry and bathroom tiling in area "C"
- 25% of painting in area "C" is complete
- 50% of front office remodel is complete
- 50% of ceiling is replaced in existing building
- 70% of fire alarm upgrade is complete



Riverview Elementary



PROGRESS TO DATE

- 95% of HVAC (rough in and trim out) for addition is complete
- Completed electrical (rough in and trim out) for addition
- 70% of rough in for new generator is complete
- 95% of classroom and corridor flooring is complete
- 95% of ceiling grid and border ceiling tile is complete
- Completed exterior concrete and asphalt
- 50% of office remodel is complete



➤ Environmental Learning Center

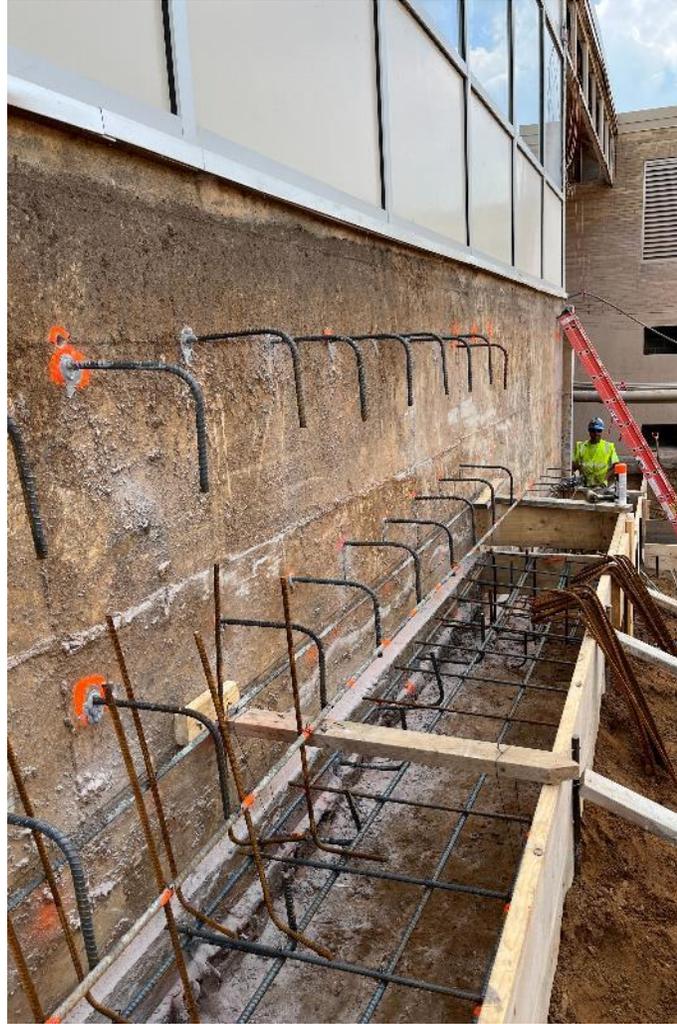


PROGRESS TO DATE

- 70% of metal roofing is installed
- Completed exterior gypsum sheathing and plywood
- Completed exterior insulation and masonry work
- Installed exterior metal wall panel
- 40% of exterior siding is complete
- 95% of interior metal studs are installed
- 80% of interior gypsum board is complete (installation and finishing)
- 80% of HVAC and electrical rough ins are complete



John Muir Middle School



PROGRESS TO DATE

- 75% of footings and foundation work for NE classroom addition is complete
- 25% of footings and foundation work for Receiving/Tech Ed addition is complete
- 75% of Phase I interior demolition is complete
- Removed abandoned steam boilers
- 20% of new boiler room construction is complete
- Installed new electrical transformer and gas meter



Athletic Fields

PHASE 1 @EAST HIGH SCHOOL

PROGRESS TO DATE

Multi-Purpose Field

- Removed existing surface
- Installed new drainage system and base course of aggregate
- Installed and rough-graded the final course of aggregate
- Installed field goal foundations and electrical infield rough ins

Baseball Field

- Removed existing surface
- Installed new drainage system

Softball Field

- Removed existing surface





BUDGET SUMMARY UPDATE

UP NEXT

2022 Capital Referendum Budgets (6-26-23)				
Location	Original Budget	Design Budget	Bid Opening	Bid Budget
District Wide	8,614,000	8,614,000		8,614,000
East High School	5,998,000	5,998,000		5,998,000
East Athletics	3,714,000	4,346,200	4/4/2023	4,069,948
Franklin Elementary	761,000	761,000		761,000
GD Jones Elementary	198,000	198,000		198,000
Grant Elementary	2,068,000	-		-
Hawthorn Hills Elementary (bldg)	690,000	700,000	5/17/2023	538,950
Hawthorn Hills Elementary (site)	1,926,000	1,926,000		1,926,000
Hewitt-Texas Elementary	133,000	133,000		133,000
Horace Mann MS	7,119,000	7,119,000		7,119,000
Horace Mann (Montessori)	5,000,000	-		-
John Marshall Elementary	565,000	565,000		565,000
John Muir Middle School	34,794,000	34,307,800	3/29/2023	36,790,953
Lincoln Elementary	214,000	3,814,000		3,814,000
Maine Elementary	141,000	141,000		141,000
Rib Mountain Elementary	158,000	158,000		158,000
Riverview Elementary	1,465,000	1,665,000	10/27/2022	1,920,288
School Forest	4,243,000	5,043,000	11/3/2022	5,478,788
South Mountain Elementary	4,873,000	4,873,000	10/18/2022	4,873,000
Stettin Elementary School	3,462,000	3,767,286	10/4/2022	3,462,000
Thomas Jefferson Elementary	902,000	902,000		902,000
West High School	28,395,000	29,895,000	August	29,895,000
West Athletics Phase 1	2,733,627	2,129,927	4/4/2023	1,963,267
West Athletics Phase 2	1,633,373	1,633,373		1,633,373
Total	119,800,000	118,689,586		120,954,567
Projected Interest Earnings	5,400,000			
Over/(under) Including Interest Earnings		(6,510,414)		(4,245,433)

Continue design

- West HS
- Hawthorn Hills
- Horace Mann



QUESTIONS?

Project Timelines or Updates



WAUSAU SCHOOL DISTRICT
Referendum Design Update
95% Wausau West High School

June 26, 2023





Agenda

- 1 95% Design Review – Wausau West
- 2 95% Budget Review – Wausau West
- 3 Questions



1

Wausau West High School

95% Design Review



Wausau West Referendum Concept

- 1 Secure Main Office and Community Room
- 2 Auditorium Addition and Updates
- 3 Pupil Services and Special Education Remodeling
- 4 Music Department Updates
- 5 Life Skills Classroom Updates
- 6 Robotics Lab Creation
- 7 Family and Consumer Education Classroom Updates
- 8 Commons / Kitchen Remodeling and Receiving Addition
- 9 Fitness Center and Locker Room Addition
- 10 Boys and Girls Locker Room Updates
- 11 Second Floor Uni-Sex Toilet Room Creation
- 12 Library Updates and Remodeling
- 13 Large Group Instruction Classroom Updates
- 14 Visitor Parking and Removal of Portable Classrooms
- 15 Athletic Turf, Lighting and Safety Netting

-  DEFERRED MAINTENANCE
-  REMODELING
-  NEW ADDITION





➤ Wausau West District Staff Involvement

District Involvement

(15) Design Meetings

- District Leadership Team
- Building Design Committee

(15) User Group Meetings

- Principal
- Maintenance
- Teachers
- Front office, Theater, Special Education, Phy. Ed. / Athletics, Music, Student Services, IT, Library Staff, Large Group Instruction, Foods, Kitchen



Wausau West: Finish Board

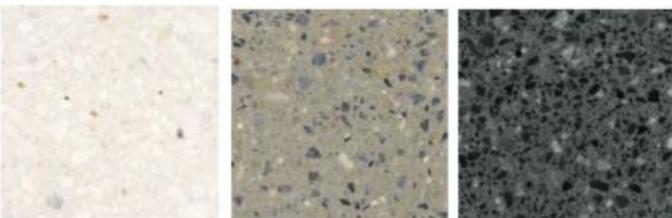
Wausau West High School | Interior Finishes



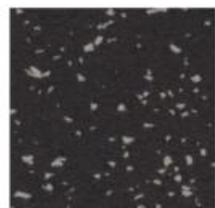
CARPET



LUXURY VINYL TILE



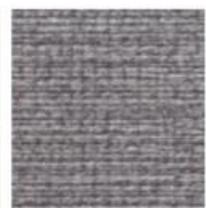
TERRAZZO TILE



RUBBER SPORTS FLOORING



RUBBER



RESILIENT SHEET



ACOUSTIC PANELS



PAINT



BATHROOM WALL TILE



CERAMIC WALL TILES



BATHROOM FLOOR TILE



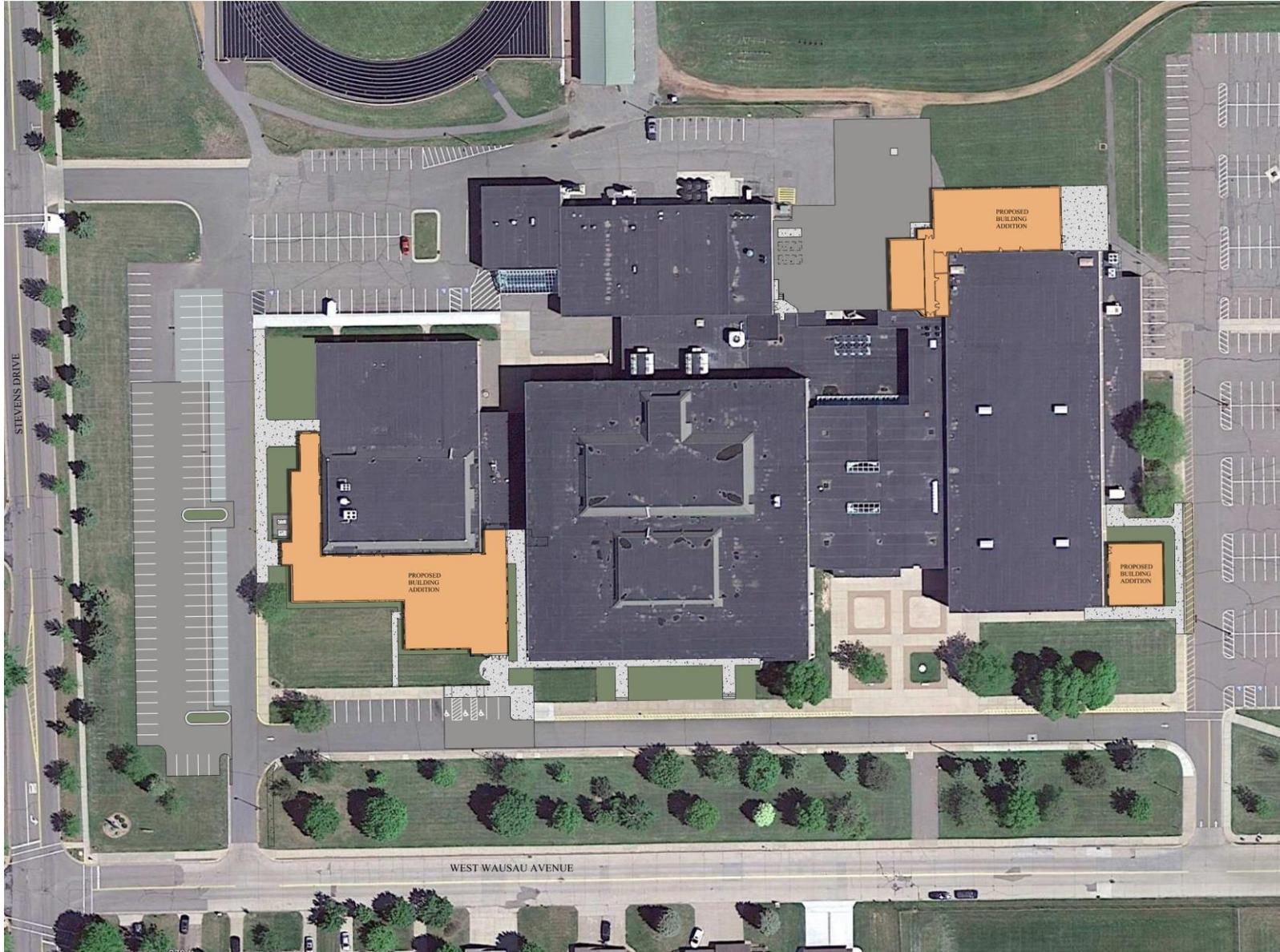
CASEWORK

Notes

- Finishes and materials
- New and existing areas



Wausau West Site Plan



Noted Updates

- Building additions
- Site maintenance
- Remove front stairs
- **Additional Parking Stalls**



Wausau West

Main Entrance





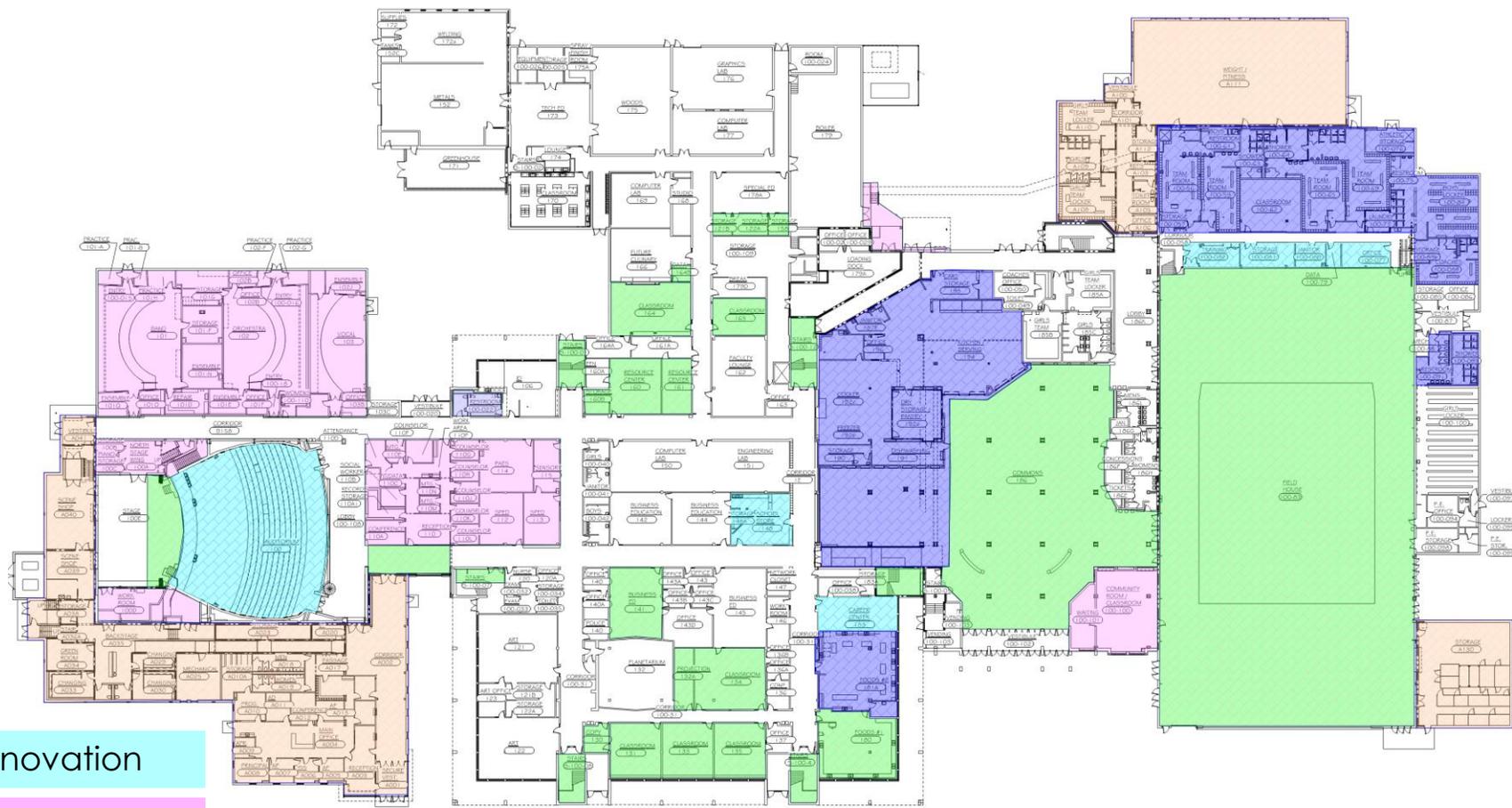
Wausau West

South West Addition





Wausau West: First Floor



Light Renovation

Moderate Renovation

Heavy Renovation

Finishes/Equipment

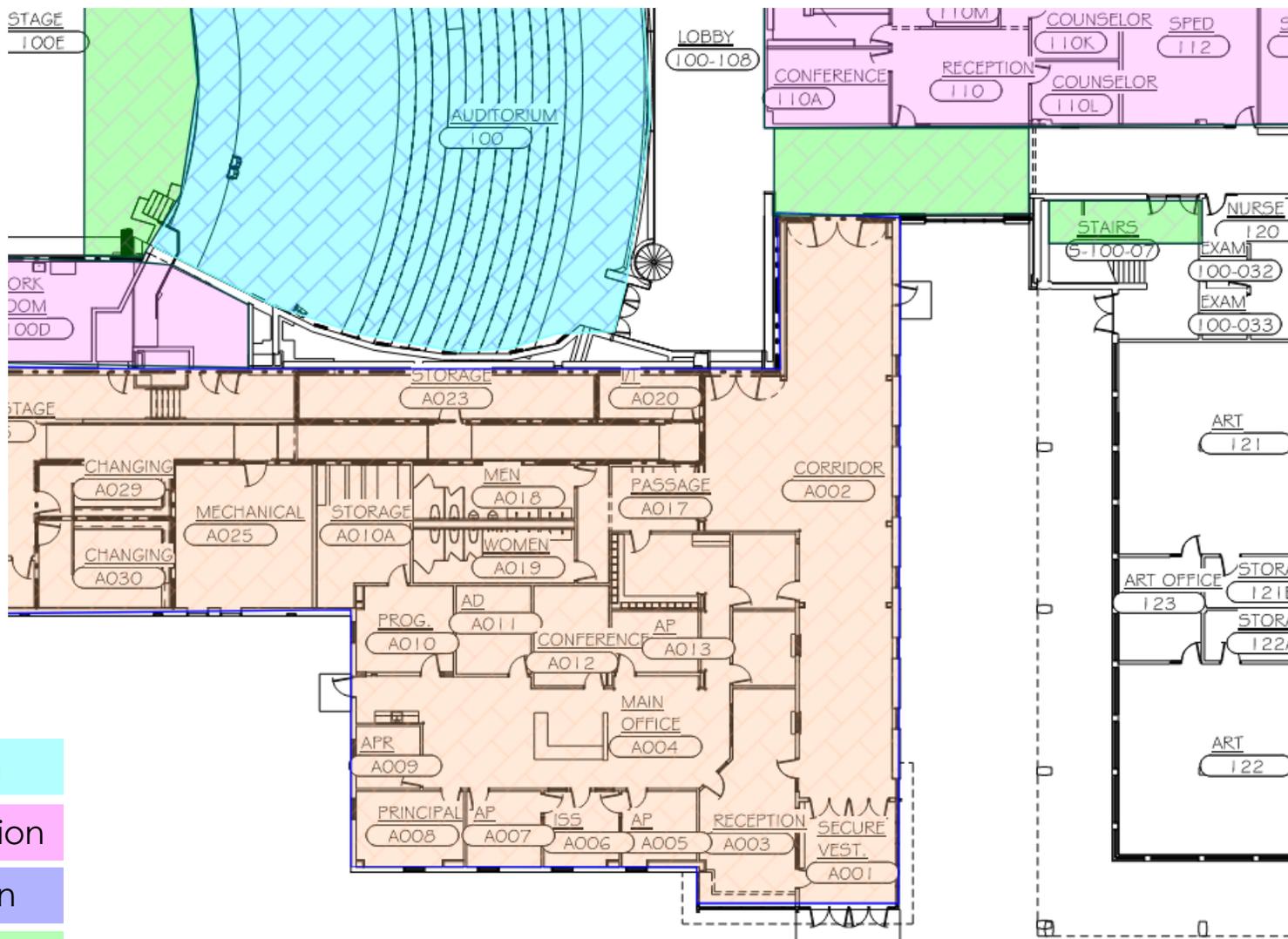
New Addition

Area of Work

- New Additions
 - Southwest Addition
 - Office (future second & third floor)
 - Auditorium Back of House
 - Fitness Addition
 - Storage Addition
- Renovations
 - Auditorium
 - Music Wing
 - Student Services
 - Special Education
 - Kitchen/ Commons
 - Community Room
 - Locker Rooms
 - School Store
- Finish & Equipment
 - Throughout



Wausau West: Front Office



- Light Renovation
- Moderate Renovation
- Heavy Renovation
- Finishes/Equipment
- New Addition

Noted Updates

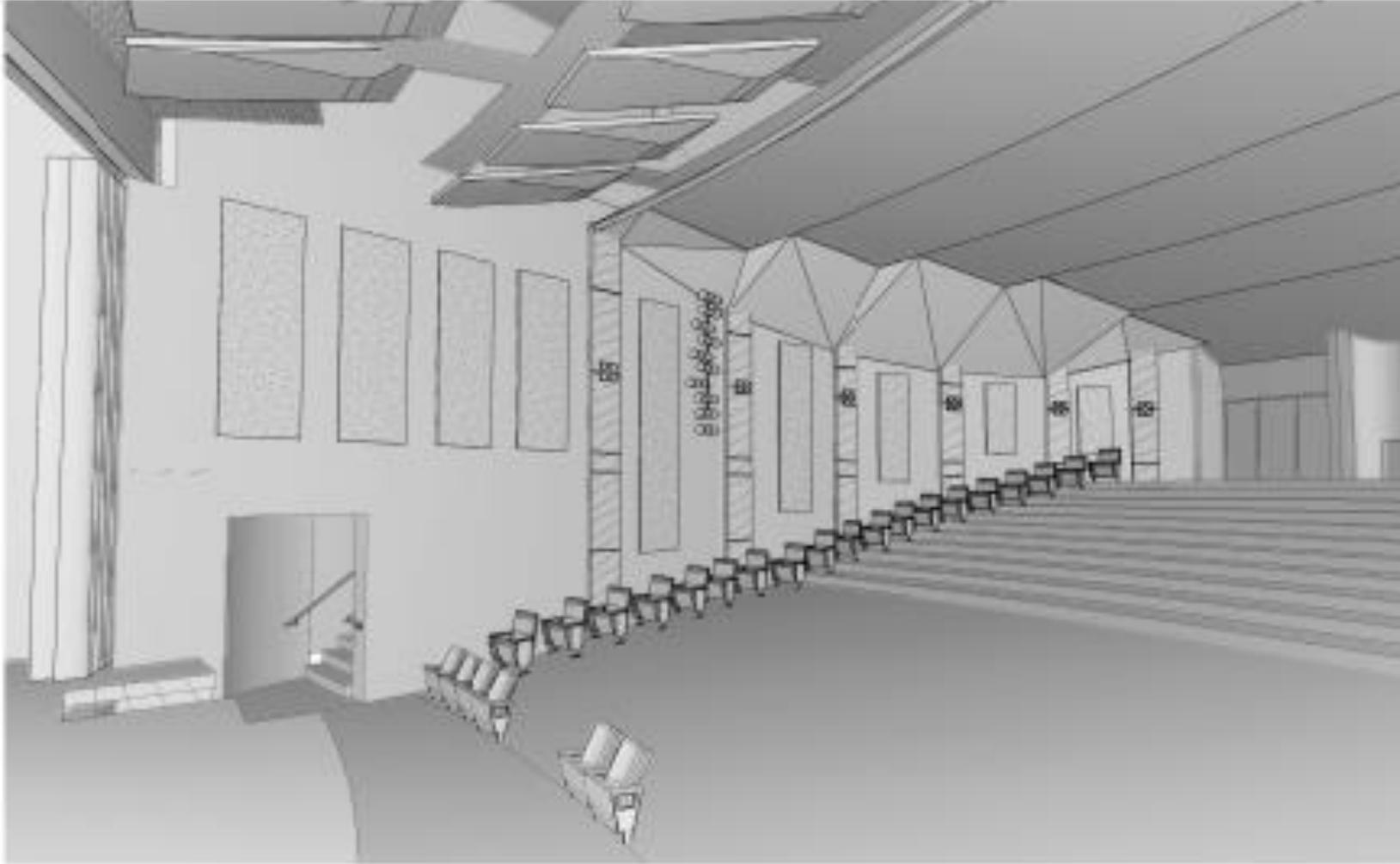
- Secure front entry
- Main Theater Entrance
- Toilets
- Access to lower theater level/ back of house





Wausau West: Auditorium Rendering

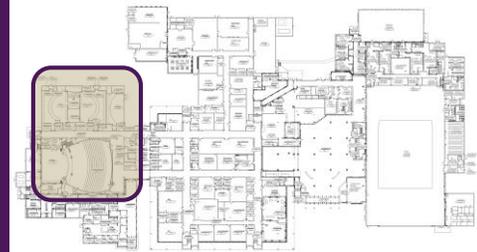
Noted Updates



3D Auditorium side wall

SCALE:

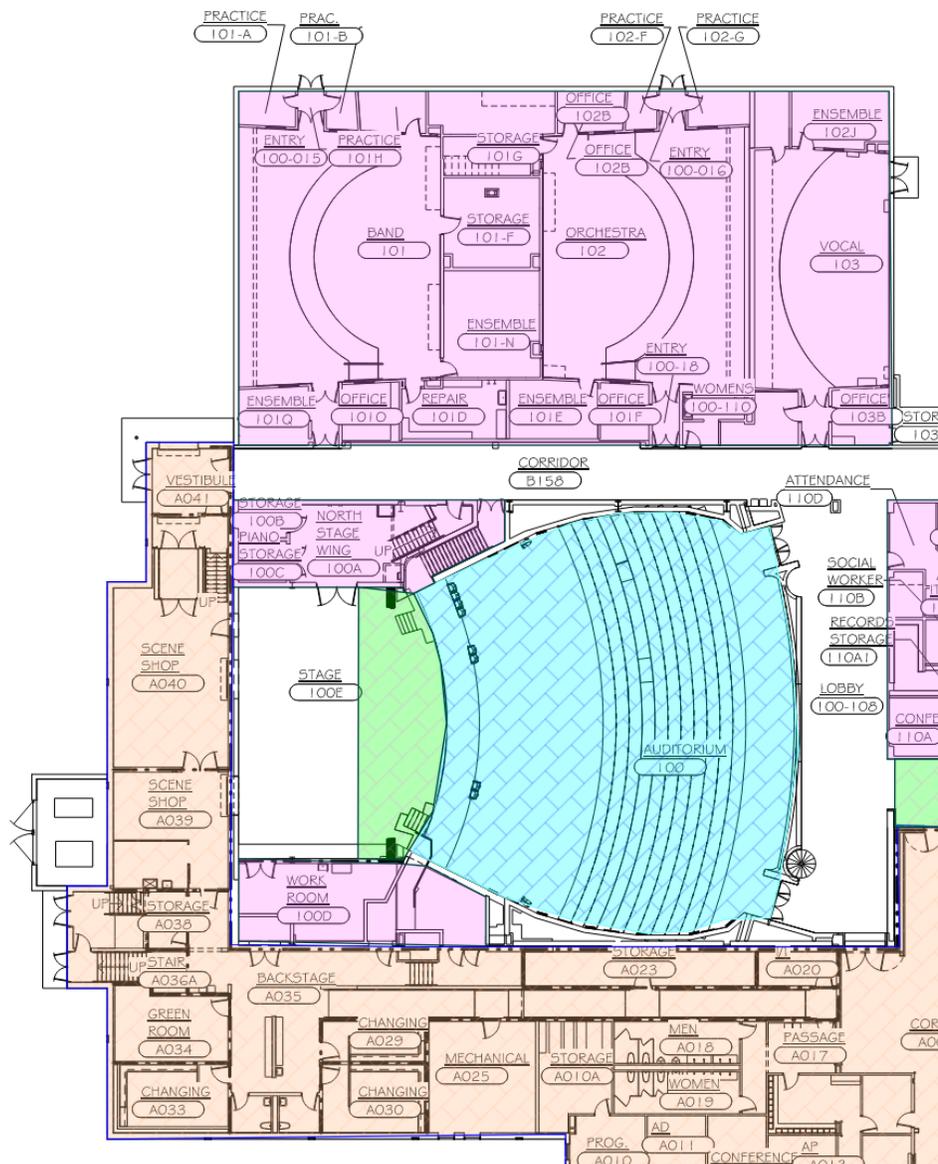
Key Plan



nexus
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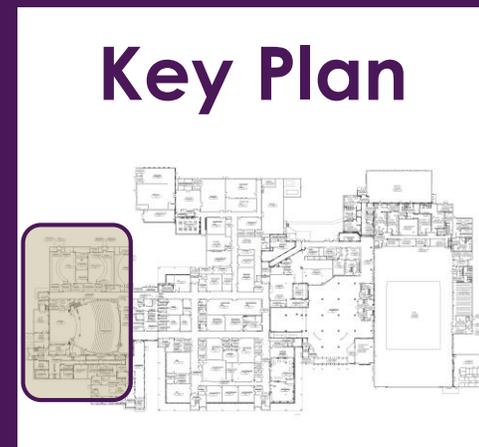
Wausau West: Auditorium, Music Wing



- Light Renovation
- Moderate Renovation
- Heavy Renovation
- Finishes/Equipment
- New Addition

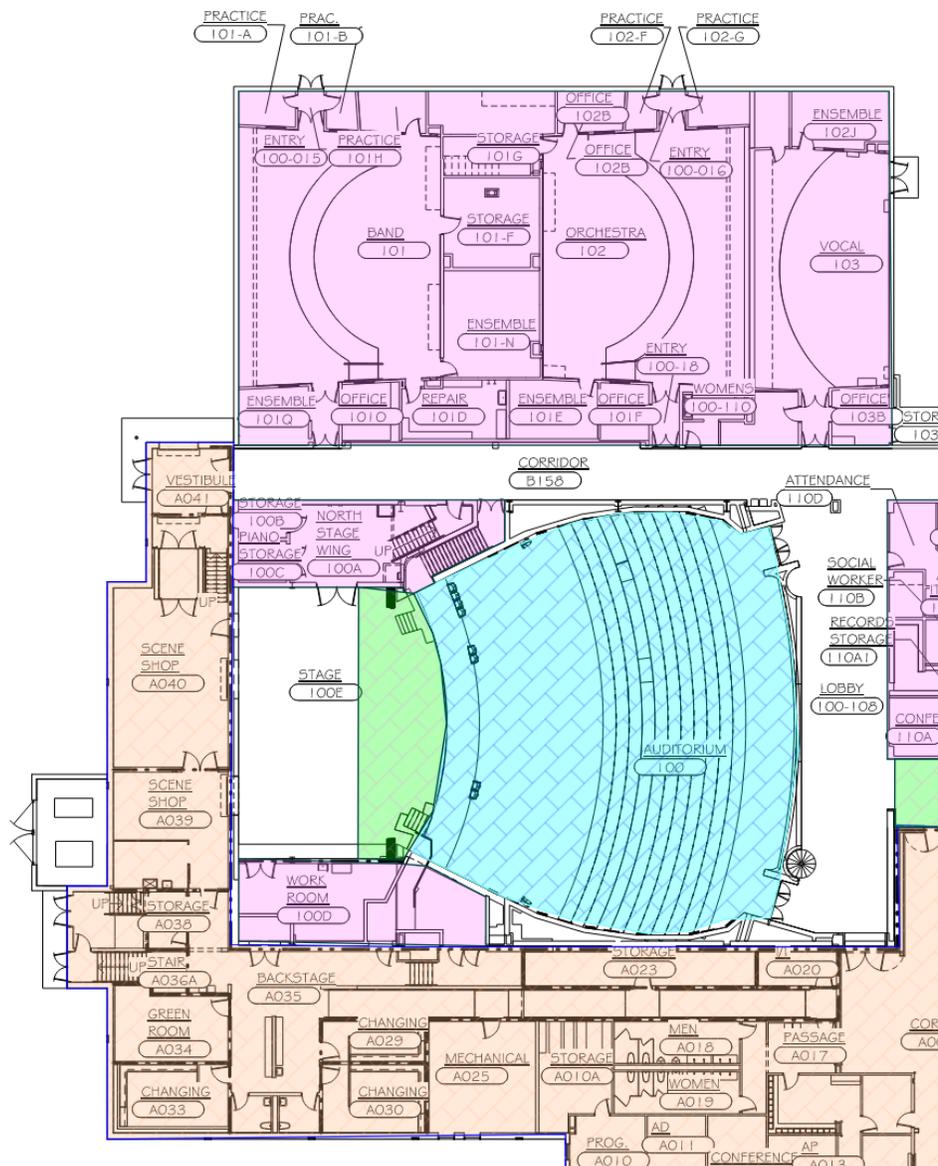
Noted Updates

- Auditorium Addition
 - Scene Shop
 - Green Room
 - Changing Rooms
 - Toilets
 - Work Room
 - Piano Storage
 - ADA
 - Interior Theater Renovations
- Music Wing





Wausau West: Auditorium Systems



Light Renovation

Moderate Renovation

Heavy Renovation

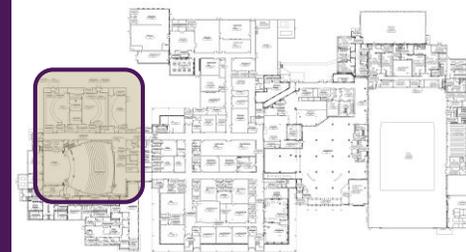
Finishes/Equipment

New Addition

Noted Updates

- AV Systems
 - Simple touch panel operations
 - 'daily mode'
 - 'console mode'
 - Systems students see in college programs and future jobs
 - Digital methods for better system operation
 - Higher fidelity speakers with better coverage
 - Wireless mic systems higher quality performance

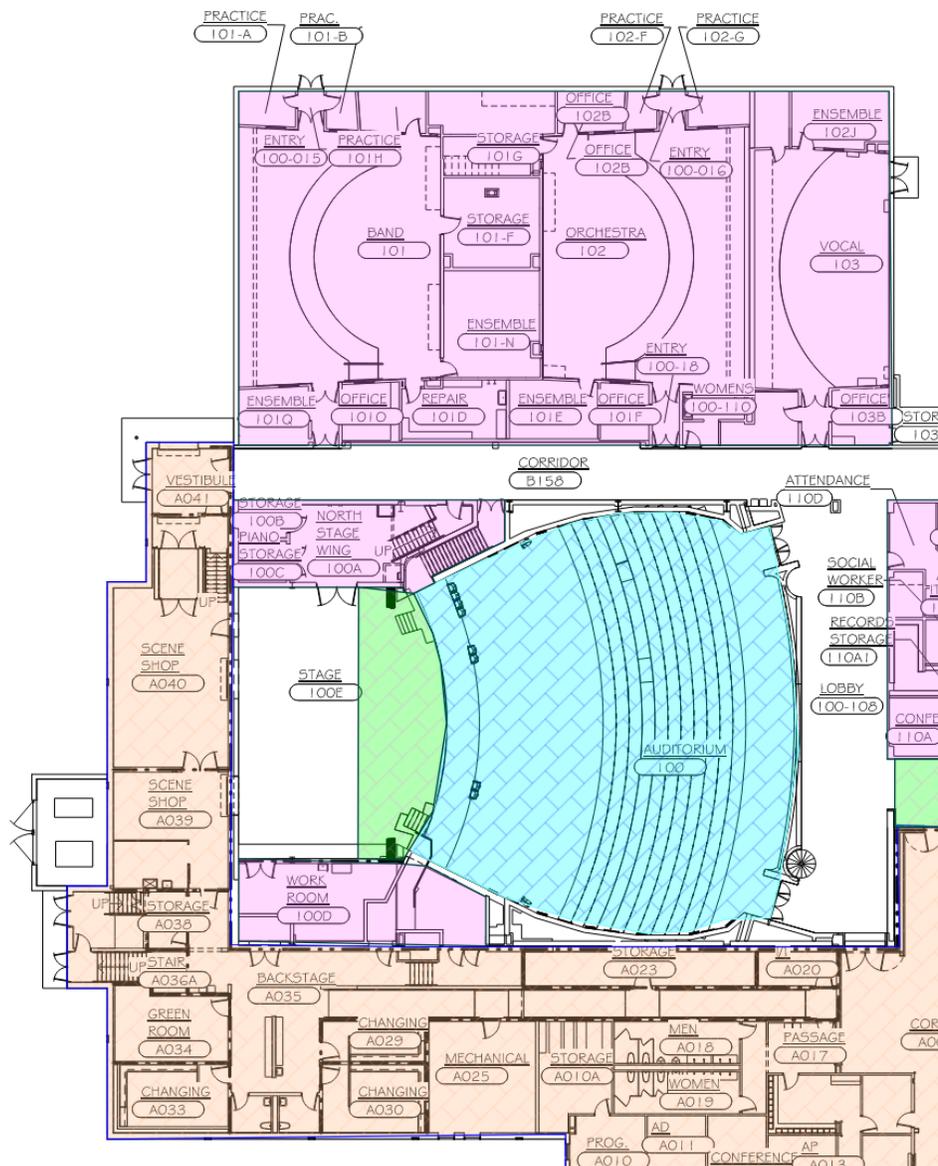
Key Plan



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Wausau West: Auditorium Systems



Light Renovation

Moderate Renovation

Heavy Renovation

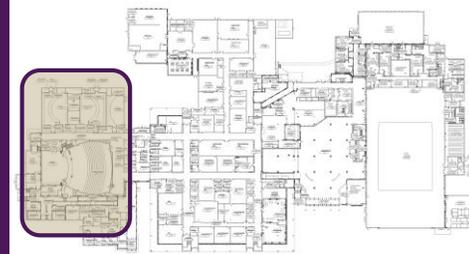
Finishes/Equipment

New Addition

Noted Updates

- Theater Equipment Systems
 - Full Color-Changing LED Stage Fixture Replacement
 - Main Curtain Replacement
 - Lighting System Upgrade
 - New Control Infrastructure installation
 - Power Controls, and Console Upgrades and Refurbishments

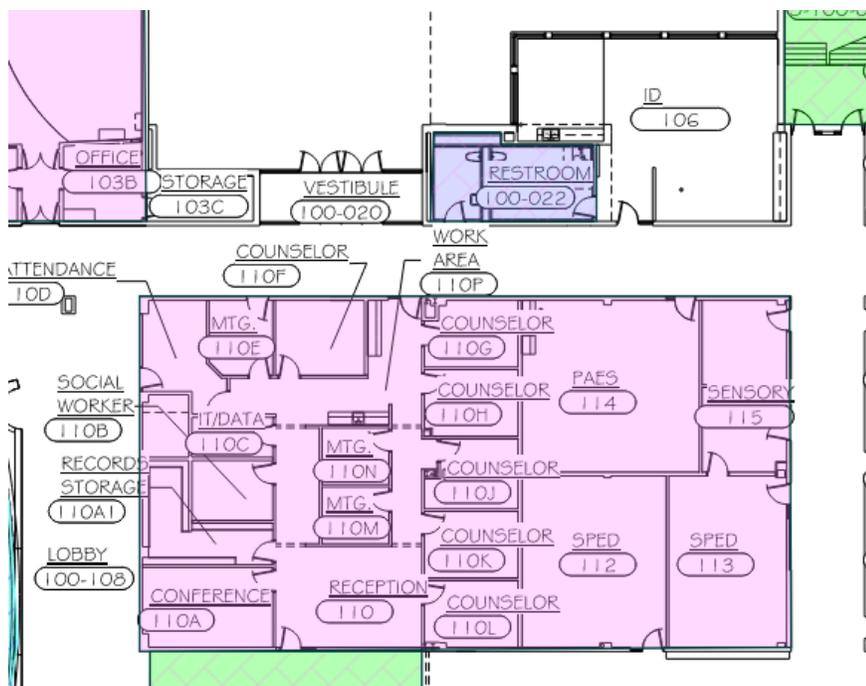
Key Plan



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Wausau West: Student Services, Special Education



Light Renovation

Moderate Renovation

Heavy Renovation

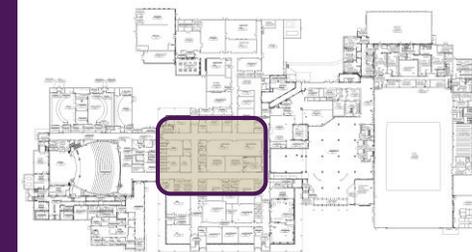
Finishes/Equipment

New Addition

Noted Updates

- Student Services
 - (5) counselors
 - Conference Room
 - Record Storage
 - (2) Meeting Rooms
- Special Education
 - ID room Toilet
 - PAES Lab
 - Sensory
 - (2) SPED rooms

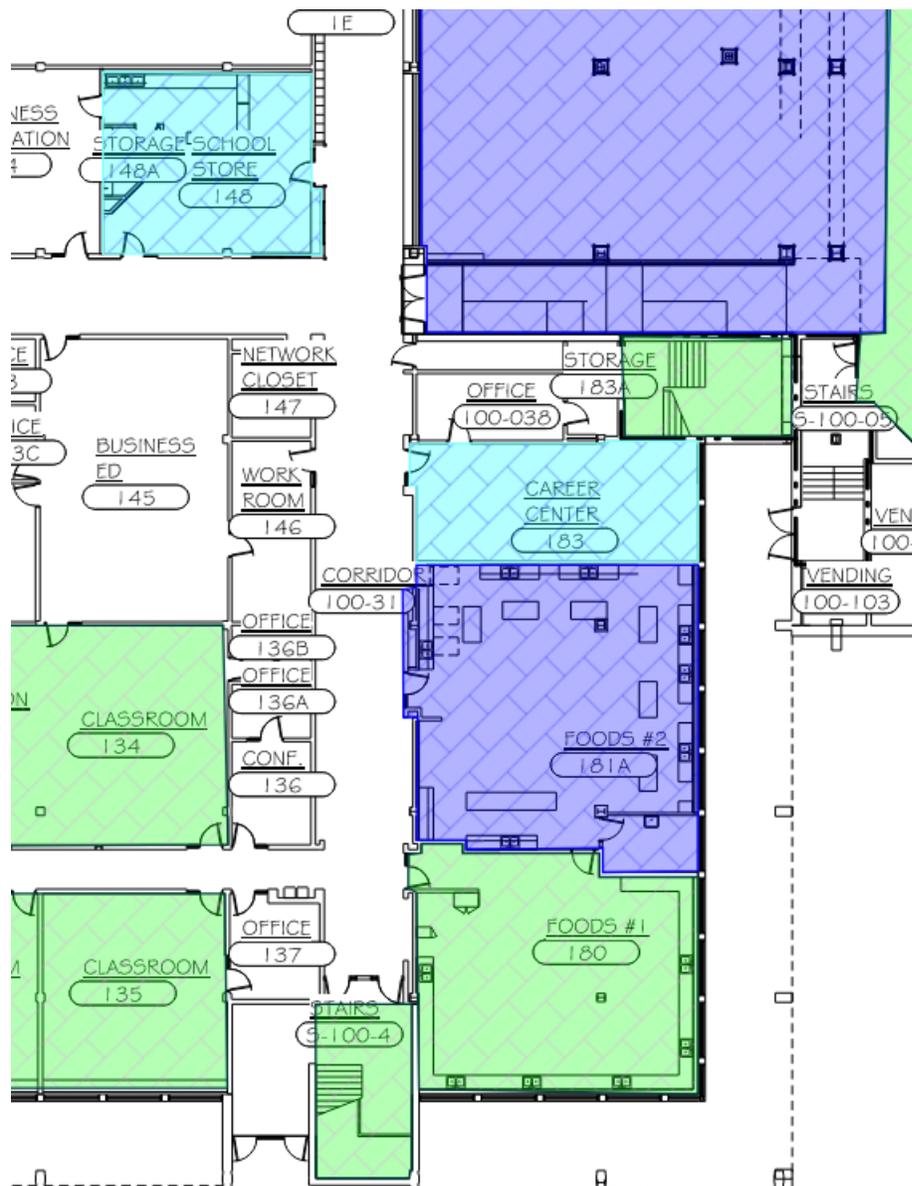
Key Plan



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Wausau West: Foods, School Store



Light Renovation

Moderate Renovation

Heavy Renovation

Finishes/Equipment

New Addition

Noted Updates

- Foods Labs
 - Future lab space
 - Existing room to remain
- Career Center
- Robotics Lab
- School Store

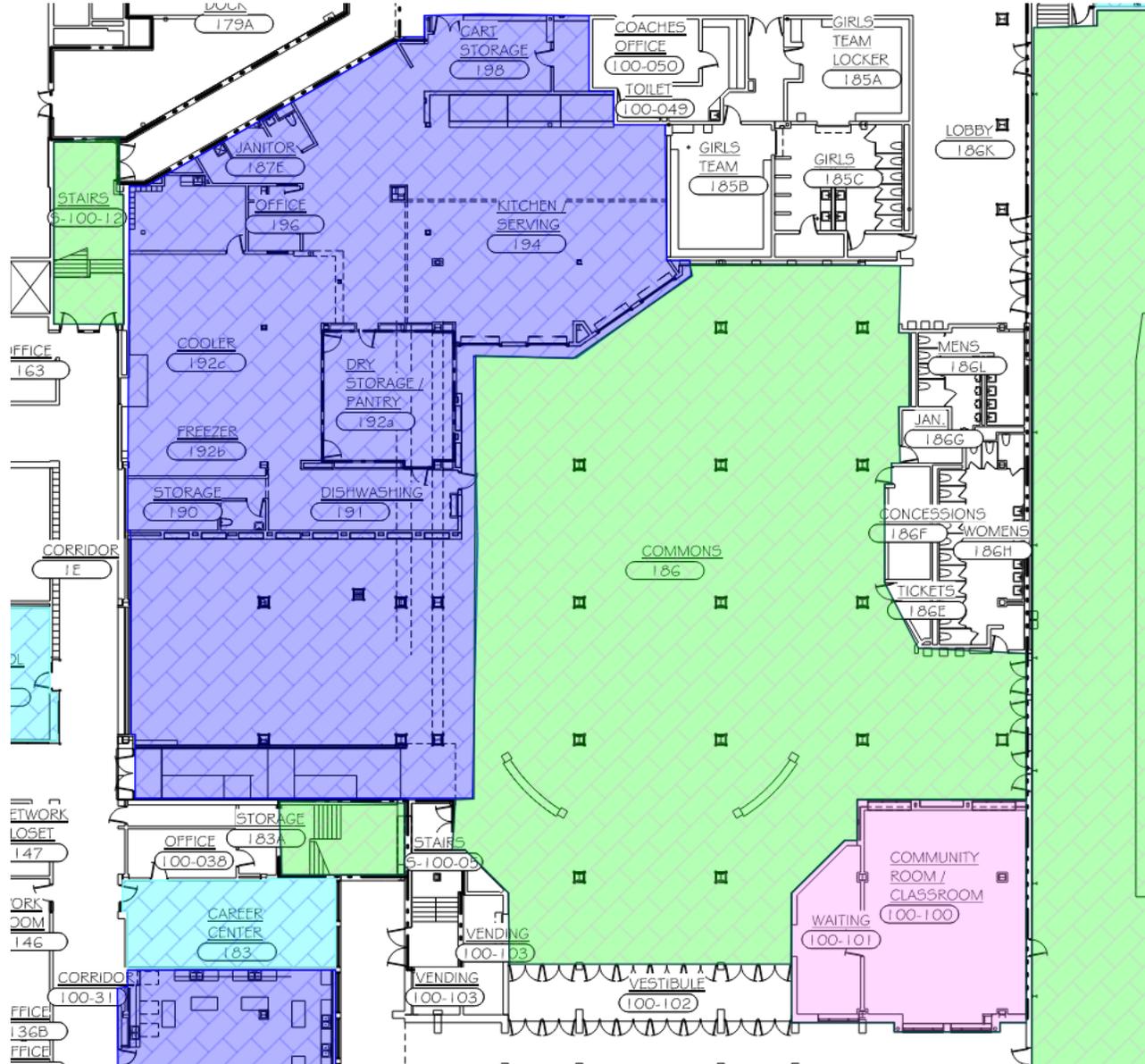
Key Plan



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Wausau West: Kitchen, Commons

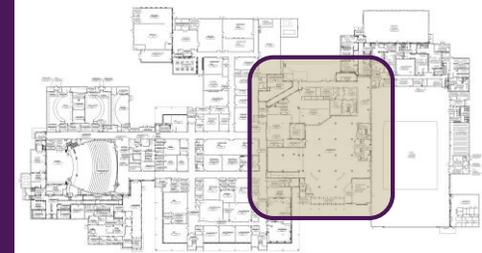


- Light Renovation
- Moderate Renovation
- Heavy Renovation
- Finishes/Equipment
- New Addition

Noted Updates

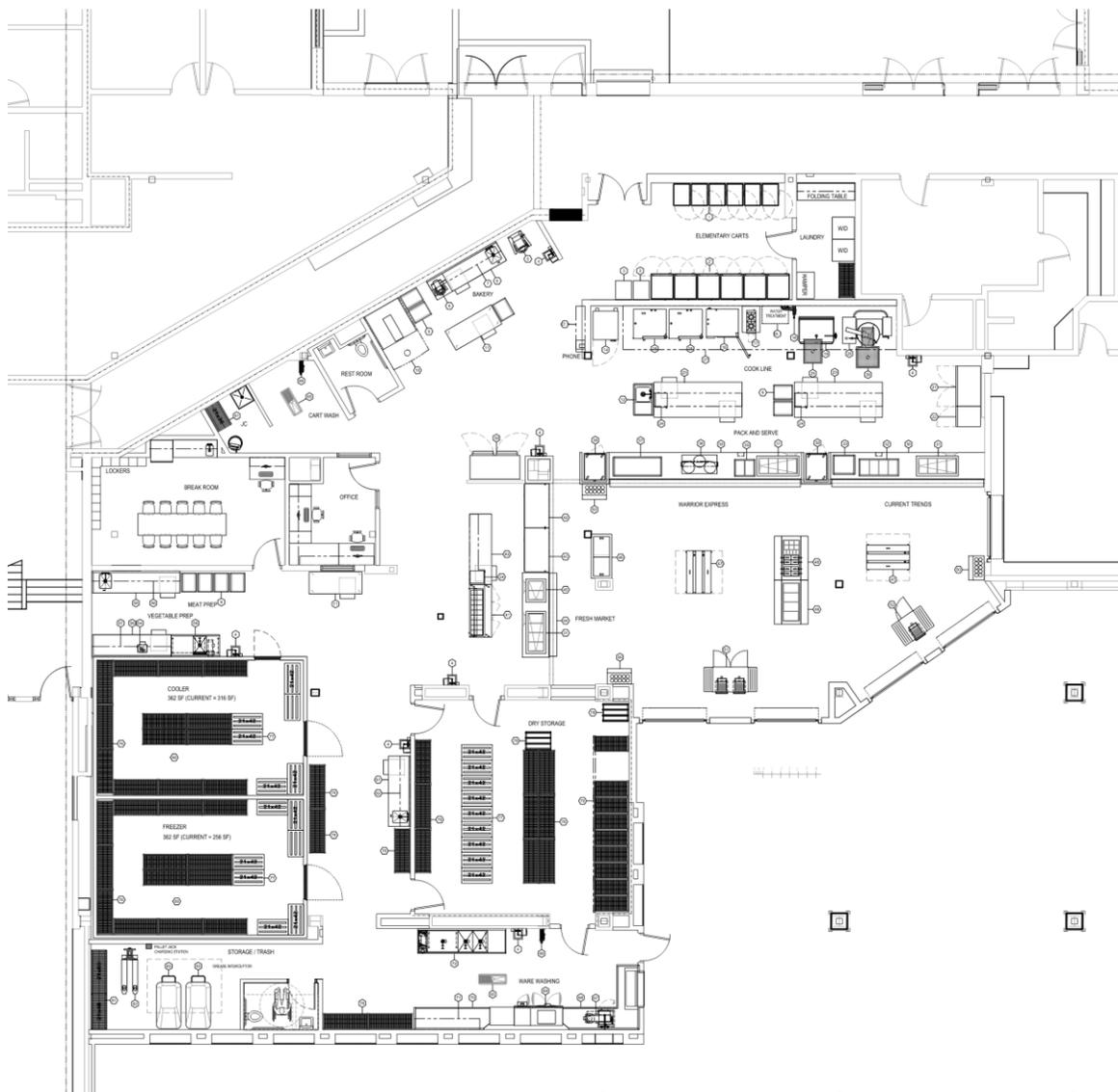
- Kitchen
 - Future lab space
 - Existing room to remain
- Commons
 - 172 additional seats for a total of 776
- Community Room / Classroom
 - 72 potential additional seats

Key Plan





Wausau West: Kitchen



Light Renovation

Moderate Renovation

Heavy Renovation

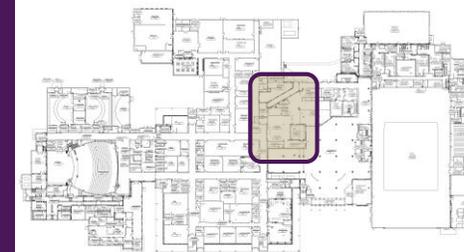
Finishes/Equipment

New Addition

Noted Updates

- Daily Meal Service:
 - 200 breakfast / 800 lunch meals
 - 1000 meals to satellite schools
 - Plan for 1200 Meals
- Improved workflows with smaller footprint
- Improved Food Court
- Increase student participation, *service – serve more students*
- Updated cooking equipment for faster cook times, improved nutrition retention, less waste

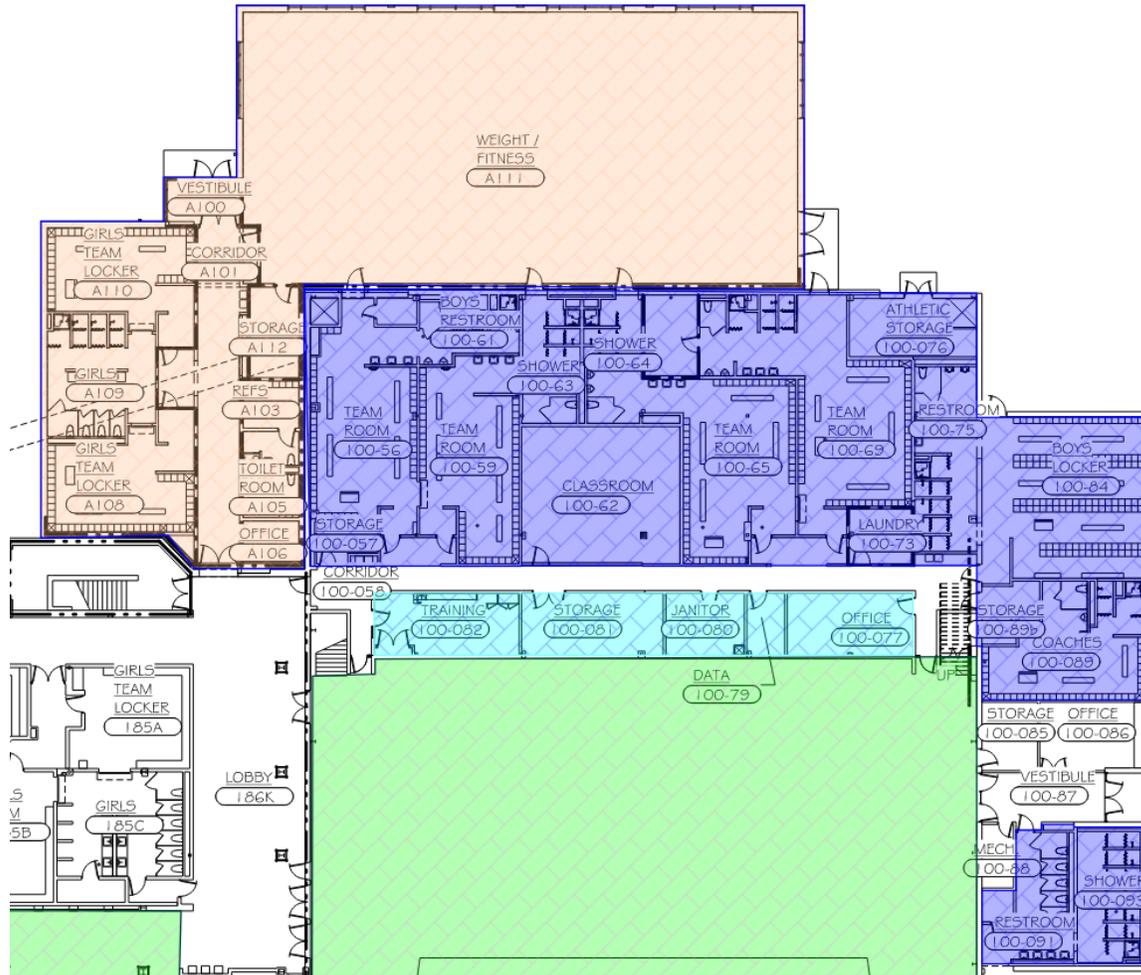
Key Plan



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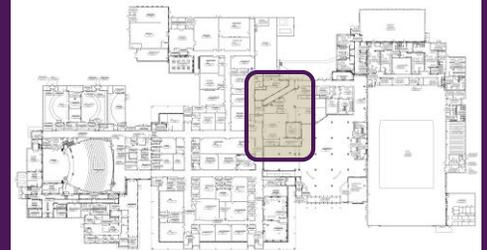
Wausau West: Locker Room/Fitness



Noted Updates

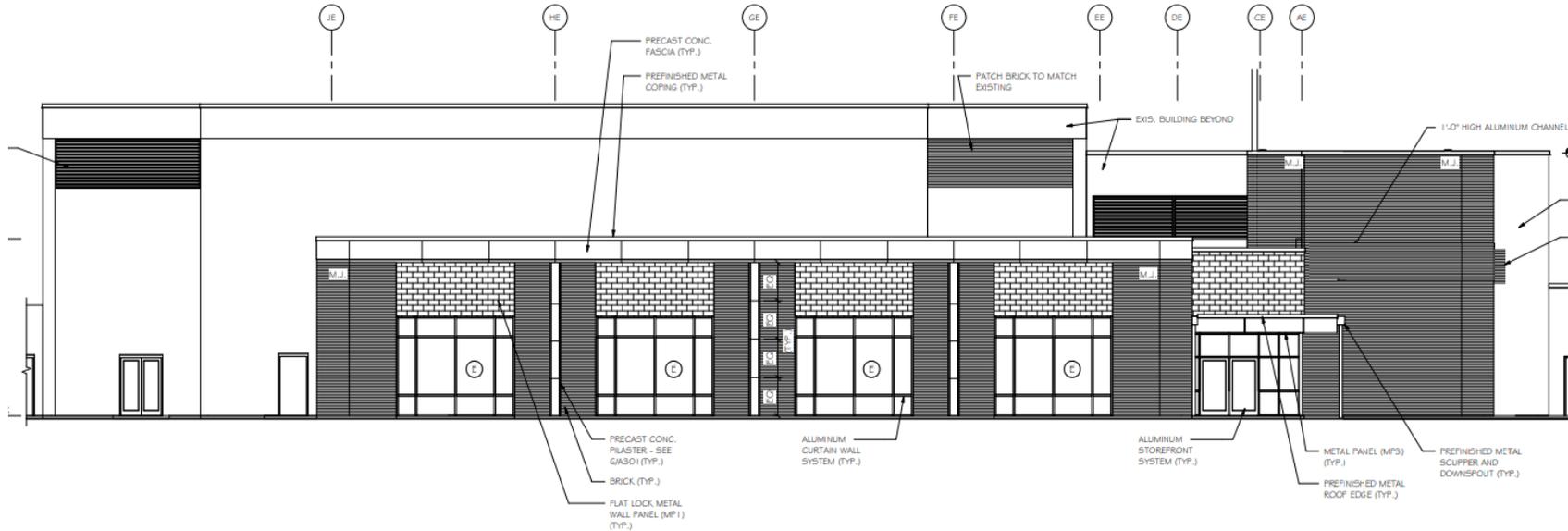
- Locker Room/Fitness Addition
 - Girls team room and locker room
 - Referee Office
 - Toilet rooms
- Locker Renovations
 - New lockers and individual showers
 - Classroom and team rooms (4)
 - Individual showers
 - Offices/storage

Key Plan





Wausau West: Locker Room/Fitness

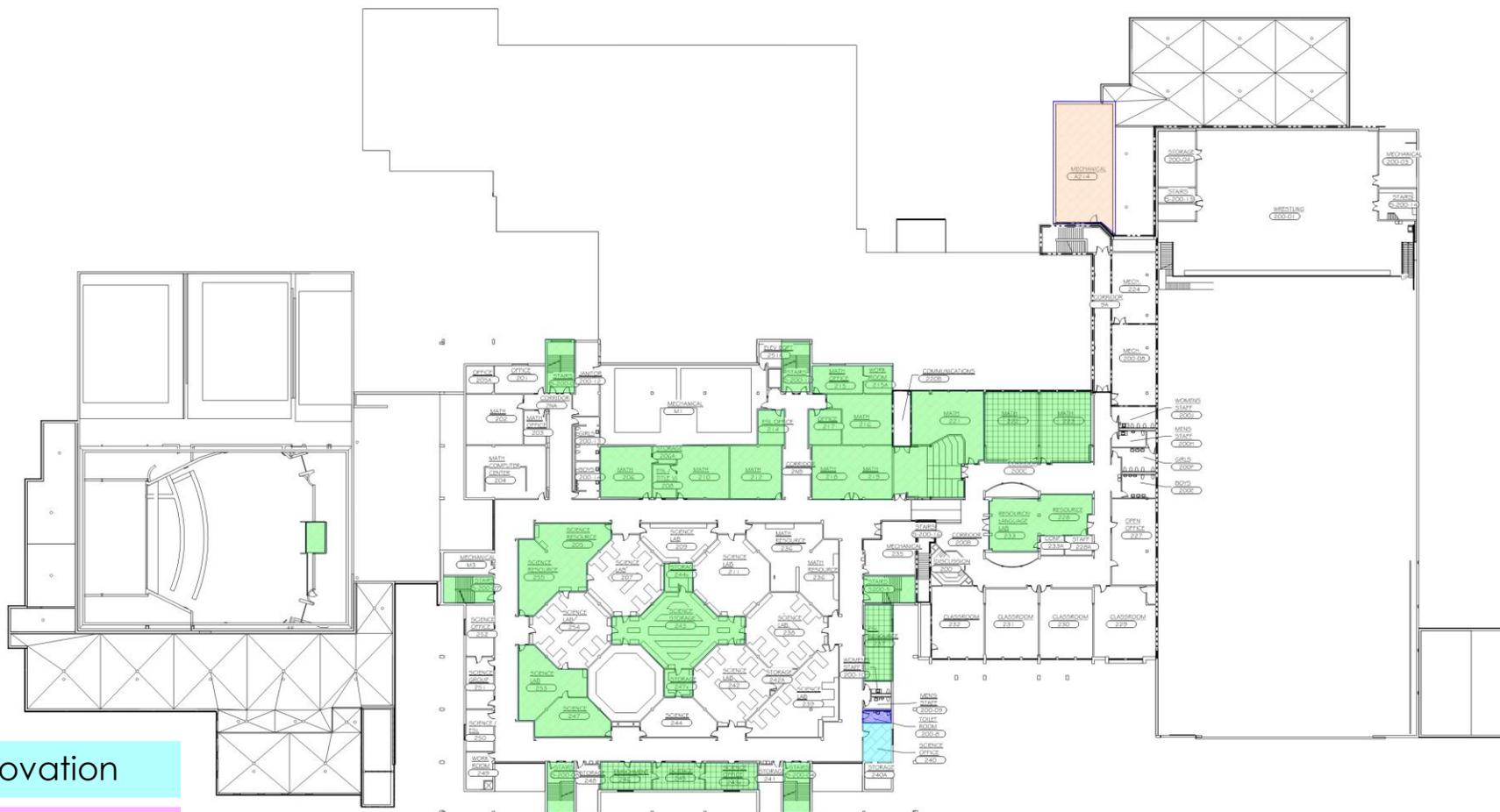




Wausau West: Second Floor

Area of Work

- Renovations
 - Unisex Toilet Room
- Finishes
 - Throughout



Light Renovation

Moderate Renovation

Heavy Renovation

Finishes/Equipment

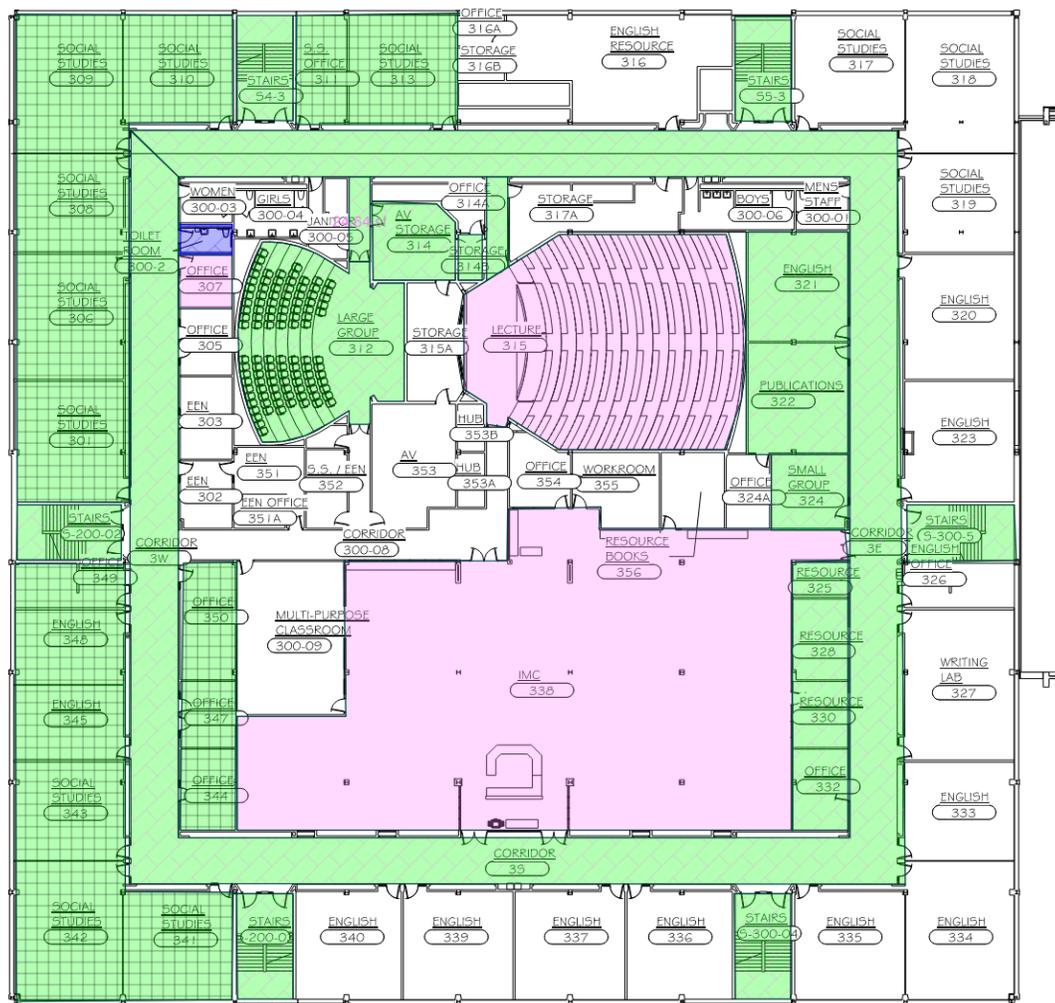
New Addition



Wausau West: Third Floor

Area of Work

- Renovations
 - Toilet Room
 - Library
 - Large Group Instruction
- Finishes
 - Throughout



- Light Renovation
- Moderate Renovation
- Heavy Renovation
- Finishes/Equipment
- New Addition



Wausau West Mechanical Systems Summary

Mechanical

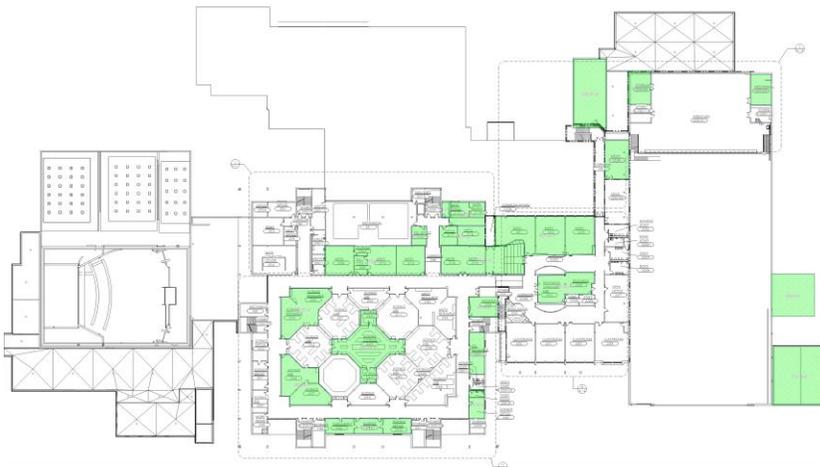
- New DX cooling/hot water heat air handling units to serve the scene shop and office additions.
- Modify existing system to serve remodeled student services offices and SPED rooms.
- Chilled water cooling/hot water heat air handling unit to serve remodeled commons and kitchen.
- Chilled water cooling/hot water heat energy recovery unit serving fitness, locker room addition, and remodeled locker rooms.
- Replace heat only energy recovery unit serving girls gym locker with new energy recovery unit with DX cooling/hot water heat.
- New supply diffusers in areas receiving new ceilings.
- Adding a new air-cooled chiller to supplement the existing water-cooled chillers and ice storage system.
- Alternate to replace gym air handling unit and failing condensing units with a new more traditional chilled water cooling/hot water heat air handling unit.



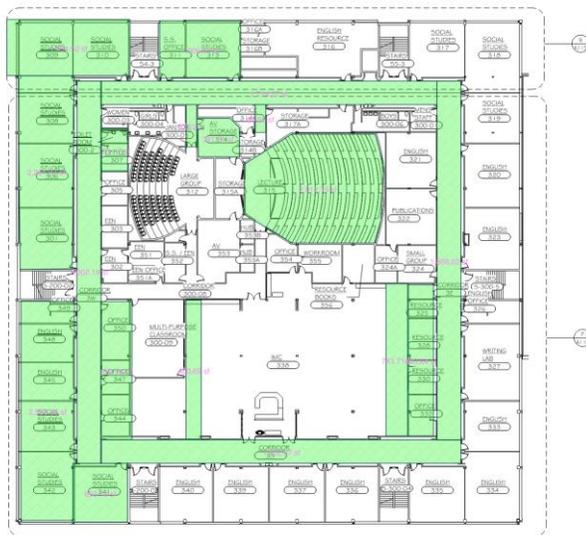
Wausau West: Mechanical Area of Work



First Floor



Second Floor



Third Floor

HVAC



➤ Wausau West Mechanical Systems Summary

Plumbing:

- Extend existing plumbing systems to supply/drain new additions.
- Modify existing plumbing systems to serve remodeled areas.
- New interior grease interceptor for kitchen.

Fire Protection:

- Add fire sprinkler system and new dedicated water service to feed new sprinkler system in south addition.
- Add stand alone fire protection system in server room.



➤ Wausau West Electrical Systems Summary

Electrical

- Power distribution, lighting, telecom and security design for additions.
- Power, lighting, telecom and security upgrades and modifications as needed for renovated areas.
- Complete building fire alarm system replacement.
- Mass notification system modifications/extensions for remodeled areas and additions.
- Auditorium electrical infrastructure as needed to support Theater equipment upgrades. Retrofit house lighting.
- Electrical distribution and connections for renovated kitchen.
- Replace one aged distribution panelboard.
- Update lighting to LED where ceilings are replaced.



2

Wausau West High School

95% Budget Review



➤ Wausau West 95% Budget Comparison

<u>Site</u>	<u>Original</u>	<u>95% Design</u>
Wausau West HS	\$28,395,000	\$29,895,000



➤ Wausau West Conclusion

Board Action

- Move forward to bid Wausau West High School – Additions and Renovations
- **Approve plan designs for Wausau West High School, as presented, to be issued for bidding**



3

Questions



Wausau School District
**Rebranding
our High
School**

We're Better Together!



Our Vision



- Both the senior and junior highs have a common theme.
- Schools are rebranded to the greatest extent possible by the opening (Fall of 2025).
- We will 'completely' rebrand the 2 schools.

We're Better Together!



Rebranding Process

- Local designer will brainstorm options
- Creation of focus groups to get feedback on these options
- Then, we will bring feedback to the Board for further exploration
- In the meantime, we will develop a list of items that need to be rebranded with estimated costs
- Complete a plan to rebrand by Sept. of 2023
- If the Board approves name & mascot changes, we will engage student artists to create the new mascot
 - The local designer is excited to partner with student artists

We're Better Together!

Options for Rebranding

- Fastest Option?
 - Leave school names, colors, and mascots the same
- A merger of the 2 current themes?
 - Warjacks
- A focus on local history?
 - McIndoe Senior and Junior High School Cardinals (from the early 1900s)
 - Walter McIndoe was among the first to take the lead in business and in the growth of Wausau.
- Something else?
 - Wolfpack
 - Big Bull Falls Senior and Junior High Schools



We're Better Together!



Thank You!

We're Better Together!

Board Confirmation on Branding the Senior and Junior High Schools

At the June 26, 2023 Ed/Ops meeting, the Wausau School Board expressed interest in maintaining the current color schemes and mascots for the two high school buildings. It is also understood that the school names should include the city name of Wausau. The purpose of this memo is to confirm the interest of the school board through official action.

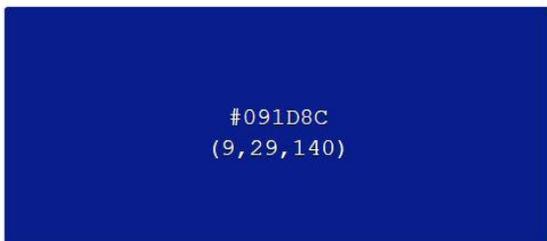
To clarify:

1. The name of the senior high school, located at the current West HS location will be Wausau Senior High School.
2. The mascot of Wausau Senior High School will be the Warriors.
3. The colors of Wausau Senior High School will be Blue (hex code 091d8c) and Yellow (hex code fbcc04)
4. The name of the junior high school, located at the current East HS location, will be Wausau Junior High School.
5. The mascot of the junior high school will be the Lumberjacks.
6. The colors of the junior high school will be Red (hex code c30210) and Black (hex code #000000).
7. This does not exclude other variations of Red, Blue, Black and Yellow to be used in design as accents. Following are the current official school colors

Proposed Motion: To approve the names, school colors and mascots for the Wausau Senior and Junior High Schools beginning in the Fall of 2025 as presented.

West:

#091d8c Color Hex



#fbcc04 Color Hex

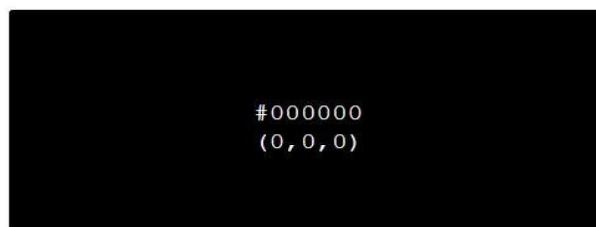


East:

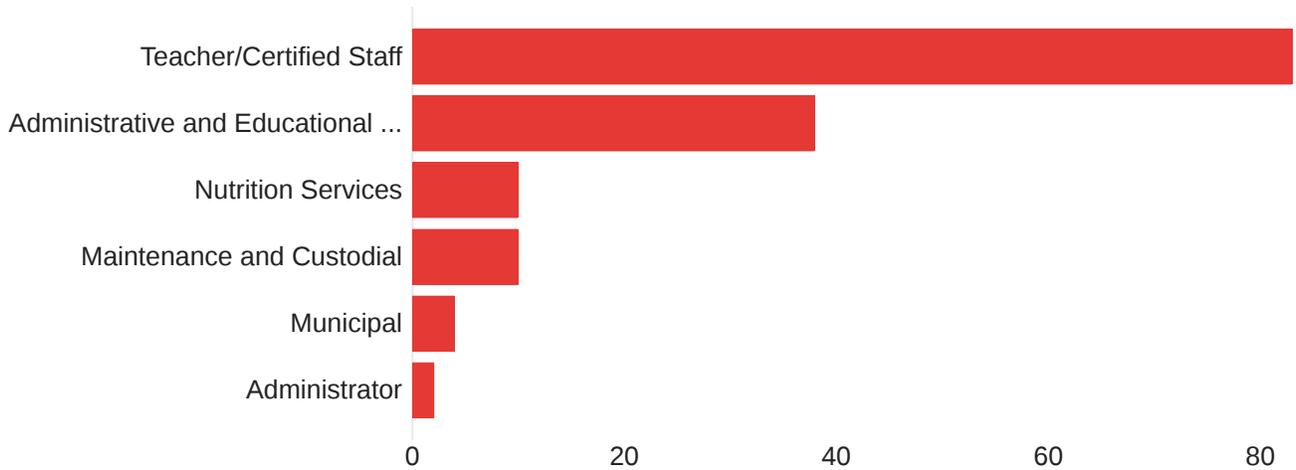
#c30210 Color Hex



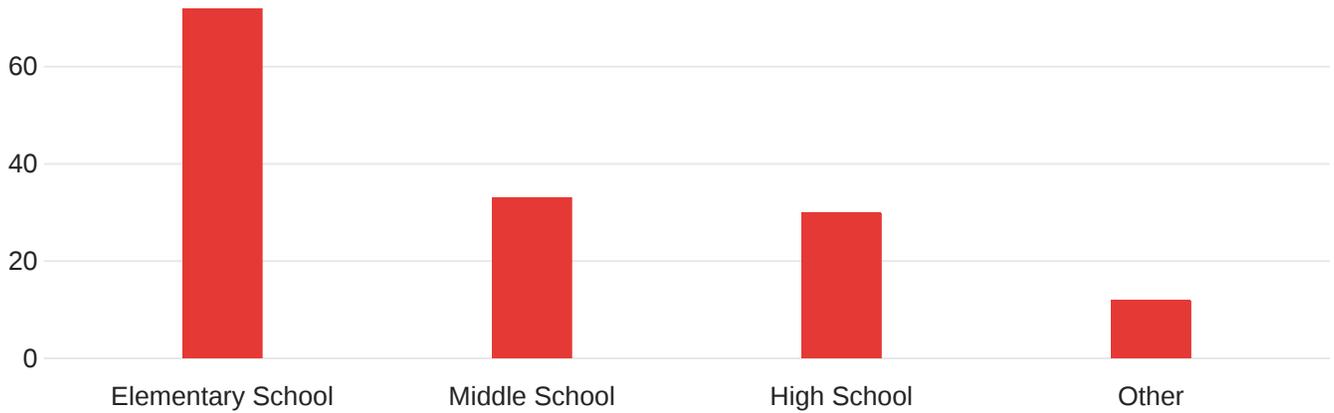
#000000 Color Hex Black



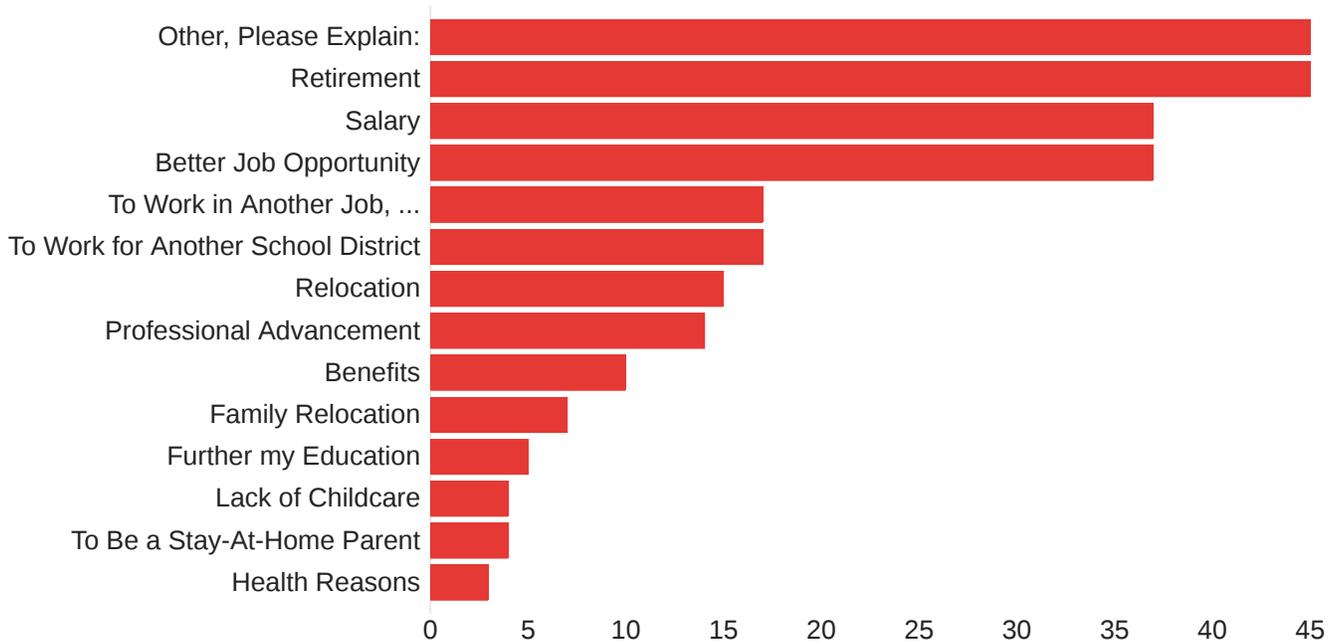
Please indicate your employee group:



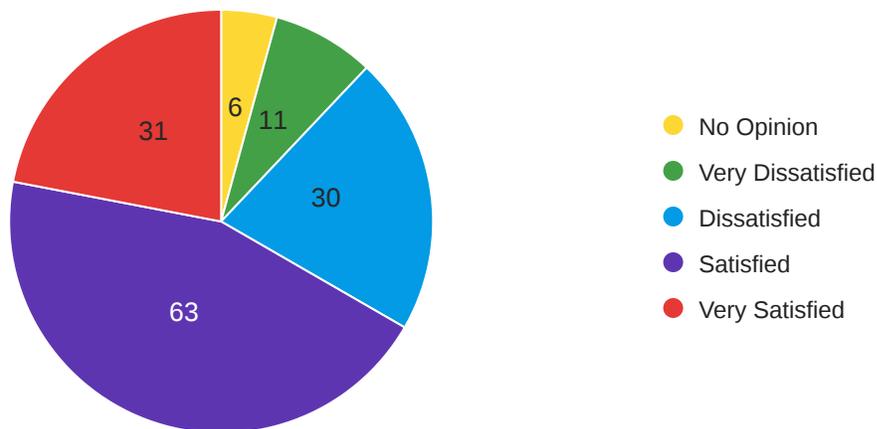
Please indicate your work location:



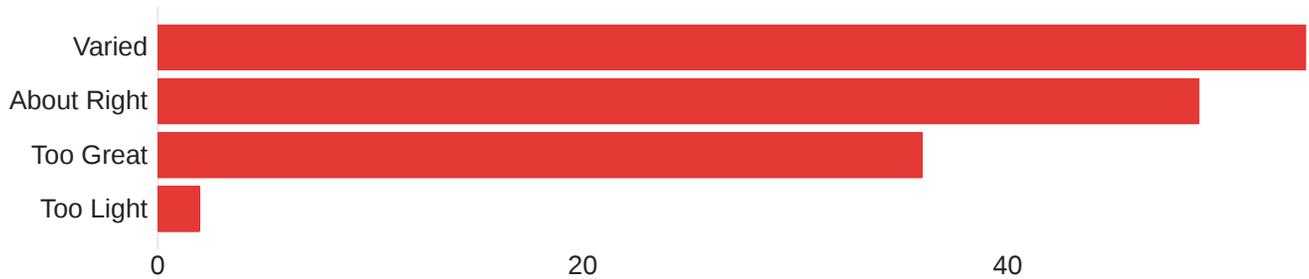
What is the reason for leaving the Wausau School District? Pick up to 3 answers.



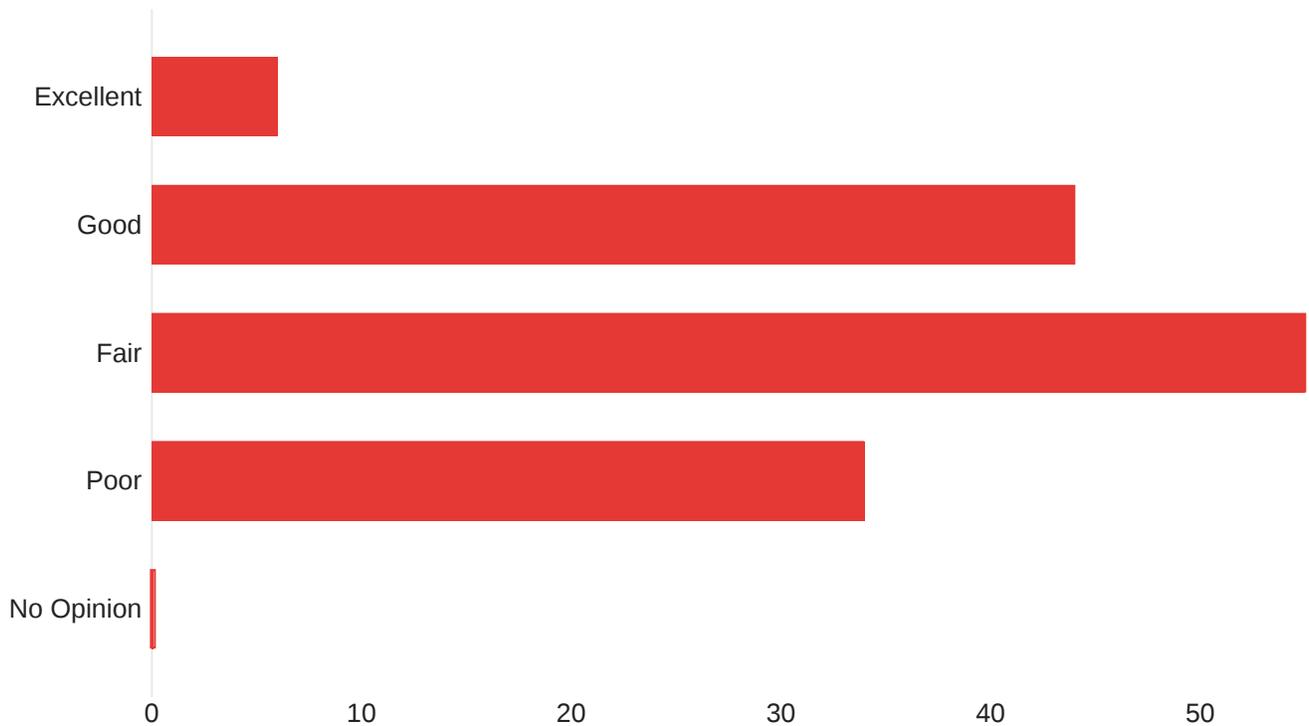
Please check the appropriate response below that best described your employment at the Wausau School District:



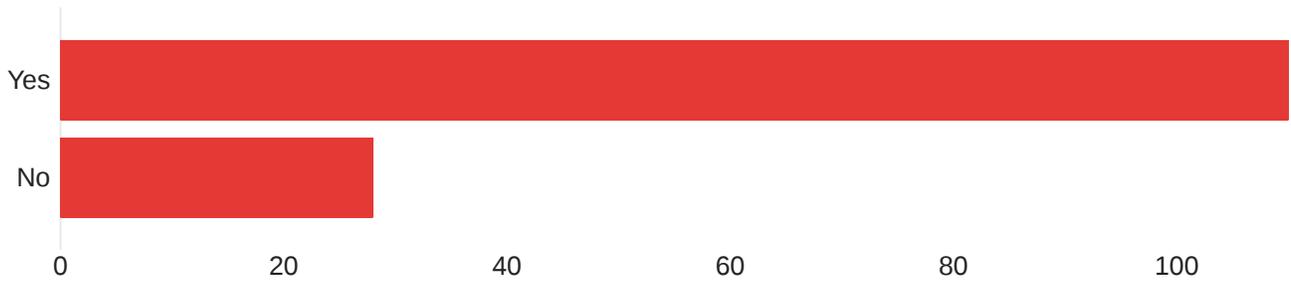
Was your work load usually:



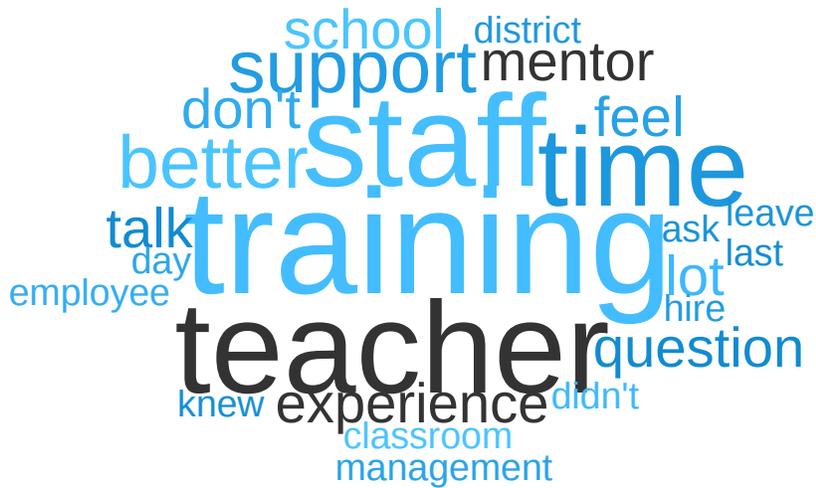
Please describe your job with the Wausau School District in regard to the following:



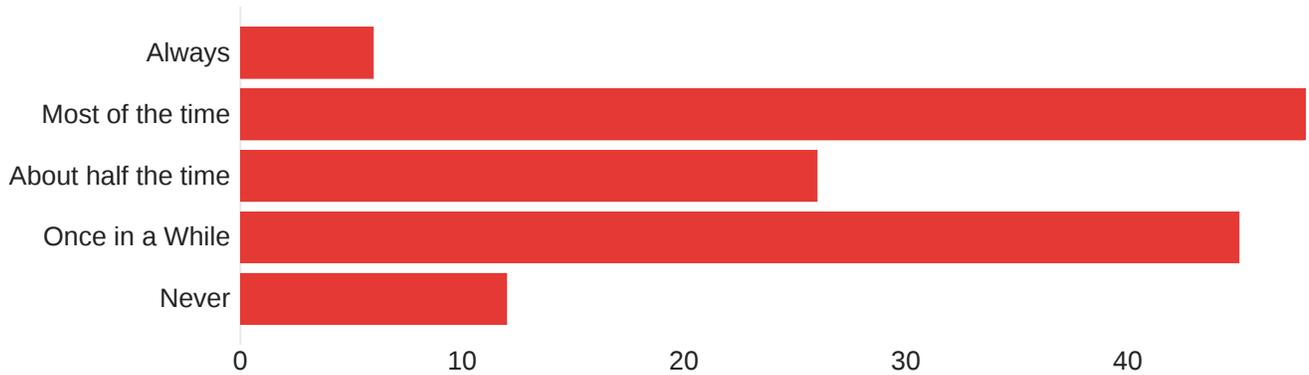
Do you feel that you had the necessary training to be successful in your role:



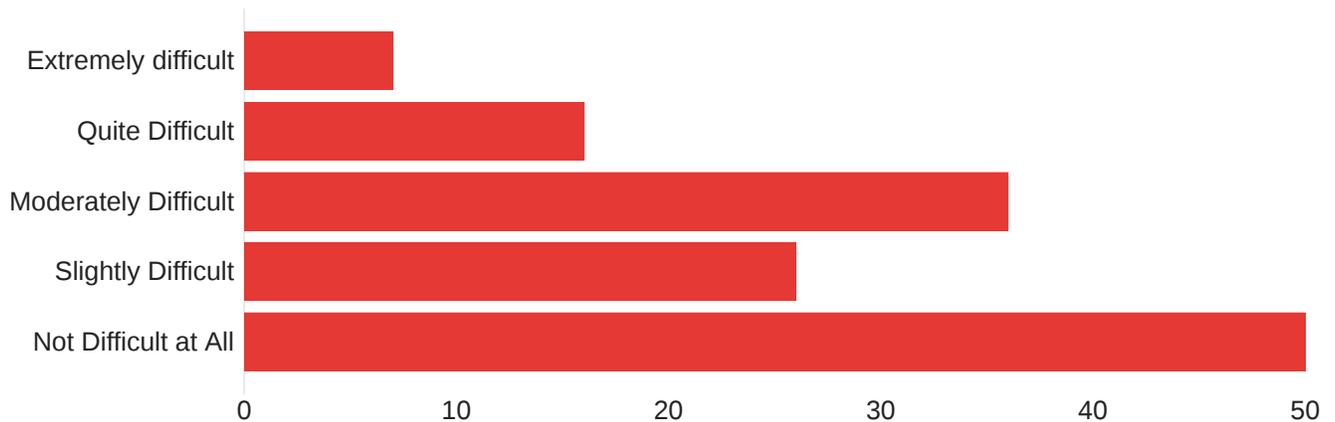
We're sorry to hear that. How could the Wausau School District improve?



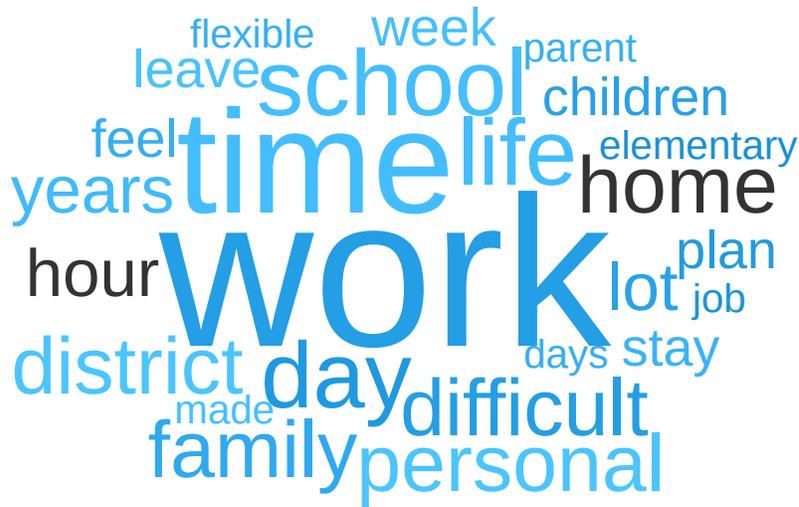
How often did you feel your contributions were recognized?



How difficult was it for you to balance your work life and your personal life while working at the Wausau School District?



Comments:



What recommendations do you have regarding how the Wausau School District could be a better place to work?





Staff Turnover Data

2015-2016 Through 2022-2023 School Years

Presented By:
Tabatha Gundrum, PHR, pHCLE
Director of Human Resources
June 27, 2023



Education Turnover is Real

The teacher shortage is real, large and growing, and worse than we thought

The first report in 'The Perfect Storm in the Teacher Labor Market' series

Report • By **Emma García** and **Elaine Weiss** • March 26, 2019

U.S. schools struggle to hire and retain teachers

The second report in 'The Perfect Storm in the Teacher Labor Market' series

Report • By **Emma García** and **Elaine Weiss** • April 16, 2019

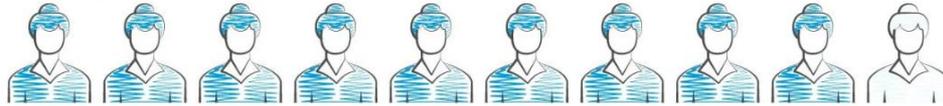
Teacher turnover hits new highs across the U.S.

By Matt Barnum | Mar 6, 2023, 4:00am CDT

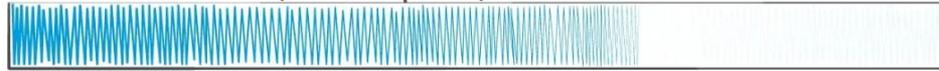
According to an article from University of Massachusetts Global: 8% of teachers leave the profession each year. When you consider that the same portion of educators shift schools, the overall annual turnover rate becomes 16% across the nation.

The facts about teacher turnover

9 out of 10 teachers hired each year are replacing colleagues who've left voluntarily!¹



More than two-thirds of teachers quit before retirement!¹



Teachers at Title I schools turnover at rates:²

50% higher than other schools



70% higher in math and science



¹Source: Education Policy Analysis Archives, "Teacher Turnover: Why It Matters and What We Can Do About It." <https://epaa.asu.edu/ojs/article/view/3699/2230>

²Source: Learning Policy Institute, "The Trouble with Teacher Turnover: How Teacher Attrition Affects Students and Schools." <https://learningpolicyinstitute.org/product/teacher-turnover-report>

Rand.org Research Report

[Article Link](#)

Key Findings

- Teacher turnover increased 4 percentage points above prepandemic levels, reaching 10 percent nationally at the end of the 2021–2022 school year. Principal turnover increased too, reaching 16 percent nationally going into the 2022–2023 school year.
- Teacher turnover in 2021–2022 was highest (around 12 to 14 percent) in urban districts, high-poverty districts, and districts serving predominately students of color. Meanwhile, principal turnover was highest (around 21 to 23 percent) in high-poverty districts and in rural districts.
- District leaders generally perceived staffing shortages to be less acute in 2022–2023 than they were in 2021–2022. However, in fall 2022, staffing shortages continued to be most acute for substitute teachers, special education teachers, and bus drivers. High-poverty districts in particular had considerable shortages in several teaching categories.
- Ninety percent of districts experienced one or more policy changes either they or their state enacted to boost teacher ranks in response to shortages. Chief among these changes were increased pay and/or benefits and the expansion of grow-your-own teacher preparation programs.

Areas of Focus

- **Retirements**
- **Resignations**
 - **Voluntary**
 - **Involuntary**
- **Transfers**
 - **New Building to Same or New Assignment**
 - **Within Building to New Assignment**
 - **Increase or Decrease in Assignment FTE**

Numbers and Percentages are Both Valuable.

Employee Groups



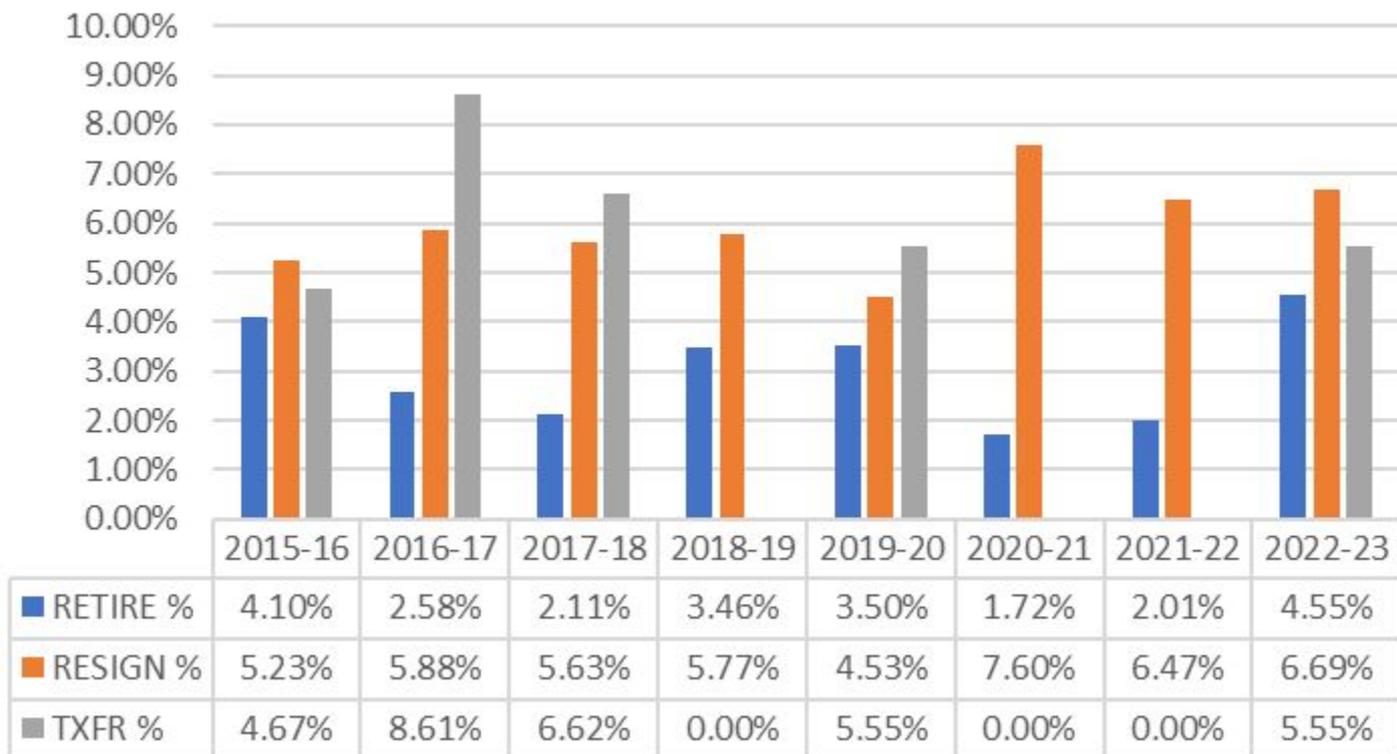
- **Teachers**
- **Administrators**
- **Custodian/Maintenance**
- **Nutrition Services**
- **Administrative and Educational Support**
- **Municipal**

Teacher Numbers

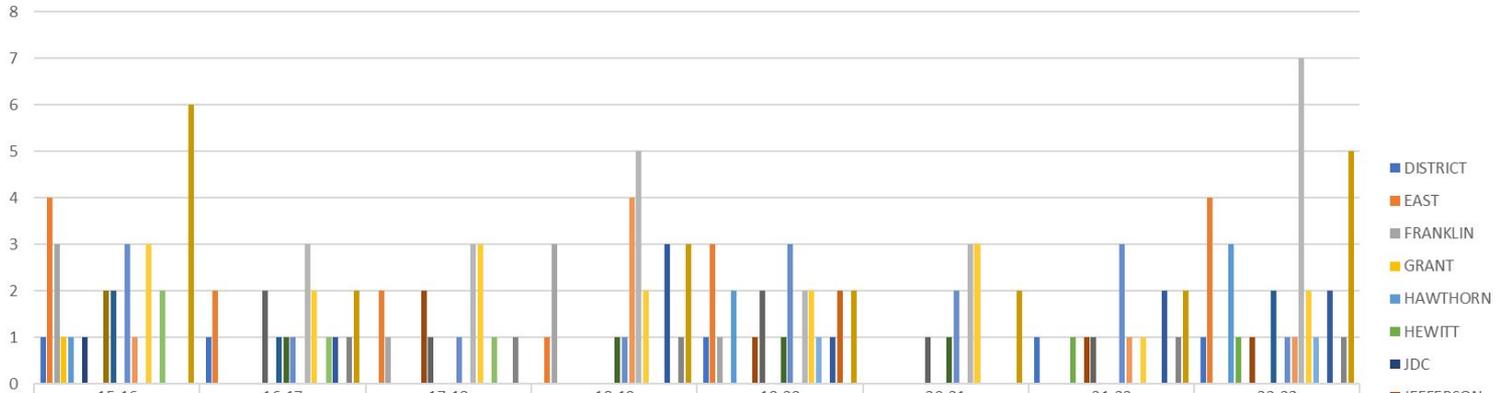
TEACHER	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	AVG
RETIRE	29	18	15	24	24	12	14	32	21
RESIGN	37	41	40	40	31	53	45	47	42
TXFR	33	60	47	*	38	*	*	39	22

* Data is being created from files – Missing from our spreadsheets.

Teacher Retire, Resign & Txfr %

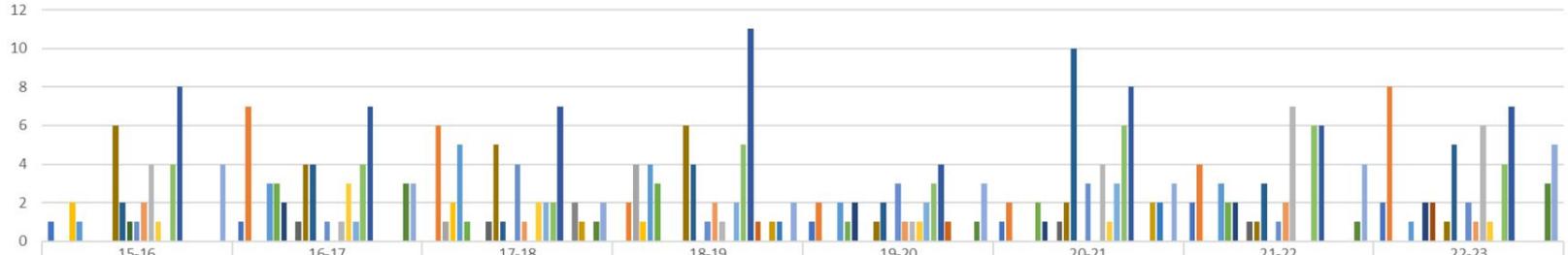


RETIREMENT HISTORY BY BUILDING



	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
DISTRICT	1	1			1		1	1
EAST	4		2	1	3			
FRANKLIN	3		1	3	1			
GRANT	1							
HAWTHORN	1				2			3
HEWITT							1	1
JDC	1							
JEFFERSON			2		1		1	1
JONES		2	1		2	1	1	
KIEFER	2							
LINCOLN	2	1						2
MAINE		1		1	1	1		
MANN	3	1	1	1	3	2	3	1
MARSHALL	1			4			1	1
MUIR		3	3	5	2	3		7
MULTI	3	2	3	2	2	3	1	2
PEER					1			1
RIB	2	1	1					
RIVERVIEW		1		3	1		2	2
SOUTH					2			
STETTIN		1	1	1			1	1
WEST	6	2		3	2	2	2	5

RESIGNATION HISTORY BY BUILDING



- DISTRICT
- EAST
- EEA
- EGL
- FRANKLIN
- GRANT
- HAWTHORN
- HAWTHORN HILLS
- HEW-TEX
- JEFFERSON
- JONES
- KIEFER
- LINCOLN
- MAINE
- MANN
- MARSHALL
- MONTESSORI
- MUIR
- MULTI
- PEER
- RIB
- RIVERVIEW
- SOUTH
- STETTIN
- WEST

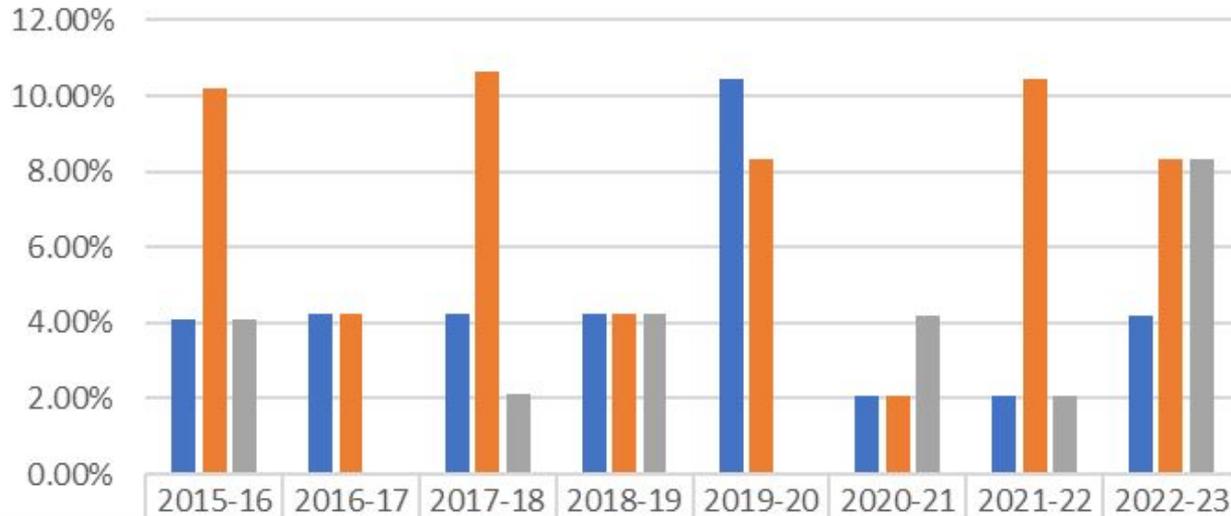
DISTRICT	1	1			1	1			2	2
EAST		7	6	2						8
EEA			1	4						
EGL	2		2	1						
FRANKLIN	1	3	5	4	2			3		1
GRANT		3	1	3	1	2		2		
HAWTHORN		2			2	1		2		2
HAWTHORN HILLS										2
HEW-TEX		1	1			1		1		
JEFFERSON	6	4	5	6	1	2		1		1
JONES	2	4	1	4	2	10		3		5
KIEFER	1									
LINCOLN	1	1	4	1	3	3		1		2
MAINE	2		1	2	1			2		1
MANN	4	1		1	1	4		7		6
MARSHALL	1	3	2		1	1				1
MONTESSORI		1	2	2	2	3				
MUIR	4	4	2	5	3	6		6		4
MULTI	8	7	7	11	4	8		6		7
PEER				1	1					
RIB			2							
RIVERVIEW			1	1		2				
SOUTH				1		2				
STETTIN		3	1		1			1		3
WEST	4	3	2	2	3	3		4		5

Administrator Numbers

ADMIN	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	AVG
RETIRE	2	2	2	2	5	1	1	2	2
RESIGN	5	2	5	2	4	1	5	4	4
TXFR	2	0	1	2	0	2	1	4	2

Administrator Percentages

Admin Retire, Resign & Txfr %



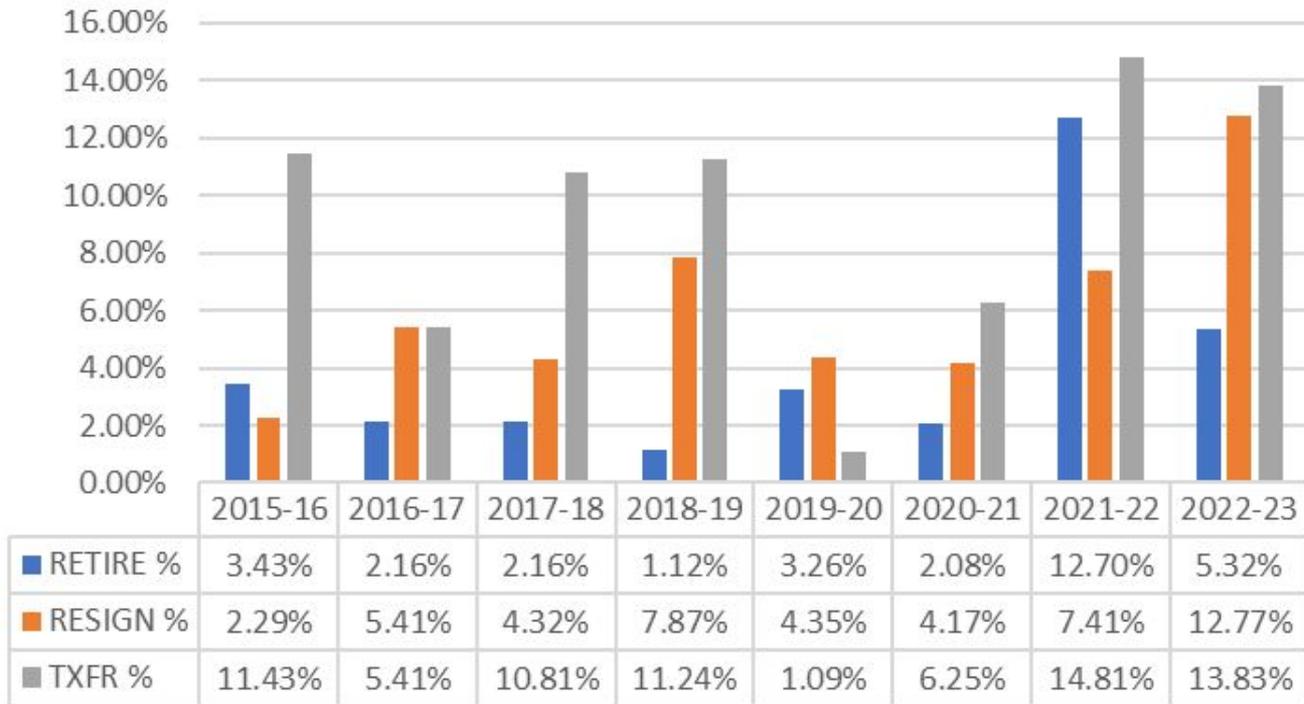
■ RETIRE %	4.08%	4.26%	4.26%	4.26%	10.42%	2.08%	2.08%	4.17%
■ RESIGN %	10.20%	4.26%	10.64%	4.26%	8.33%	2.08%	10.42%	8.33%
■ TXFR %	4.08%	0.00%	2.13%	4.26%	0.00%	4.17%	2.08%	8.33%

Custodian/Maintenance Numbers

CUST/MAINT	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	AVG
RETIRE	3	2	2	1	3	2	12	5	4
RESIGN	2	5	4	7	4	4	7	12	6
TXFR	10	5	10	10	1	6	14	13	9

Custodian/Maintenance Percentages

Cust/Maint Retire, Resign & Txfr %

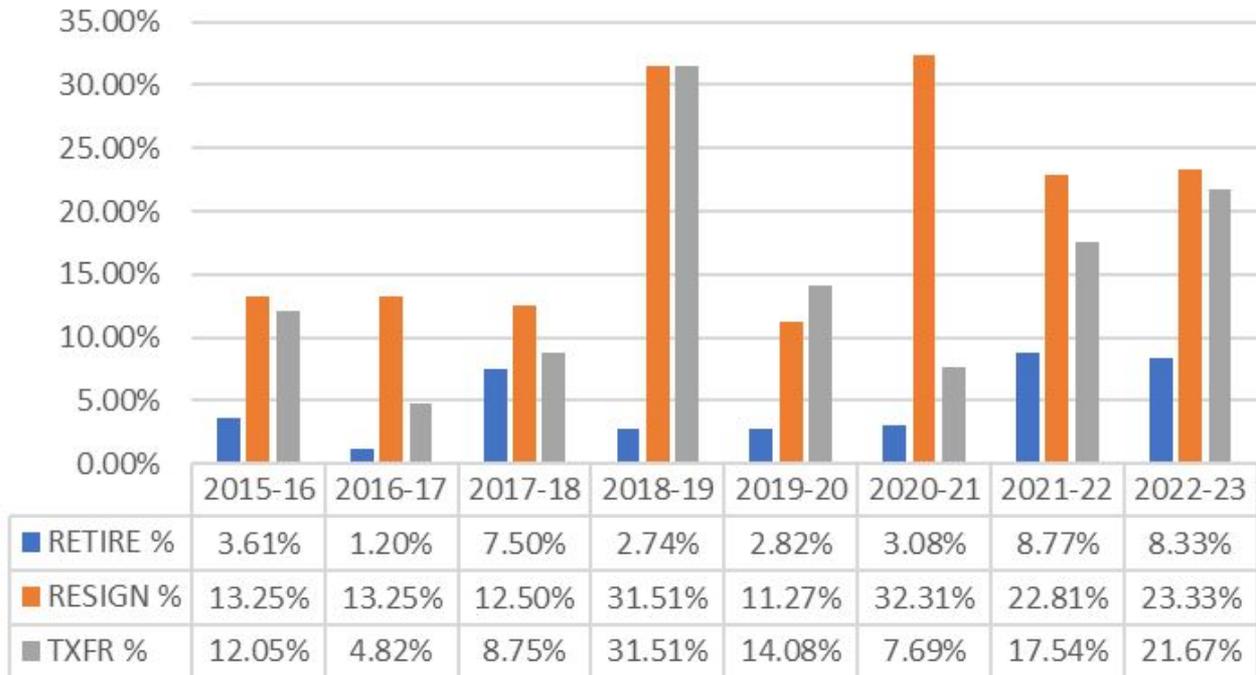


Nutrition Services Numbers

NUTRITION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	AVG
RETIRE	3	1	6	2	2	2	5	5	3
RESIGN	11	11	10	23	8	21	13	14	14
TXFR	10	4	7	23	10	5	10	13	10

Nutrition Services Percentages

Nutrition Svcs Retire, Resign & Txfr %

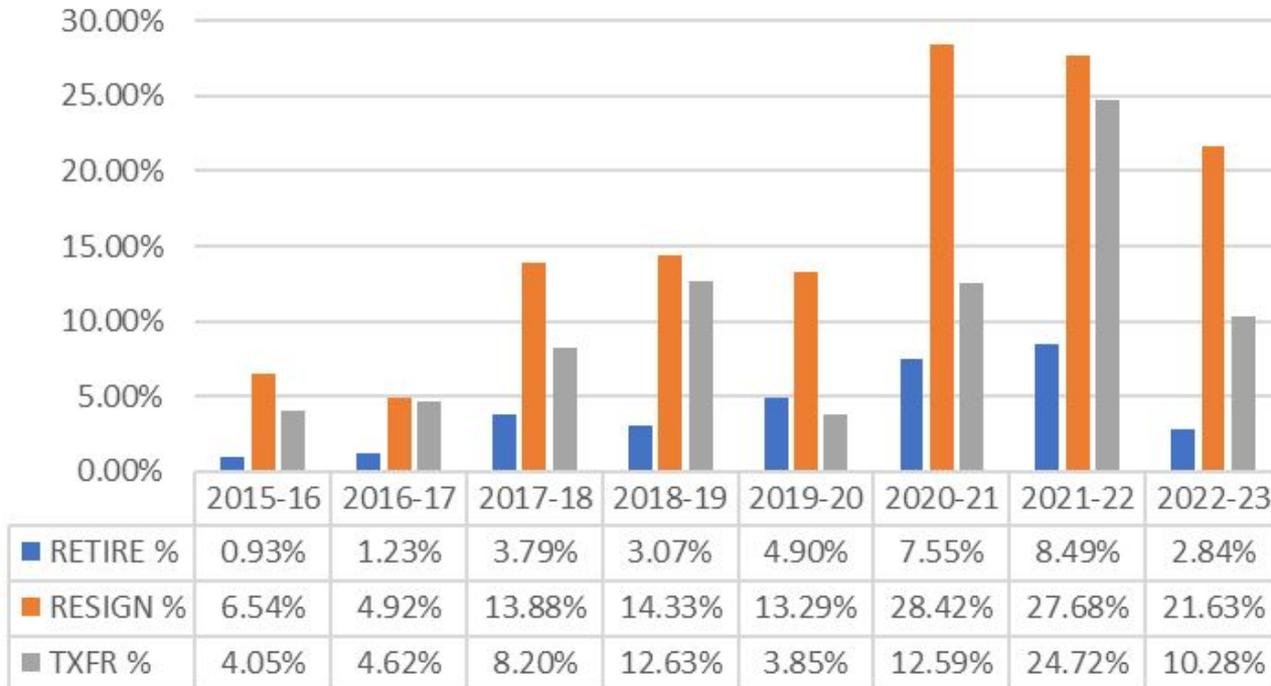


Admin/Educator Support Numbers

AES	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	AVG
RETIRE	3	4	12	9	14	21	23	8	12
RESIGN	21	16	44	42	38	79	75	61	47
TXFR	13	15	26	37	11	35	67	29	29

Admin/Educator Support Percentages

AES Retire, Resign & Txfr %

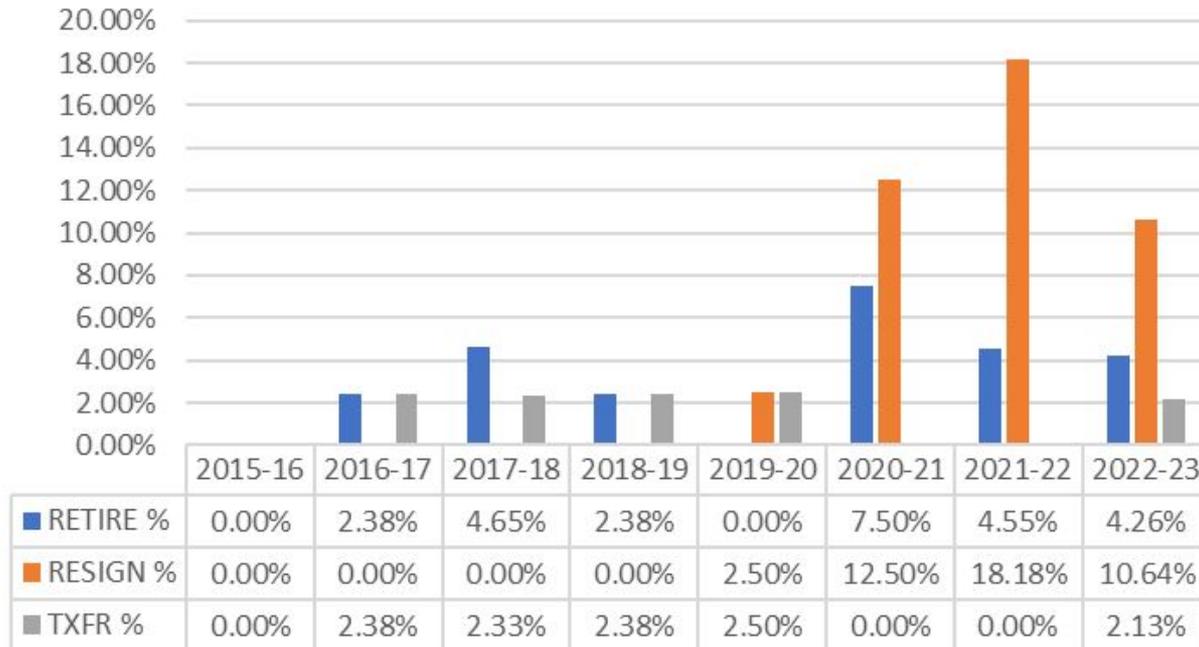


Municipal Numbers

MUNICIPAL	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	AVG
RETIRE	0	1	2	1	0	3	2	2	1
RESIGN	0	0	0	0	1	5	8	5	2
TXFR	0	1	1	1	1	0	0	1	1

Municipal Percentages

Municipal Retire, Resign & Txfr %



WECAN APPLICANT DATA

YEAR	CERTIFIED POSTINGS	SUPPORT STAFF POSTINGS	TOTAL DISTINCT APPLICANTS	AVG APPLICANTS PER POSITION
2022-23	124	127	1125	4.48*
2021-22	117	195	1295	4.20
2020-21	118	243	1281	3.50

Avg Applications per position increased again by another 6.7%
Overall distinct applicants decreased by 13.2%

TEACHER WORKFORCE PARTICIPATION, SUPPLY & DEMAND

Wisconsin Evaluation Collaborative

Bradley Carl & Grant Sim

2022

PROPOSED NEW TYPOLOGY

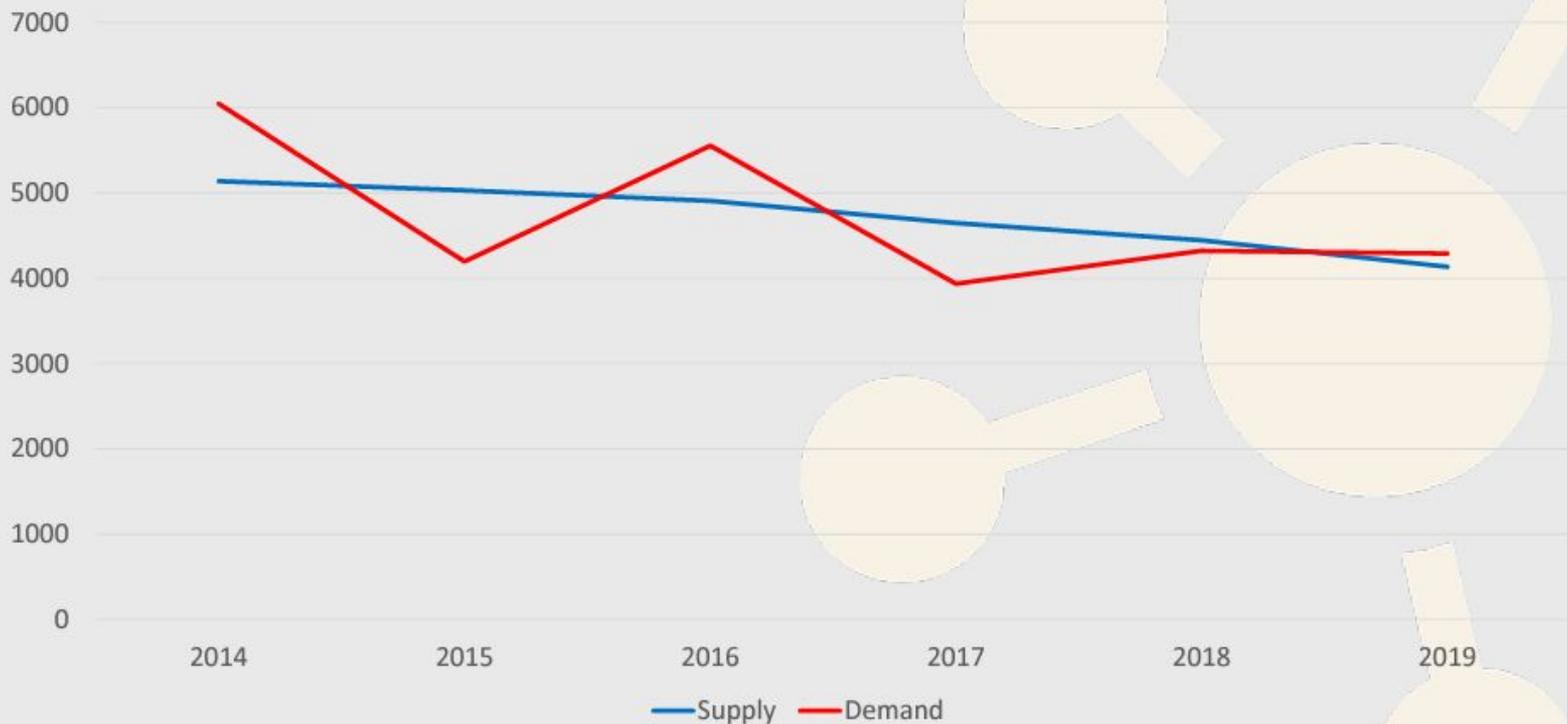
- Stayers: remain in same district, school, and role
- Movers: remain in same role, but move:
 - Same District: move between schools in the same district
 - Different District: move between districts
- Leavers:
 - *Temporary* Leaver: out of workforce for one year, then return
 - *Long-Term/Non-Retirement* Leaver: gone for 2+ consecutive years but under age 55
 - *Long-Term/Retirement* Leaver: gone 2+ years and 55+
- Role-Changer: Same district and school, different role (AP, instructional coach, etc.)
- Mover-Changer: Different district and/or school, different role:
 - Same District
 - Different District

LABOR FORCE PARTICIPATION RESULTS

- Based on an annual average of 59,828 teachers in Wisconsin public schools over the past two decades, counts of teachers in each category and sub-category are as follows:

Category	Average Number	Percentage
Stayers	50241	84.0%
Movers	3847	6.4%
Same District	2507	4.2%
Different District	1341	2.2%
Leavers	5136	8.6%
Temporary	529	0.9%
Long-Term Non-Retirement	2706	4.5%
Long-Term Retirement	1900	3.2%
Role-Changers	255	0.4%
Mover-Changers	349	0.6%
Same District	215	0.4%
Different District	133	0.2%

VERY PRELIMINARY FINDINGS...





EXIT INTERVIEW DATA

[Summary Report Link](#)

Future Focus of our Work

- Increased staff training (especially support staff)
- Mentor and onboarding experiences
- EMLSS Focus within our district work
 - Behavior Support
 - Academic Supports
- Data reviews and adjustments based on that data
- Continued staff feedback
- Clearly define and communicate procedures



Thank You!



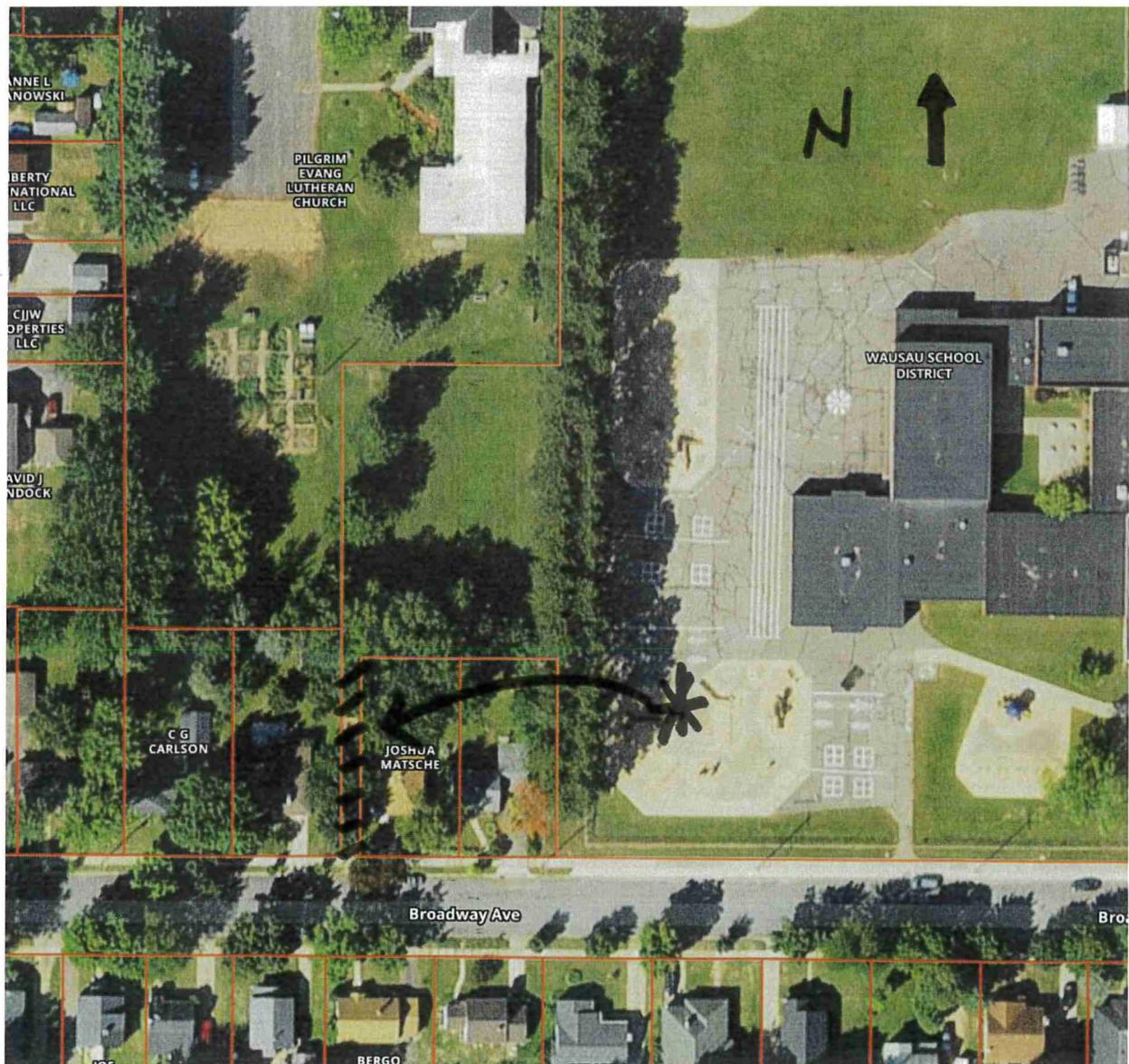
Property sale near John Marshall

Action Requested: **Yes**

There is a 12' wide strip of District owned land adjacent to John Marshall Elementary, separating two neighbors. The land has no redeeming value to the District. The adjoining neighbors approached the District seeking to purchase it, splitting it equally between them. See the illustration below. The neighbors have offered to cover all transaction costs plus a nominal fee. As required by policy, Administration is seeking approval to complete negotiations with the neighbors to transfer ownership.

Motion:

Grant Administration authority to sell a twelve foot wide strip of property near Marshall Elementary to two adjacent property owners as presented.





Handbook Updates 2023-24 School Year

Presented by:
Tabatha A Gundrum, PHR, pHCLE
Director of Human Resources
June 27, 2023

Our mission... advancing student learning, achievement, and success.





Continued Focus of Updates

- Consistency between employee groups
- Efficiency of work required to implement
- Alignment of handbook provisions to practice
- Clear and Understandable Language





Housekeeping Updates

- Dates, Names, Titles and Contacts Updated
- Calendar and other reference items updated
- Update policy references and links to ensure functional accuracy





New Language & Clarifications

- Jury Duty Language – Add notification to Human Resources and remove requirement for employee to enter time off in Skyward
- Independent Learning Days – Add language identifying these calendar days being paid work days for support staff
- Technology Password Language – Remove from handbook due to it being out of date





New Language & Clarifications

- Vacation Language – Add clarification for up to 5 days of carryover to be used before the start of the next school year
- Sick Leave Language – Update proration provision for staff that leave mid-year to be more clear
- Emergency School Closures – Update language to reflect “instructional minutes” instead of “days/hours”





New Language & Clarifications

- Revisions to the Handbook – Remove references to PR&L Committee and update with current Board review and approval process.





Wausau School District
415 Seymour Street ■ P.O. Box 359 ■ Wausau WI 54402-0359 ■ 715-261-0500

www.wausauschools.org

■ facebook.com/WausauSchDist ■ twitter.com/WausauSchDist ■ instagram.com/WausauSchDist

Our mission... advancing student learning, achievement, and success.



Achievement Gap Reduction - AGR

Spring Semester Update
2018-23 Strategic Plan - Achievement A4
Short Cycle Report
June 26, 2023

Presented by:

Katie Colwell, Julie Schell, Jennifer Rauscher, Jon Euting & AGR Principals



Our Mission ... To advance student learning, achievement, and success.

AGR Program Overview

Program was established to improve student achievement

- Maintain 18:1 or 30:2 classroom ratios and provide professional learning on small group instruction
- Instructional coaching for teachers provided by a licensed teacher
- Each school will create performance objectives for students:
 - Kindergarten - grade 3,
 - Mathematics and Reading, and
 - Identify a specific local assessment used to monitor academic progress
 - FastBridge: K/1: Early Reading English Composite
2-5: aReading using the Group Growth Report
3-5 i-Ready Reading Diagnostic (22-23)
 - i-Ready: K-5 Fall/Winter/Spring Diagnostic



What are we attempting to accomplish as a team? (Be proactive)

- Build capacity around responding to Data and changes in student need over time.
 - District & Building Administrator Learning and Collaboration to inform Continuous Improvement Planning Process
 - Building data days facilitated by principals and content area specialists (3x year at minimum)
- Professional learning and coaching to support effective pacing and small group differentiated instruction
 - Wit and Wisdom Training (Continued for 23-24 school year)
 - AVMR Training (Continued for 23-24 school year)
 - In-District Coaching with District Math, Literacy, EL, Tech Integration Specialists
- Professional Learning Communities
 - Inform department and grade level conversations



Description of Fastbridge and i-Ready Assessments

Fastbridge Assessments

- Early Reading English Composite - K/1 (Past and current)
- aReading Grade 2 (Past and Current)
- aReading Grades 3-5 (21-22)
- i-Ready Reading Diagnostic 3-5 (22-23)

***Fastbridge is a universal screener. Screening tests may use computer adaptive and some curriculum based indicators with the intent of early detection of potential risk factors.**

i-Ready Math Diagnostic K-5 (Past and Current)

***Diagnostic assessments dig deeper and help you identify gaps in knowledge or skills.**

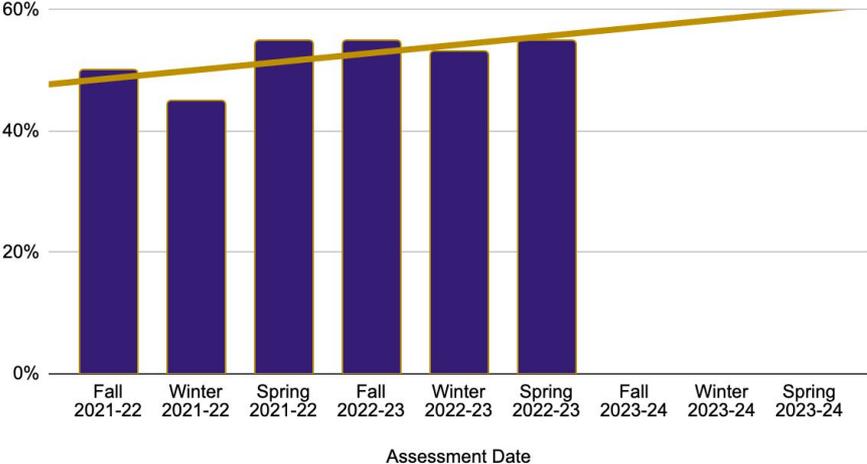
Both Assessments provide students progress towards end of the year goals.

***Starting Fall 23-24 - Iready Reading and Math Diagnostics will be utilized in K-8 for consistent data collection and outcome analysis moving forward.**

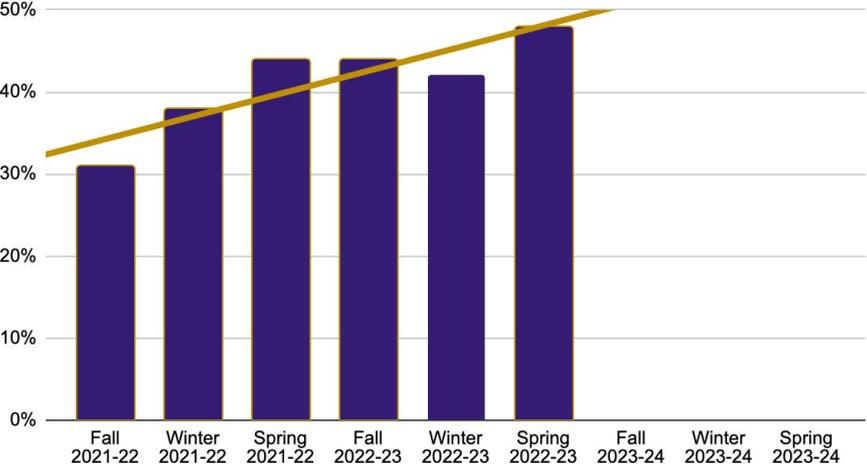
Kindergarten and 1st Grade All AGR Schools Combined

FastBridge: Early Reading English Composite

Kindergarten Reading



1st Grade Reading

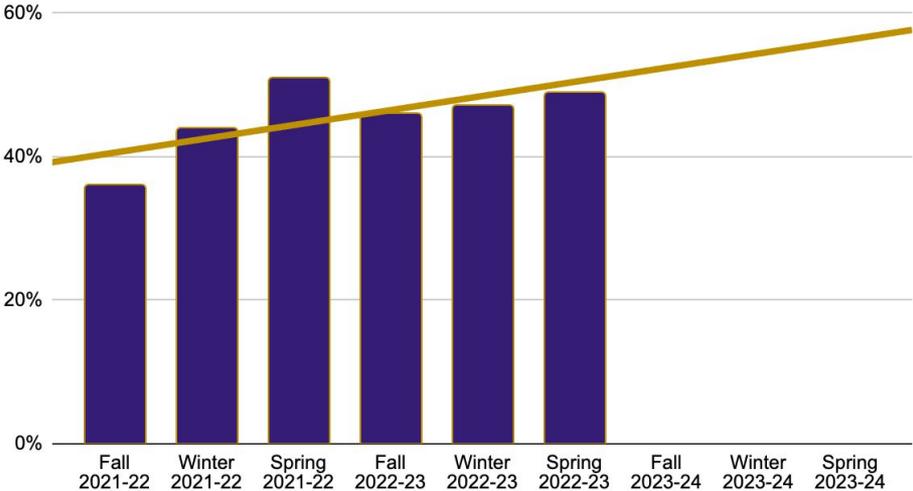


2nd Grade

All AGR Schools Combined

FastBridge: aReading

2nd Grade Reading

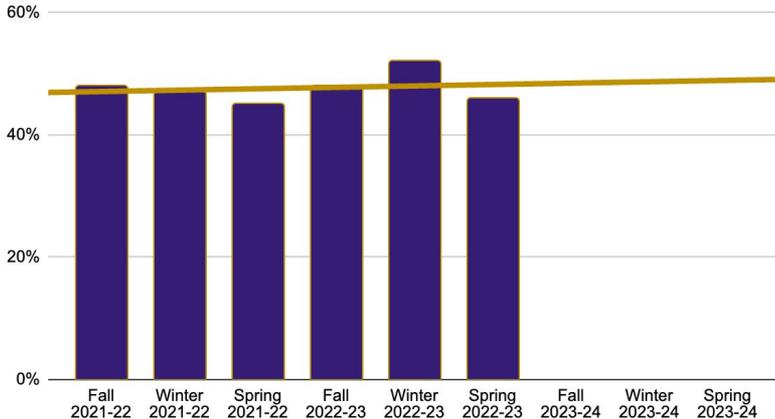


3rd - 5th Grade

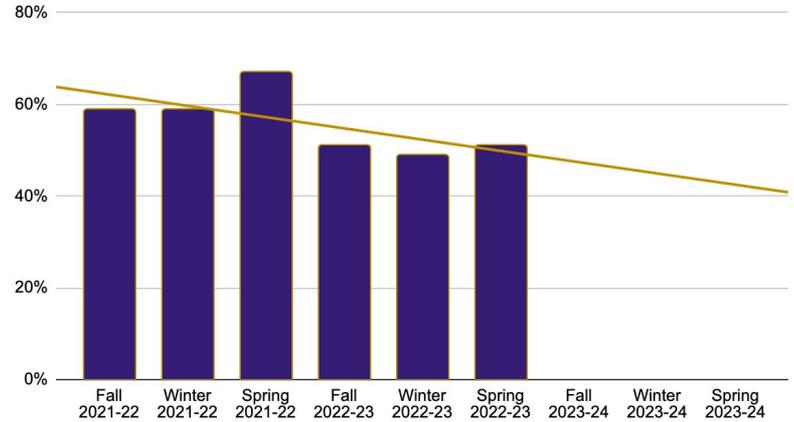
All AGR Schools Combined

i-Ready Reading Diagnostic

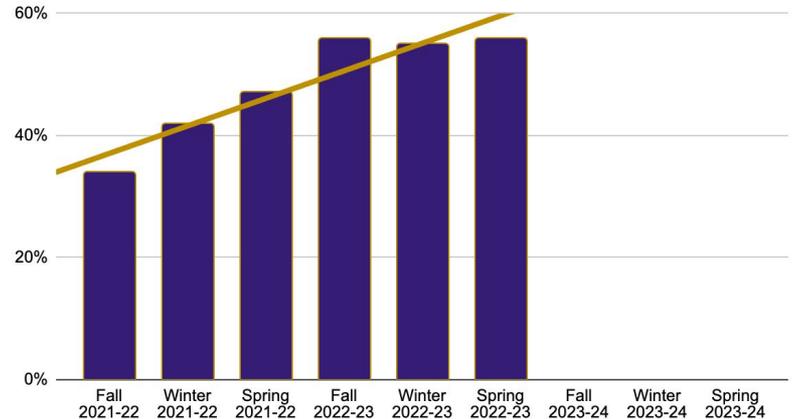
3rd Grade Reading



4th Grade Reading



5th Grade Reading

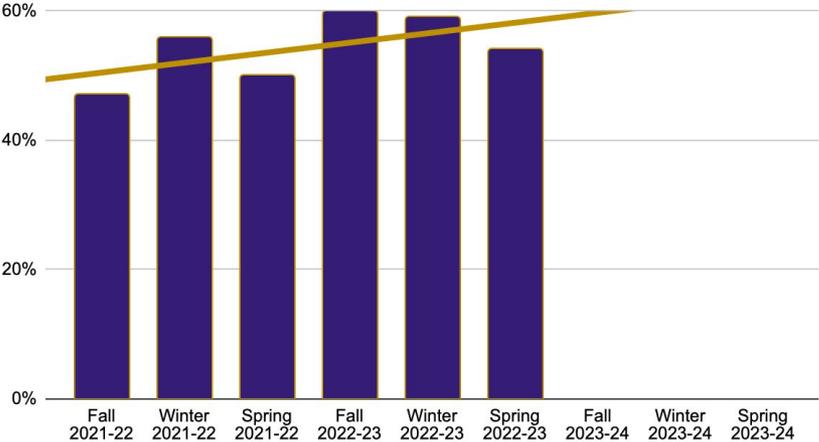


Kindergarten - 2nd Grade

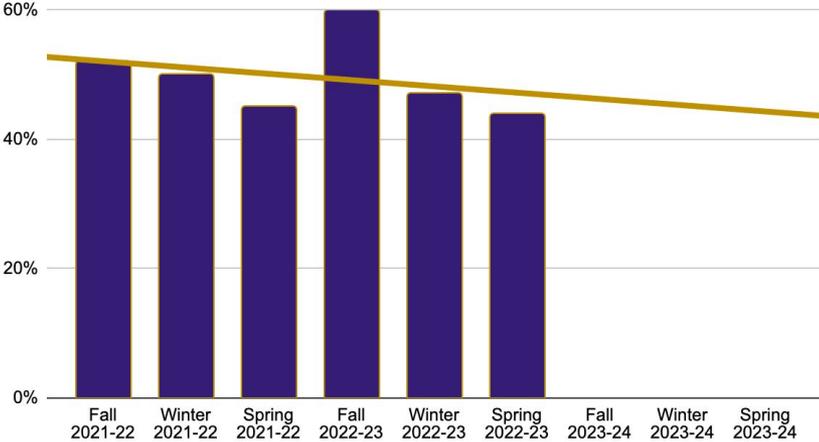
All AGR Schools Combined

i-Ready Math Diagnostic

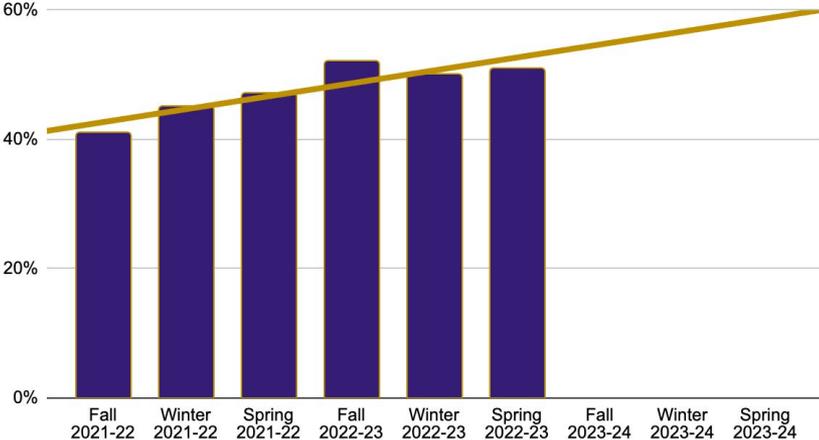
Kindergarten Math



1st Grade Math



2nd Grade Math

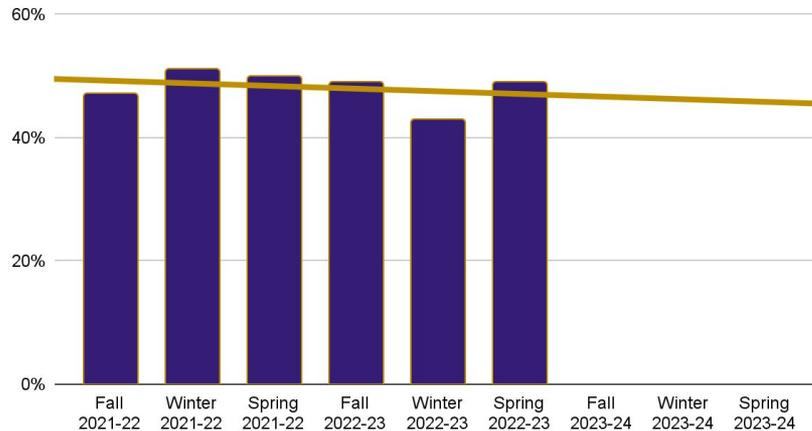


3rd - 5th Grade

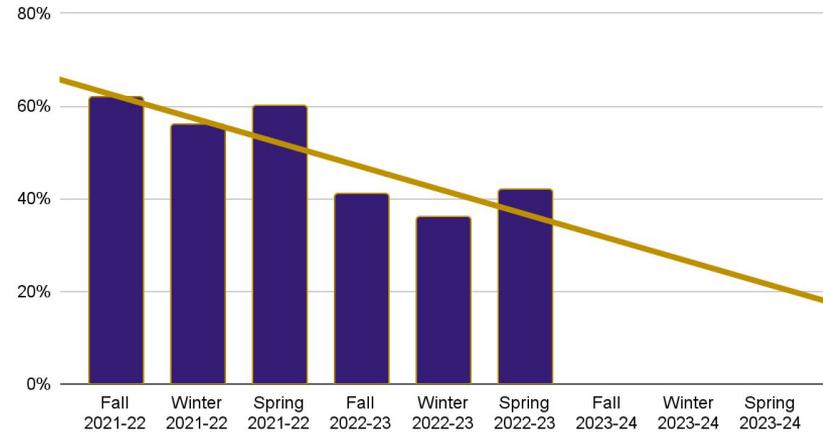
All AGR Schools
Combined

i-Ready Math Diagnostic

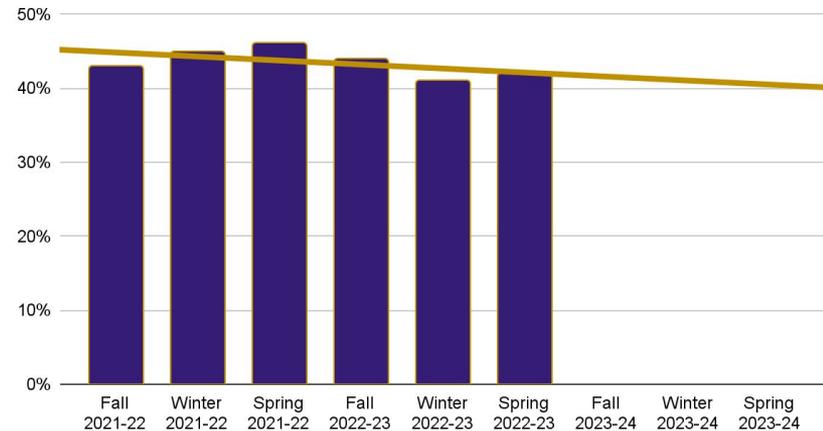
3rd Grade Math



4th Grade Math



5th Grade Math



Reading Status

Fastbridge Reading for grades KG-5th - 2021-2022
(Percentage of students at or above benchmark)

	Fall 2021	Winter 2022	Spring 2022
KG Early Reading Composite	55	43	66
1st Early Reading Composite	32	30	42
2nd aReading	48	57	63
3rd aReading	42	50	50
4th aReading	77	72	67
5th aReading	44	40	49

Jefferson

Fastbridge and i-Ready diagnostic - (Percentage of students at or above benchmark)

	Fall 2022	Winter 2023	Spring 2023
KG Early Reading Composite	63	71	76
1st Early Reading Composite	47	42	50
2nd aReading	48	47	48
3rd i-Ready Reading (%)	69	67	68
4th i-Ready Reading (%)	58	63	67
5th i-Ready Reading (%)	69	67	66

Math Status

Math i-Ready Diagnostic - 2021-2022
(Percentage of students at or above benchmark)

	Fall 2021	Winter 2022	Spring 2022
KG i-Ready Math	55	61	66
1st i-Ready Math	49	54	58
2nd i-Ready Math	50	53	69
3rd i-Ready Math	35	38	56
4th i-Ready Math	49	50	58
5th i-Ready Math	34	40	50

Jefferson

Math i-Ready Diagnostic (Percentage of students at or above benchmark)

	Fall 2022	Winter 2023	Spring 2023
KG i-Ready Math	65	65	60
1st i-Ready Math	61	54	73
2nd i-Ready Math	73	66	70
3rd i-Ready Math	64	67	74
4th i-Ready Math	61	53	63
5th i-Ready Math	63	63	60

Reading Status

Fastbridge Reading for grades KG-5th - 2021-2022

(Percentage of students at or above benchmark)

	Fall 2021	Winter 2022	Spring 2022
KG Early Reading Composite	53	32	37
1st Early Reading Composite	41	33	41
2nd aReading	28	47	54
3rd aReading	67	59	58
4th aReading	57	48	54
5th aReading	45	38	24

Lincoln

(Fastbridge and i-Ready diagnostic) (Percentage of students at or above benchmark)

(Percentage of students at or above benchmark)

	Fall 2022	Winter 2023	Spring 2023
KG Early Reading Composite	49	47	44
1st Early Reading Composite	43	49	51
2nd aReading	44	38	37
3rd i-Ready Reading (%)	51	57	53
4th i-Ready Reading (%)	39	54	53
5th i-Ready Reading (%)	52	52	52

Math Status

Math i-Ready Diagnostic - 2021-2022
(Percentage of students at or above benchmark)

	Fall 2021	Winter 2022	Spring 2022
KG i-Ready Math	26	53	39
1st i-Ready Math	48	45	48
2nd i-Ready Math	51	48	46
3rd i-Ready Math	34	42	33
4th i-Ready Math	39	35	52
5th i-Ready Math	36	20	18

Lincoln

Math i-Ready Diagnostic (Percentage of students at or above benchmark)

	Fall 2022	Winter 2023	Spring 2023
KG i-Ready Math	46	41	50
1st i-Ready Math	31	49	48
2nd i-Ready Math	41	25	27
3rd i-Ready Math	46	40	42
4th i-Ready Math	27	23	33
5th i-Ready Math	34	24	34

Reading Status

Fastbridge Reading for grades KG-5th - 2021-2022
(Percentage of students at or above benchmark)

	Fall 2021	Winter 2022	Spring 2022
KG Early Reading Composite	37	42	41
1st Early Reading Composite	33	46	44
2nd aReading	36	59	59
3rd aReading	46	58	58
4th aReading	53	53	65
5th aReading	32	38	43

Hawthorn Hills

(Fastbridge and i-Ready diagnostic) (Percentage of students at or above benchmark)

	Fall 2022	Winter 2023	Spring 2023
KG Early Reading Composite	52	61	44
1st Early Reading Composite	24	25	29
2nd aReading	39	40	58
3rd i-Ready Reading (%)	49	61	52
4th i-Ready Reading (%)	52	54	52
5th i-Ready Reading (%)	55	58	59

Math Status

Math i-Ready Diagnostic - 2021-2022
(Percentage of students at or above benchmark)

	Fall 2021	Winter 2022	Spring 2022
KG i-Ready Math	46	53	58
1st i-Ready Math	39	43	36
2nd i-Ready Math	34	59	73
3rd i-Ready Math	35	38	41
4th i-Ready Math	27	29	39
5th i-Ready Math	24	38	50

Hawthorn Hills

Math i-Ready Diagnostic (Percentage of students at or above benchmark)

	Fall 2022	Winter 2023	Spring 2023
KG i-Ready Math	56	50	50
1st i-Ready Math	53	42	33
2nd i-Ready Math	36	50	48
3rd i-Ready Math	68	44	65
4th i-Ready Math	44	38	52
5th i-Ready Math	29	27	28

Reading Status

Fastbridge Reading for grades KG-5th - 2021-2022

(Percentage of students at or above benchmark)

	Fall 2021	Winter 2022	Spring 2022
KG Early Reading Composite	50	61	66
1st Early Reading Composite	28	44	48
2nd aReading	36	40	46
3rd aReading	38	44	38
4th aReading	56	42	39
5th aReading	44	48	43

GD Jones

(Fastbridge and i-Ready diagnostic) (Percentage of

students at or above benchmark)

	Fall 2022	Winter 2023	Spring 2023
KG Early Reading Composite	57	51	57
1st Early Reading Composite	44	44	54
2nd aReading	47	42	41
3rd i-Ready Reading (%)	37	45	33
4th i-Ready Reading (%)	45	37	45
5th i-Ready Reading (%)	49	43	47

Math Status

Math i-Ready Diagnostic - 2021-2022
(Percentage of students at or above benchmark)

	Fall 2021	Winter 2022	Spring 2022
KG i-Ready Math	51	53	43
1st i-Ready Math	56	48	30
2nd i-Ready Math	42	41	39
3rd i-Ready Math	47	36	36
4th i-Ready Math	32	36	24
5th i-Ready Math	28	33	30

GD Jones

Math i-Ready Diagnostic (Percentage of students at or above benchmark)

	Fall 2022	Winter 2023	Spring 2023
KG i-Ready Math	60	64	55
1st i-Ready Math	46	40	29
2nd i-Ready Math	49	42	35
3rd i-Ready Math	53	40	46
4th i-Ready Math	31	35	39
5th i-Ready Math	38	32	37

Reading Status

Fastbridge Reading for grades KG-5th - 2021-2022
(Percentage of students at or above benchmark)

	Fall 2021	Winter 2022	Spring 2022
KG Early Reading Composite	47	42	64
1st Early Reading Composite	39	52	69
2nd aReading	39	34	44
3rd aReading (%)	46	46	52
4th aReading (%)	81	68	64
5th aReading (%)	63	62	52

Grant

(Fastbridge and i-Ready diagnostic) (Percentage of students at or above benchmark)

	Fall 2022	Winter 2023	Spring 2023
KG Early Reading Composite	47	23	45
1st Early Reading Composite	62	58	70
2nd aReading	67	70	68
3rd i-Ready Reading (%)	46	47	39
4th i-Ready Reading (%)	48	45	50
5th i-Ready Reading (%)	57	54	57

Math Status

Math i-Ready Diagnostic - 2021-2022
(Percentage of students at or above benchmark)

	Fall 2021	Winter 2022	Spring 2022
KG i-Ready Math	45	50	45
1st i-Ready Math	54	52	46
2nd i-Ready Math	31	33	36
3rd i-Ready Math	45	36	53
4th i-Ready Math	56	64	54
5th i-Ready Math	34	38	37

Grant

Math i-Ready Diagnostic (Percentage of students at or above benchmark)

	Fall 2022	Winter 2023	Spring 2023
KG i-Ready Math	72	71	61
1st i-Ready Math	51	35	24
2nd i-Ready Math	56	59	67
3rd i-Ready Math	40	35	27
4th i-Ready Math	43	30	33
5th i-Ready Math	50	50	46

Reading Status

Fastbridge Reading for grades KG-5th - 2021-2022

(Percentage of students at or above benchmark)

	Fall 2021	Winter 2022	Spring 2022
KG Early Reading Composite	56	47	49
1st Early Reading Composite	20	23	24
2nd aReading	27	34	42
3rd aReading	50	58	62
4th aReading	50	41	45
5th aReading	47	50	57

Franklin

(Fastbridge and i-Ready diagnostic) (Percentage of students at or above benchmark)

(Percentage of students at or above benchmark)

	Fall 2022	Winter 2023	Spring 2023
KG Early Reading Composite	55	50	53
1st Early Reading Composite	39	33	36
2nd aReading	36	47	50
3rd i-Ready Reading (%)	33	43	34
4th i-Ready Reading (%)	60	38	37
5th i-Ready Reading (%)	50	53	53

Math Status

Math i-Ready Diagnostic - 2021-2022
(Percentage of students at or above benchmark)

	Fall 2021	Winter 2022	Spring 2022
KG i-Ready Math	53	51	48
1st i-Ready Math	62	61	56
2nd i-Ready Math	30	38	30
3rd i-Ready Math	55	42	52
4th i-Ready Math	44	39	38
5th i-Ready Math	29	34	35

Franklin

Math i-Ready Diagnostic (Percentage of students at or above benchmark)

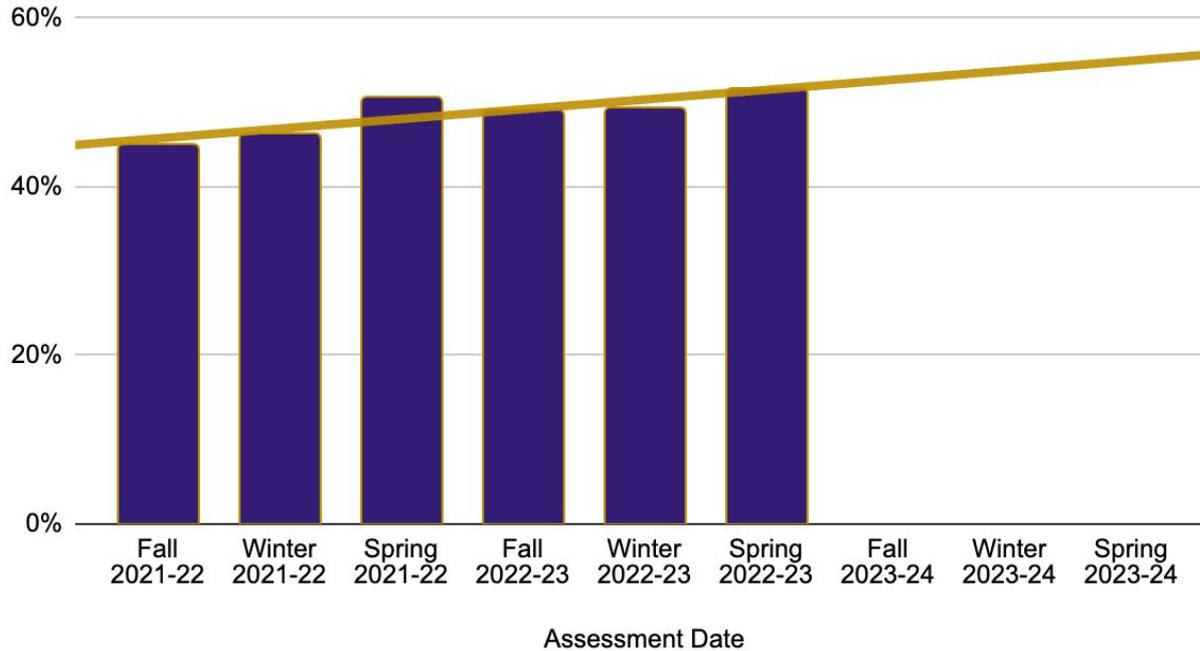
	Fall 2022	Winter 2023	Spring 2023
KG i-Ready Math	52	54	52
1st i-Ready Math	55	61	50
2nd i-Ready Math	61	64	69
3rd i-Ready Math	28	29	36
4th i-Ready Math	37	34	37
5th i-Ready Math	41	41	41

K-5 Reading Summary

All Buildings

Combination of Assessments

Combined AGR Buildings and Grades - Reading

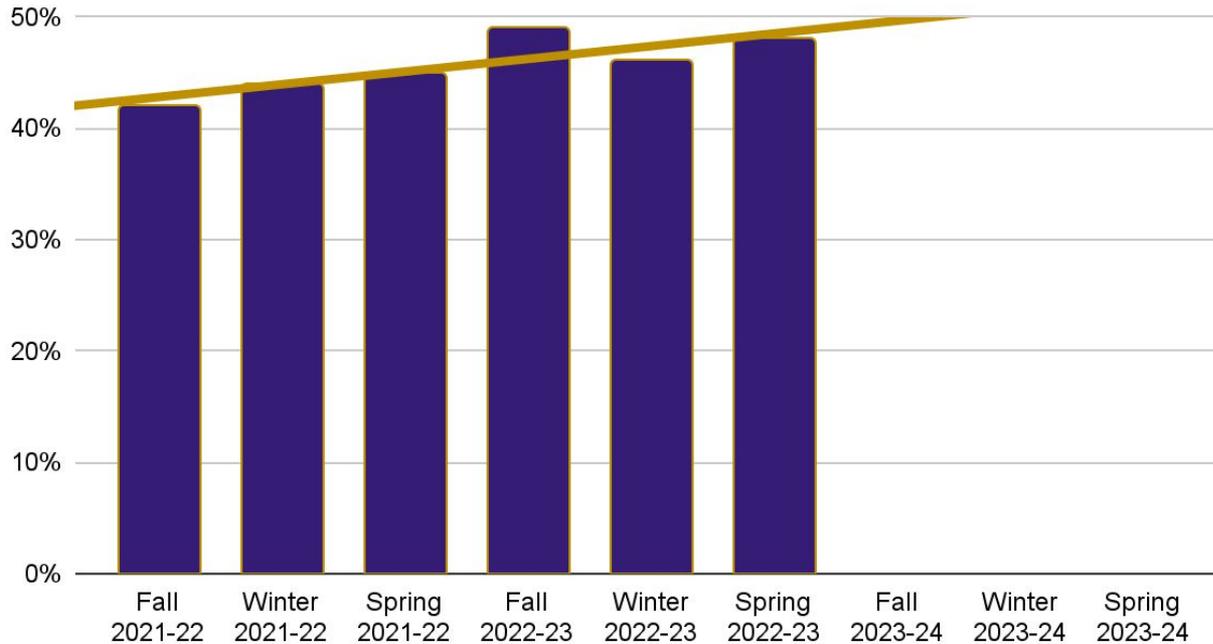


K-5 Math Summary

All Buildings

i-Ready Diagnostic Assessment

Combined AGR Buildings and Grades - Math



What are the Next Steps?

- Continue to support adult learning through Professional Development Initiatives
- Engage in Adult and Student Goal Setting Capacity Building through LIM
- Continue our work with ELA Standards Based Work
 - Unpacking Standards and building capacity around highly relevant skills and strategies
 - Continued work with ELA Core Resources: Access Points for all learners, performance tasks, assessments and reporting pathways
- Continue work with Math Core Resources and Intervention Supports
 - AVMR, Standards Work
- Enhancing our support of multilingual learners - Newcomer Center/EL Coach



Wausau School District
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Our Mission ... To advance student learning, achievement, and success.



WAUSAU SCHOOL DISTRICT
Referendum Project Update
50% Design Progress
Horace Mann Middle School

July 10, 2023





Agenda

50% Design Review

1 Horace Mann Middle School

2 Questions



1

Horace Mann
Middle School



Horace Mann Middle School: Referendum Concept

Horace Mann Middle School

Wausau, Wisconsin

- 1 Secure Main Offices & Pupil Services
- 2 Community Room / Large Group Instruction Remodeling
- 3 Library-IMC Remodeling (Second Floor)
- 4 Locker Room Remodeling
- 5 Physical Education Fitness
- 6 Special Education Remodeling (Second Floor)
- 7 Montessori Secure Entry & Classroom
- 8 Montessori Remodeling
- 9 New Playground Equipment & Fall Protection Surface

-  DEFERRED MAINTENANCE
-  REMODELING
-  NEW ADDITION





➤ Horace Mann Middle School: District Staff Involvement

District Involvement

(6) Design Meetings

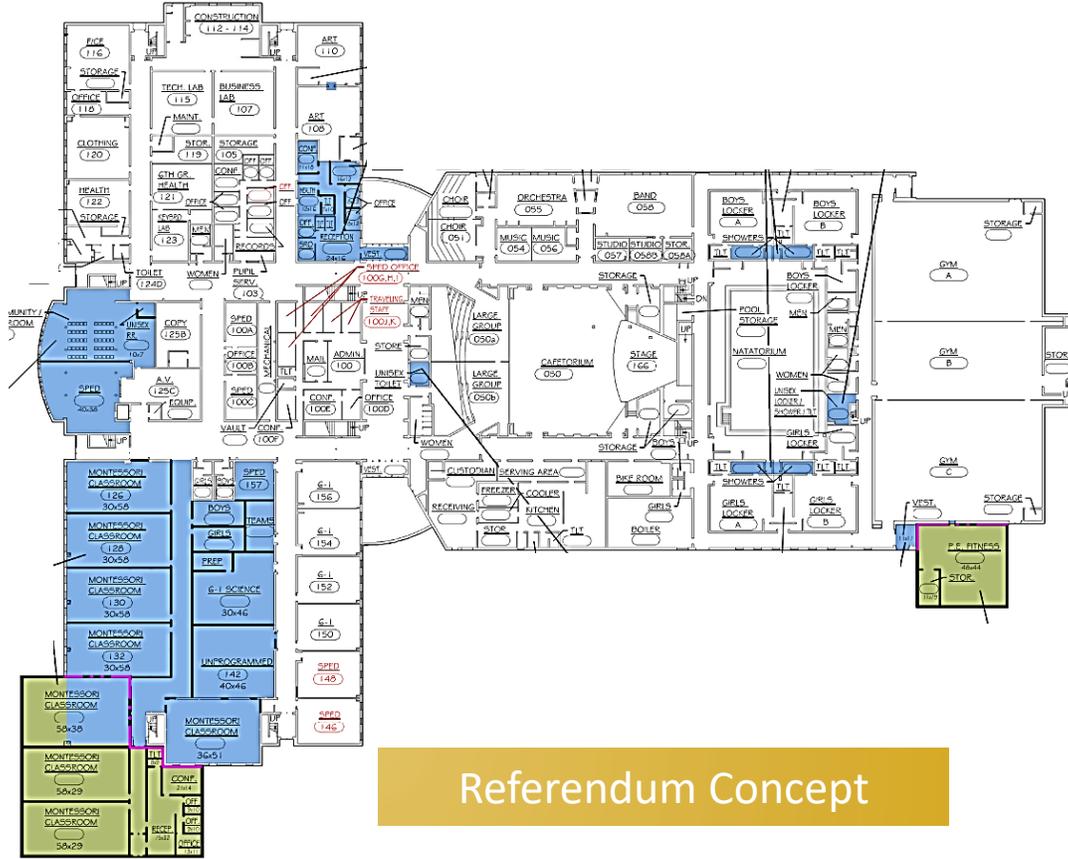
- District Leadership Team
- Building Design Committee

(3) User Group Meetings

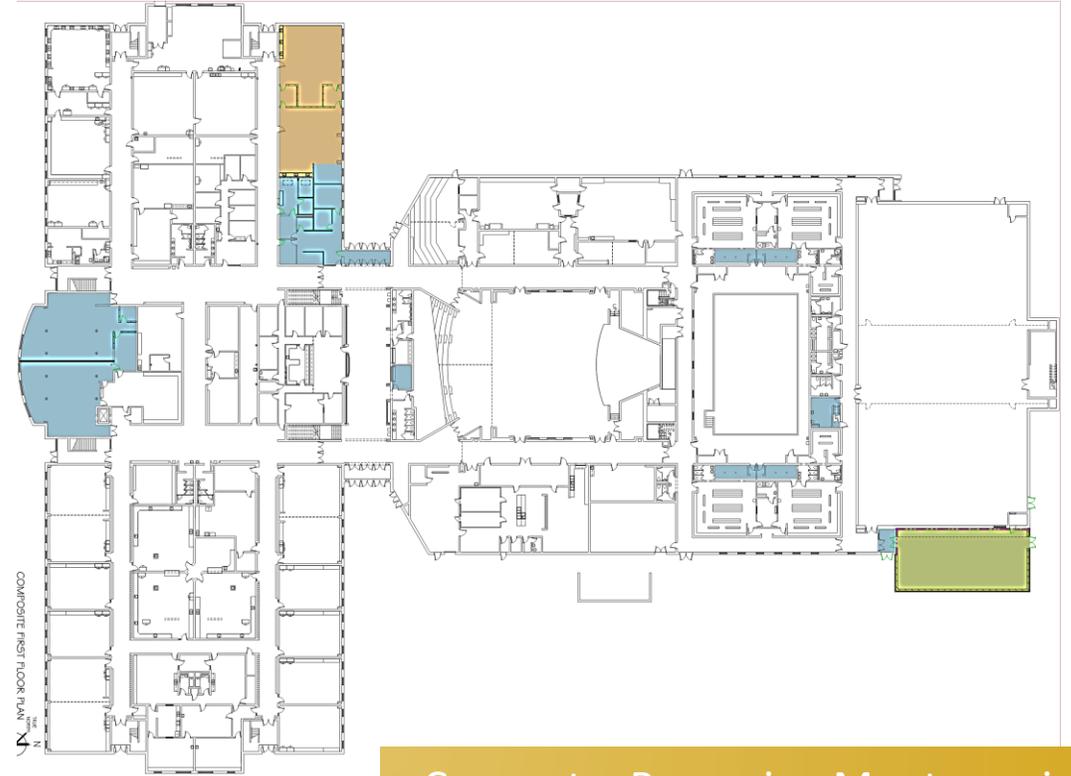
- Principal
- Maintenance
- Teachers
- Library, Athletics/ PE, Front office/ Art



Horace Mann Referendum Comparison – 1st floor



Referendum Concept



Concept – Removing Montessori

- Montessori addition/remodeling was removed



➤ Horace Mann Middle School: 50% Design

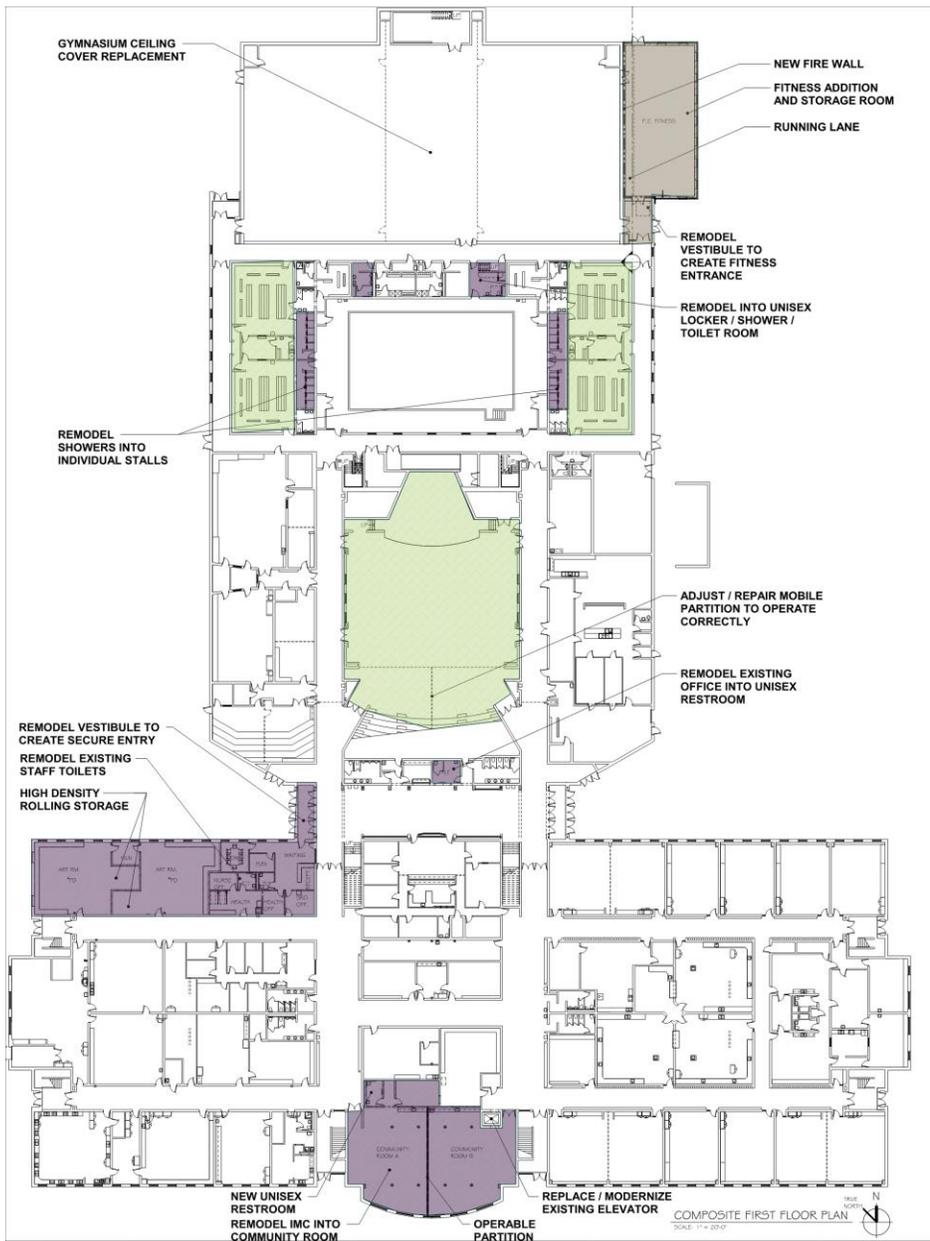


Noted Updates

- Playground update
- ADA ramp to field
- Miscellaneous updates
 - Grading
 - Utility work
 - Asphalt work
 - Southeast Parking Lot



Horace Mann Middle School: First floor



Addition

Renovation

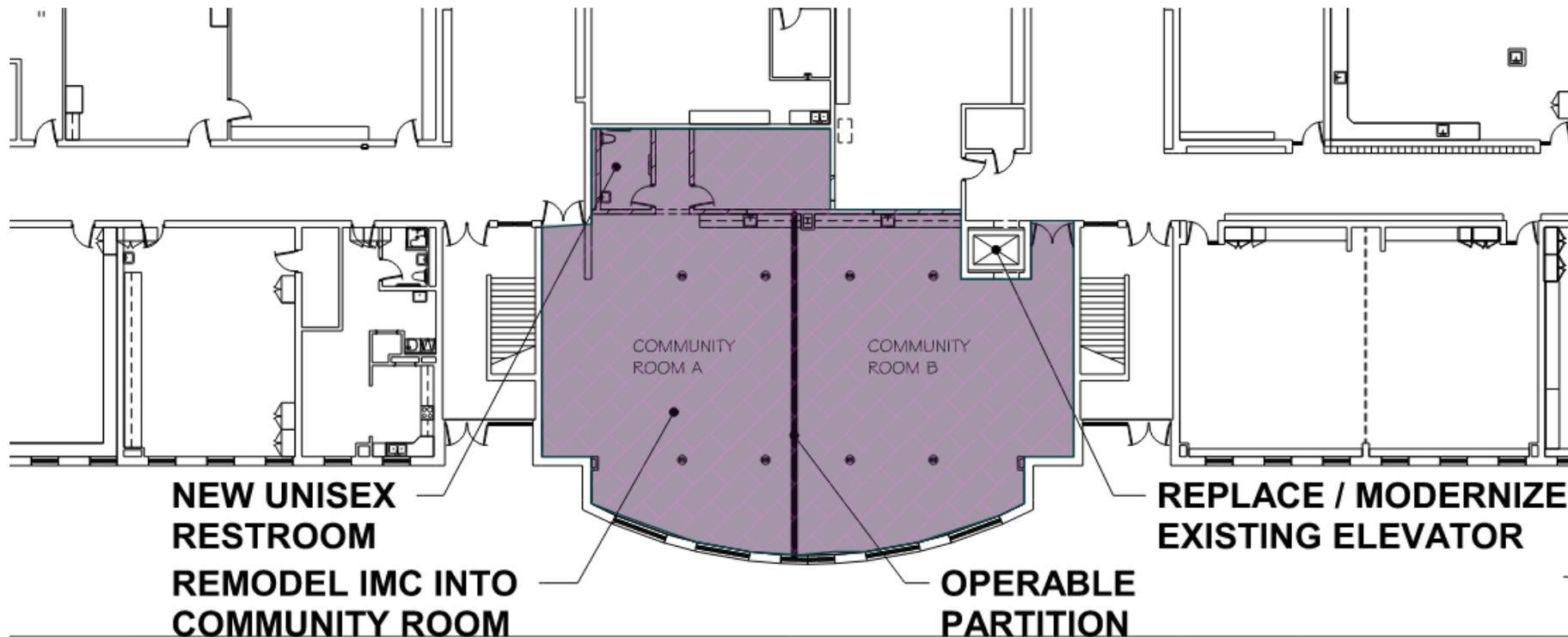
Updates

Areas of Work

- Front office/ Secure Sequence
- Art rooms/ renovations
- Community room
- Locker rooms
- New fitness addition
- Miscellaneous work
 - Cafetorium



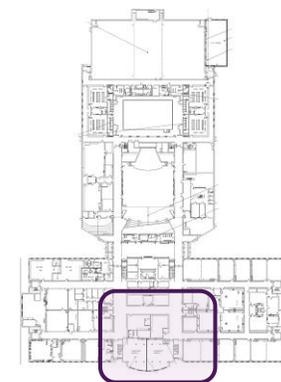
Horace Mann Middle School: 50% Design



Areas of work:

- Renovate library into:
 - (2) Community rooms
 - New unisex toilet Room

Key Plan



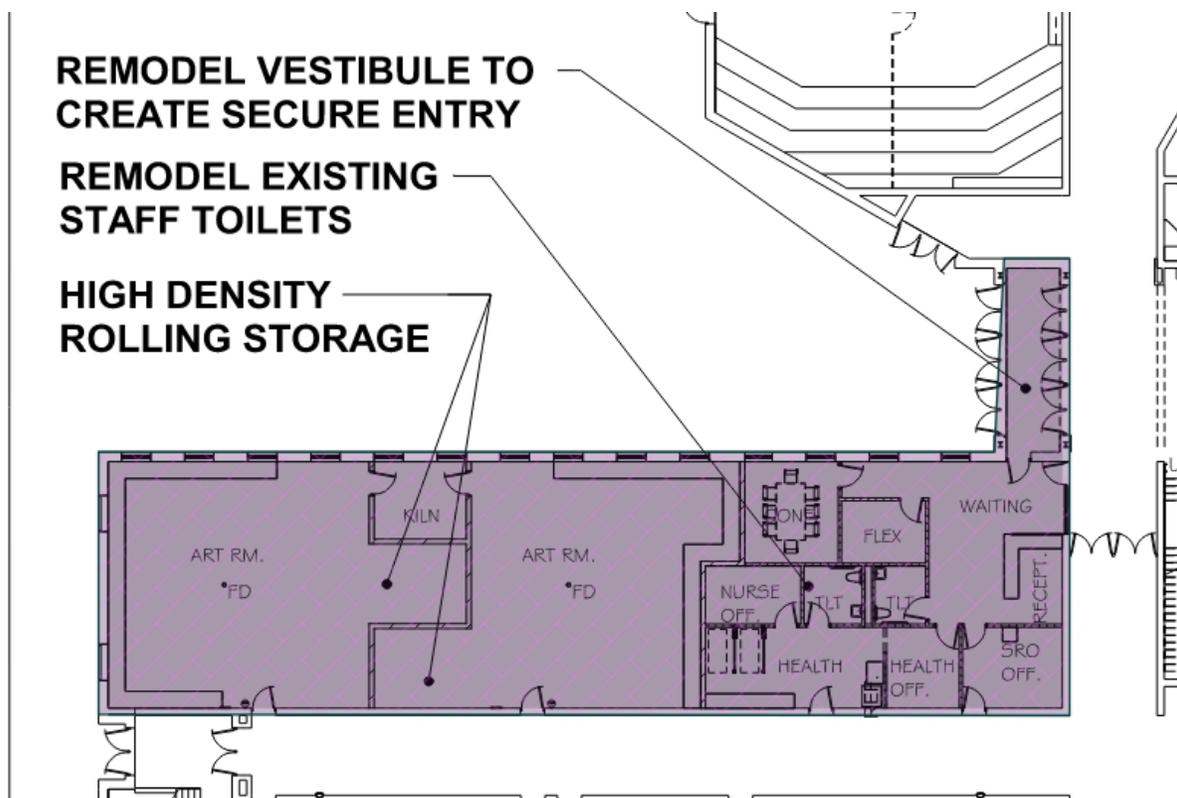
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➤ Horace Mann Middle School: 50% Design

Areas of work:

- Renovate Art Rooms:
 - Secure Front Entrance
 - Health Rooms
 - SRO
 - Flex room
 - Conference room
 - (2) similar art rooms
 - Art storage

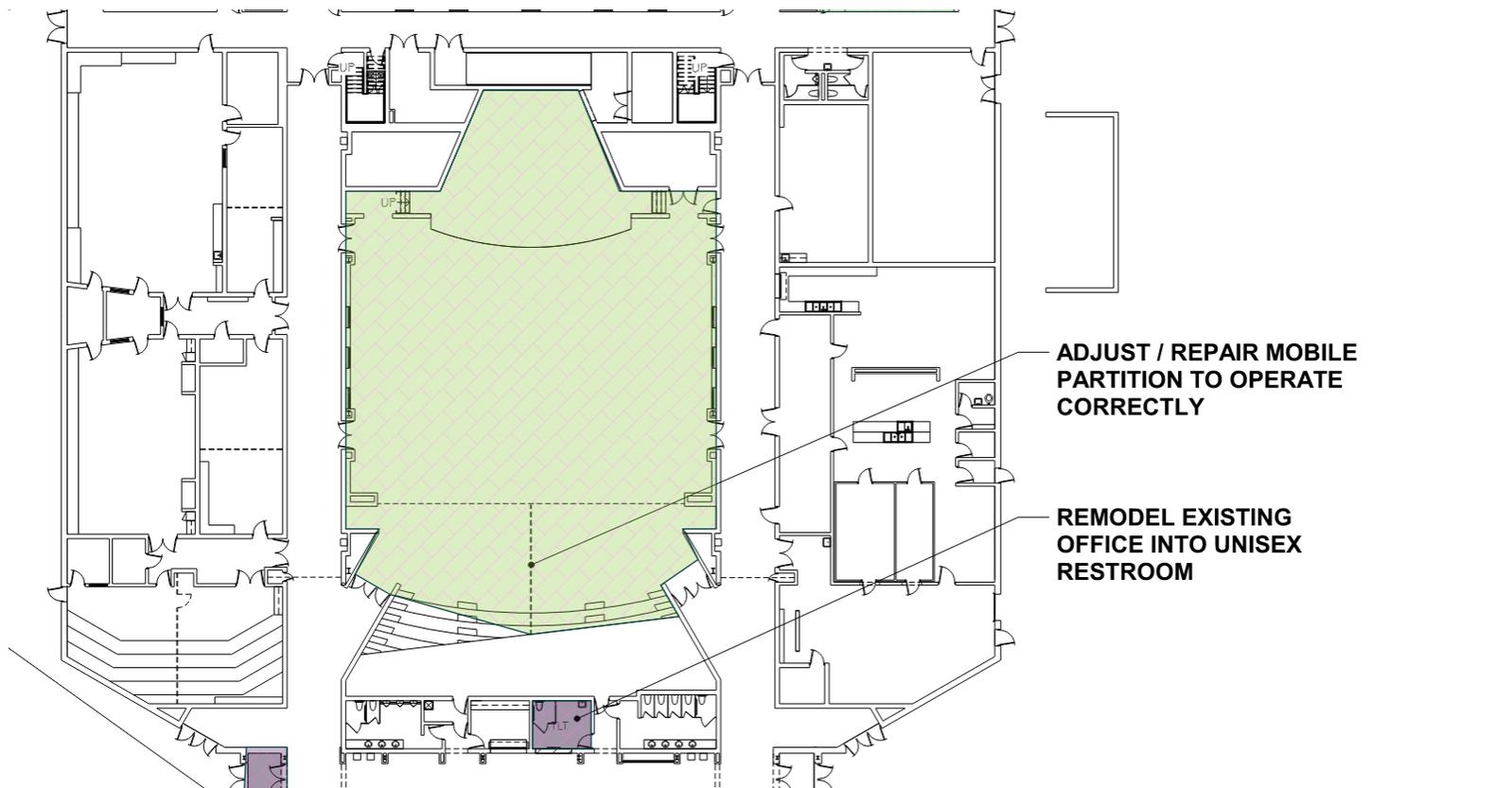


Key Plan





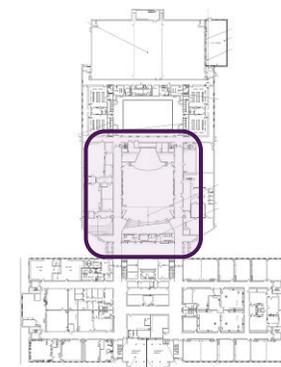
➤ Horace Mann Middle School: 50% Design



Areas of work:

- Cafetorium:
 - Unisex toilet
 - Mobile partitions
 - Lunch tables
 - LED stage lighting
 - Sound Assist System

Key Plan

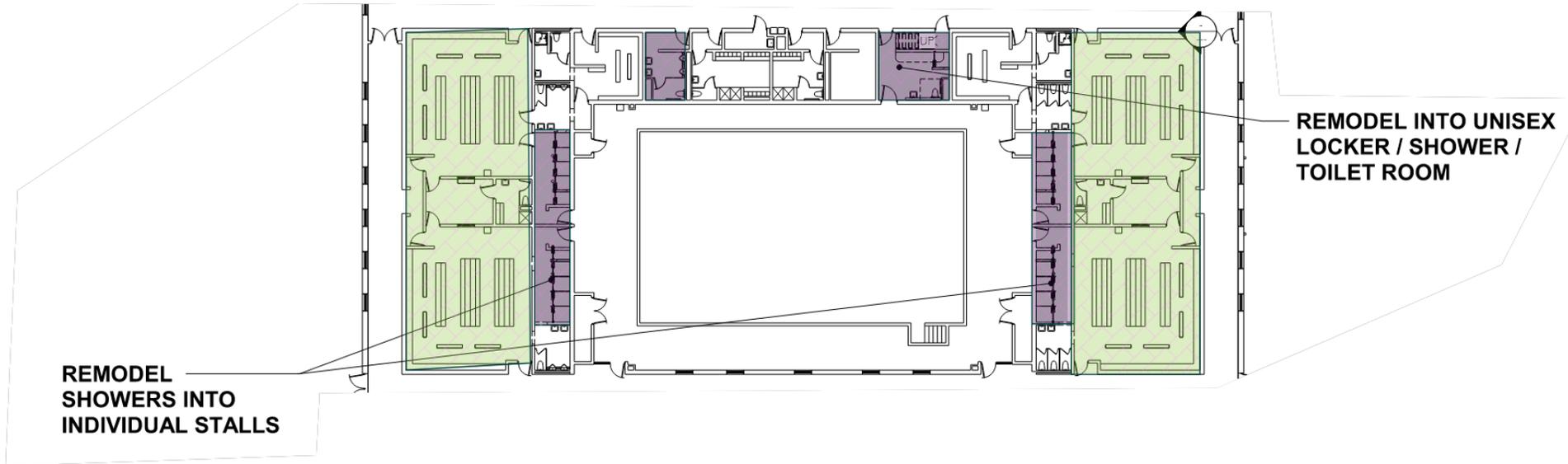




Horace Mann Middle School: 50% Design

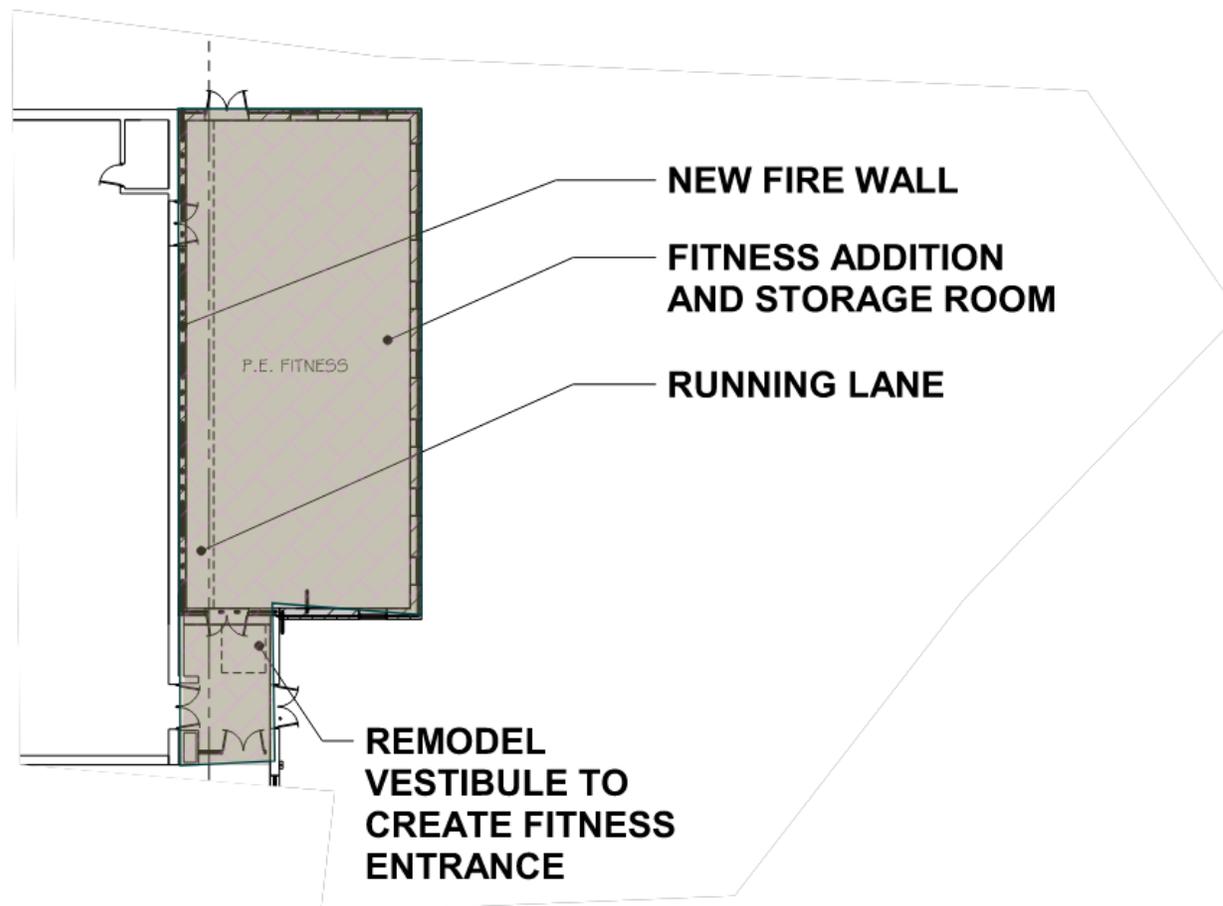
Areas of work:

- Locker Rooms:
 - Locker replacement
 - Private showers
 - Unisex locker and toilet rooms





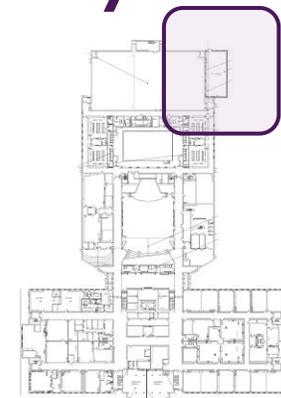
➤ Horace Mann Middle School: 50% Design



Areas of work:

- New fitness room addition
- Relocated bike racks

Key Plan





➤ Horace Mann Middle School: 50% Design

Preliminary
Rendering

- Fitness addition



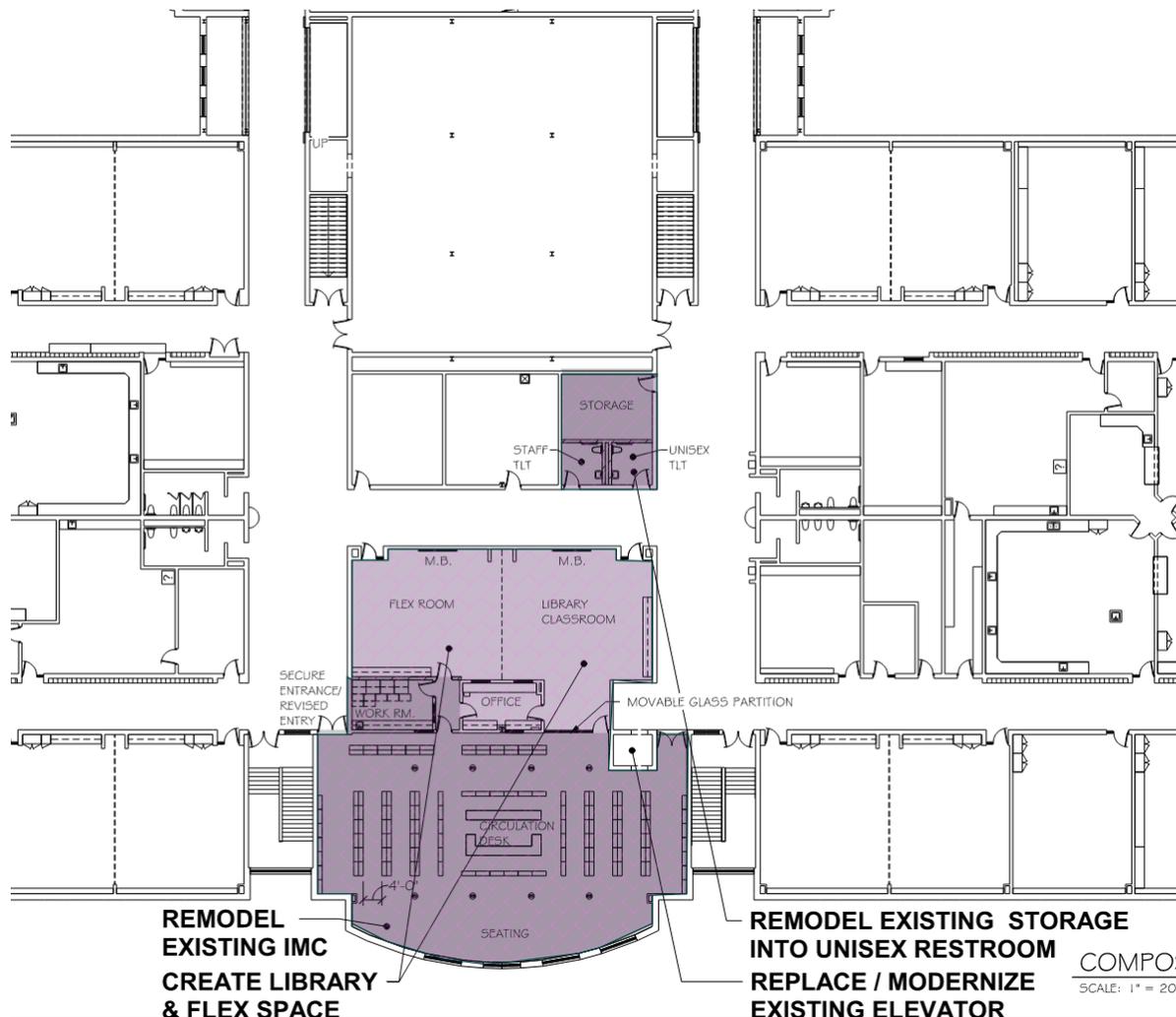
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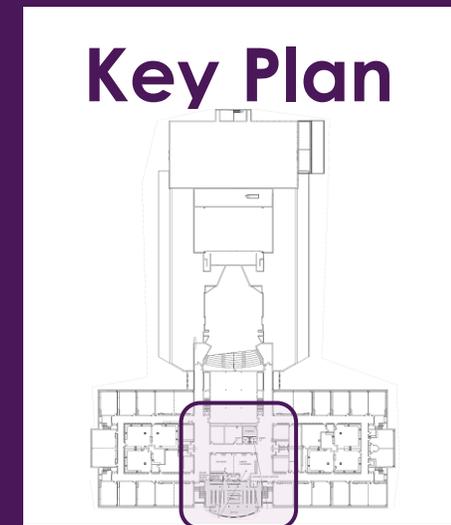
➤ Horace Mann Middle School: 50% Design

Areas of work:

- Renovated library
- Flex rooms
- Unisex toilet rooms



Second Floor



Key Plan



Horace Mann Middle School - Mechanical Systems Summary

- **Mechanical/ Plumbing:**

- Add destratification fans
- Replace dust collector
- Modifying HVAC and plumbing systems as required for the architectural work.
- New air handling unit for the fitness addition



➤ Horace Mann Middle School - Electrical Systems Summary

Electrical

- Power, lighting, telecom and security renovations as needed for the new secure entry
- Power distribution, lighting, telecom and security design for fitness addition
- Power, lighting, telecom and security upgrades and modifications as needed for renovated areas
- Mass notification system modifications/extensions for remodeled areas and additions
- Replace existing generator and move to a code compliant location.
- Replace damaged pool MCC
- Electrical infrastructure for stage dimming system
- Schoolwide LED lighting upgrade



2

Questions

Mann						
	6th	7th	8th	Total # in band	Enrollment	% of all students in band
18-19	62	55	36	153	736	21%
19-20	67	50	48	165	742	22%
20-21	42	45	32	119	768	15%
21-22	67	32	39	138	689	20%
22-23	57	58	35	150	684	22%
23-24	60	60	58	178	674	26%

Muir						
	6th	7th	8th	Total # in band	Enrollment	% of all students in band
18-19	86	61	49	196	1066	18%
19-20	68	79	63	210	1115	19%
20-21	42	29	44	115	1090	11%
21-22	78	36	22	136	1054	13%
22-23	73	70	32	175	1054	17%
23-24	75	66	60	201	1054	19%

Combined						
	6th	7th	8th	Total # in band	Enrollment	% of all students in band
18-19	148	116	85	349	1802	19%
19-20	135	129	111	375	1857	20%
20-21	84	74	76	234	1858	13%
21-22	145	68	61	274	1743	16%
22-23	130	128	67	325	1738	19%
23-24	135	126	118	379	1728	22%

*2023-2024 6th grade band numbers are initial estimates as is total school enrollment

WAUSAU SCHOOL DISTRICT

STUDENTS 5610

ACTIVITIES

High School Activities Code

1. PHILOSOPHY OF CO-CURRICULAR ACTIVITIES

The Wausau School District believes that co-curricular activities are a vital component of the District's educational program. Activities should be a positive learning experience, allowing students to achieve their greatest potential in their chosen activity. In addition, selection to a team or co-curricular activity is both an honor and privilege and, as such, carries responsibilities and the expectation that students will demonstrate leadership in that activity. As leaders, students are visible representatives of the Wausau School District and its programs. This position means they must demonstrate the highest personal standards of excellence, determination, integrity, and self-discipline.

Wausau School District students will be recognized for their achievements in co-curricular activities. Behaviors that are detrimental to themselves or those they represent will not be acceptable. Dishonesty, unsportsmanlike behavior, and use of controlled substances or conduct unbecoming of a student-athlete/activity member cannot and will not be tolerated by the Wausau School District. The Student Activities Code will be administered fairly and without exception for students participating in co-curricular activities.

2. PURPOSE OF ACTIVITIES CODE

The Activities Code of the Wausau School District is established to provide clear and consistent expectations for students participating in District sponsored activities. Taken together with the Coach's/Advisor's Expectations, the Code is intended to define for those it governs the ideals of good citizenship, fair play, and responsibility for one's individual actions.

3. PROCESS TO FOLLOW TO BECOME INVOLVED IN ACTIVITIES PROGRAMS

Before a student may participate in an activity, the student and parent(s)/legal guardian(s) must:

- A. Annually attend one general High School Activities Code presentation that is held three times throughout the year at which:
 1. The High School Activities Code will be explained and reviewed.
 2. District policies relevant to activities participation will be reviewed.

3. Co-curricular activities will be presented.
4. Annually, sign and return the Activities Code and insurance waiver.
5. Sign and return the Coach's/Advisor's Expectations and emergency medical card.
6. Pay user fee before the first contest/event, if applicable.
7. Athletics:
 - WIAA physical examination and permit card (signed by a licensed physician/ physician assistant or advanced practice nurse prescriber) must be submitted every other school year.
 - In alternate years, the alternate year card must be signed and submitted.
 - A signed WIAA eligibility form must be submitted.
 - Parents/guardians and students must attend a mandatory coach's meeting prior to the first competition.
8. Activities:
 - Parents/Guardians and students may be required to attend an advisor's meeting.

4. REGULATIONS OF HIGH SCHOOL ACTIVITIES CODE

The student must be a full-time student and is required to follow the conditions set forth in the High School Activities Code on a year-round (12 month) basis, and he/she must make a commitment to the following:

A. Attendance

The student must be in a full day of attendance (not including in-school suspension) to be able to participate in any activity that day. Students leaving school for illness may not participate in any activities that same day. The only exceptions to this requirement are:

1. Excused absences not to exceed one-half of the student's scheduled classes;
2. Family emergencies (such as funerals) approved by the Activities Director;
3. Administrative approval.
4. Habitual Truancy: Students that are cited for habitual truancy shall be suspended from participation in co-curricular activities. Students may earn

reinstatement by having (15) days free of unexcused absences. Further unexcused absences will cause additional suspension from co-curricular activities.

HABITUAL TRUANT *is defined under Wisconsin Statutes as 'a pupil who is absent from school without an acceptable excuse under sub. (4) s.118.15 for part or all of five (5) or more days on which school is held during a school semester.'*

B. Academic

In order to be academically eligible, a student must have no failing quarter grades. A student not meeting this criterion will be ineligible for activities for fifteen (15) consecutive scheduled school days and nights. The ineligibility will begin on the fifth (5th) scheduled school day following the end of the first (1st), second (2nd), or third (3rd) quarter. Eligibility for activities that begin on or before the first (1st) quarter of the new academic year shall be based on the previous fourth (4th) quarter grades. Opportunities may exist to regain eligibility through summer school courses. Summer school grades may be substituted for fourth (4th) quarter failures provided they are in the same academic area as the failed class. Summer school is to be considered an extension of the school year it follows.

Grade changes and removal of an incomplete grade must be completed within two weeks of the date grades are posted.

To regain eligibility, a student must complete a grade check with the Activities Director on the fifteenth (15th) school day after the declaration of ineligibility to ensure passing grades in all classes. To maintain eligibility, the student must complete a second grade check on the thirtieth (30th) school day after the declaration of ineligibility to ensure continued passing grades in all classes. A student who is ineligible due to failing grades, will continue to practice, but may not return to competition - until the SCHOOL DAY FOLLOWING the fifteen (15) day ineligibility period. For fall activities, the period of ineligibility is the lesser of twenty-one (21) calendar days beginning with the date of earliest allowed competition in an activity or one-third of the maximum number of games/meets allowed in an activity.

C. Conduct Rule

The following conduct rules are established in the best interest of the student and the school. Students who comply with these rules demonstrate their desire to dedicate themselves to self-improvement. These conduct rules apply year-round (12 months), in and out of school.

A student shall not:

1. Violate Board Policy #5706, Prohibition Against Harassment and Discrimination.
2. Steal or possess stolen articles.
3. Buy, sell, use or possess illegal drugs, controlled substances, street drugs, or performance enhancing substances (PES).
4. Buy, sell, use or possess tobacco products, including vapes, e-cigarettes, etc.
5. Buy, sell, use or possess alcohol products, non-alcoholic beer, wine, or look-a-likes.
6. Conduct him/herself in a manner unbecoming a student representing the Wausau School District. Examples of conduct unbecoming may include, but are not limited to: (a) violation of a law; (b) vandalism; (c) disrespect to school authorities; (d) inappropriate use of social media; (e) violation of school rules; (f) attending and remaining where any code violation is occurring – not making an effort to remove yourself from the situation immediately.

A student participating in a WIAA sponsored sport who is charged and/or convicted of a felony shall, upon the filing of felony charges, become ineligible for all further participation until the student has paid his/her debt to society and the courts consider the sentence served (including probation, community service, etc.).

Note: Except for conduct violations under felony charges, the school must provide an opportunity for the student to be heard prior to any penalty being enforced. If a student appeals a suspension, according to the school's appeal procedure, the student is ineligible during the appeal process.

5. CONSEQUENCES OF ACTIVITIES CODE VIOLATIONS

Students who make a commitment to accept the responsibilities listed in the High School Activities Code will have the privilege of full participation in the co-curricular activities program. Consequences of High School Activities Code violations shall be cumulative beginning with and continuing throughout the student's participation during his/her freshman, sophomore, junior, and senior years.

Activities Council

The Joint Wausau East and Wausau West Activities Council will be composed of the following: The Principals, the Activities Directors, the head coach/advisor involved with the student, and one coach and/or one advisor from each school. If the violation being examined involves a student in athletics, the member of the Council will be an athletic coach. If the violation being examined involves a student in activities the member of the Council will be an advisor. If the violation being examined involves a student in both athletics and activities, both members will serve.

The Activities Council shall meet as often as necessary and will take action in a fair and impartial manner. Minutes of the meeting will be recorded and kept by an Activities Director. If the Activities Council cannot meet prior to the activity or awards night the student will be participating in, the Activities Director or Principal may suspend the student from participation or receiving any award. The student and/or parent/guardian will be notified prior to the event. Any activity suspensions that occur prior to the date the Activities Council meets will be included in the total suspension the student is required to serve.

In all cases, the student shall be provided due process to include:

1. The student and parent(s)/guardian(s) will be informed of the alleged violation and will be provided an opportunity to meet with the Activities Director to discuss the alleged violation and potential consequences.
Additionally, parents may submit a written statement to be provided to all Activities Council members.
2. The Activities Council will meet to discuss the information gathered on the alleged violation and will determine appropriate action and consequences in accordance with the Activities Code.
3. The student and parent(s)/guardian(s) will be informed in writing of the decision of the Activities Council.

A. Violation of Conduct Rule:

Violations of the responsibilities described in Section IV C. will be dealt with in the following manner:

1. When Administration is made aware of a possible violation, the Administration and/or Activities Director will investigate the violation. If there is evidence of a violation Administration will contact the student and parent(s)/guardian(s) to review the alleged violation. If

Administration determines there is sufficient proof that a violation has occurred, it will be referred to the Activities Council to determine potential consequences.

2. A "season/activity" is defined as beginning with the official starting date for the season/activity through the last day of the individual's official competition/participation in that particular activity.

A violation will result in the loss of any recognition/award for that activity if the offense occurs before the awards are presented. In-season violations will remove that individual from nomination for or receipt of any awards for that activity.

3. A first code violation will result in the loss of, or eligibility to hold, any elected or appointed leadership position (e.g. team captain/club officer) in any activity for no less than the next six (6) months of the school calendar from the date of written confirmation.
4. A second code violation will make the student ineligible to hold any elected or appointed leadership position during the remainder of his/her high school career.
5. A suspension from athletics must be served in athletics. A suspension from a non-athletic activity must be served in a non-athletic activity.
6. Per WIAA regulations, if a student transfers to a different school, the consequences for a violation of an Activities Code and academic ineligibility transfer with him/her.

6. SUSPENSIONS

A. First Offense or Violation:

1. The violator will be suspended from athletic competition for 25% of the regular season scheduled contests in that sport (rounded up). A contest is defined as an interscholastic competition, played under rules, with officials (not a scrimmage). The number of game suspensions will be determined as 25% of scheduled games at the time the schedule is published.
2. If the violation is the result of alcohol, tobacco or other drug related offenses, the student-athlete must undergo an AODA assessment performed by a community-based health organization/AODA treatment agency. The student must follow the recommendations made by the agency. The cost of the assessment will not be covered by the

school and is the responsibility of the student/parent. The student will provide the athletic director written notification of progress made through the counseling process prior to any reinstatement to participate.

3. If the violation is not an alcohol or drug related offense, the student will meet with a high school counselor. This plan will require:
 - Suspension for not less than 25% of the activities' regular scheduled games/performances, which may be carried into the next activity in which the student participates.
 - Completion of two (2) to three (3) risk management session with a high school counselor.
 - If school counselor feels the violation rises to a high-need level, recommendation will be made to a community-based counselor.
 - Following the recommendations of the agency, probationary eligibility will be determined by reported progress in the program by counseling agency.
 - The student will be responsible for any costs associated with participation in the counseling program.

4. Students will continue to practice with the team during the suspension period but will not suit up or travel. Students are expected to attend home events. They are required to be in street clothes on the bench with their team. If less than 25% of the contests remain on the schedule, the remaining percentage of the suspension will carry over into the post-season and/or the contests of the next sport in which the athlete participates.

If suspension carries over into the post-season, the student is ineligible to participate in all post season play per WIAA Rules. NOTE: Regardless of how many post-season games are played, only one (1) game (the first post-season game) is credited toward satisfying the violation penalty.

5. For an in-season suspension, the student will continue to practice but will be suspended from participating in contests/performances as determined by the Activities Council. The maximum allowable penalty for an in-season first offense will be all contests/performances for the remainder of the current activity. If the violation occurs at a time the student is not participating in an activity, the student will be suspended from participating in contests/performances in his/her next activity of participation, as determined by the Activity Council. The maximum penalty allowable for an out-of-season first offense will be all contests/performances for the next activity of participation. During a suspension, the student must participate for the entire activity/season and finish in good standing in order for the suspension to be satisfied.

6. If the offense occurs in-season, the student will lose any recognition/awards for that activity.
7. If the violation occurs during the last two (2) weeks of the regular scheduled activity, the suspension may carry over to the next activity in which the student chooses to participate; however, during this suspension the student must participate for the entire season in the next activity and finish in good standing in order for the suspension to be satisfied.

B. Second Offense or Violation:

1. The student will lose eligibility for not less than 50% of the games/performances for that activity up to one (1) calendar year for all activities, from the date the suspension begins.
2. If the violation is the result of alcohol, tobacco or other drug related offenses, the student-athlete must undergo an AODA assessment performed by a community-based health organization/AODA treatment agency. The student must follow the recommendations made by the agency. The cost of the assessment will not be covered by the school and is the responsibility of the student/parent. The student will provide the athletic director written notification of progress made through the counseling process prior to any reinstatement to participate.
3. If the offense occurs in-season, the student will lose any recognition/awards for that activity.
4. If the violation is not an alcohol or drug related offense, the student will meet with a high school counselor. This plan will require:
 - a. Referral for community-based counseling
 - b. Agency Intake - signed release of records
 - c. Following the recommendations of the agency.
Probationary eligibility will be determined by reported progress in the program by the counseling agency.
 - d. The family is responsible for financial responsibilities
5. The student and parent(s)/guardian(s) may opt for reduced suspension by completing the school-approved Assessment/Counseling Plan, with District counseling staff, designed for each type of violation under the following rules:
 - a. The student who chooses the counseling option will be

ineligible to compete in games/performances again until completion of the plan. All counseling programs are a minimum of eight (8) sessions in length.

- b. At the discretion of the head coach/advisor and Activities Director, the student may practice while completing the Plan.
- c. Upon completion of the school-approved Assessment/Counseling Plan and suspension period, eligibility will be reviewed and reinstatement may be made by the Activities Director.
- d. The student who begins but does not complete the entire Plan, has no opportunity to regain eligibility through early reinstatement.
- e. The student will be responsible for any costs associated with participation in the Assessment/Counseling Plan.

C. Third Offense or Violation

The student is ineligible for further participation in any activity for the remainder of his/her high school career with the following exception:

A student may request an Activities Council review after one full calendar year from his/her last code violation if, during the time of suspension, the student has remained free from any additional activities code violations. The Activities Council may grant eligibility if it determines the student and situation warrants it.

D. Fourth Offense or Violation

The student is ineligible for further participation in any activity for the remainder of his/her high school career.

7. COACH'S/ADVISOR'S EXPECTATIONS

The High School Activities Code states that each coach/advisor will establish in writing his/her expectations. The expectations are to include student behavior. This supplement is developed to identify unacceptable student conduct that is contrary to the ideals and standards of the District's and our community. If a student's behavior is considered unacceptable, he/she will be disciplined as stated in the final paragraph of this supplement.

Areas of expectations are, but are not limited to:

1. Practice/Meeting Conduct and Rules
2. Locker Room/Dressing Room Conduct and Rules
3. Game/Performance Conduct

4. Use of Social Media
5. Transportation Conduct
6. Equipment Care
7. Unacceptable Language
8. Dress Code
9. Training Hours
10. Tardiness/Absences/Classroom Behavior
11. Attitude
12. Other expectations as identified by the coach/advisor

Because the expectations referred to above cover a multitude of possible violations with a varying degree of severity, the consequences may also be broad. It is the intent to apply appropriate consequences to violations. These consequences may vary from a verbal reprimand to the loss of eligibility for the remainder of the current season. The coach/advisor will contact the student and parent(s)/guardian(s) if a suspension or dismissal is in order. Any coach's/advisor's decision to dismiss will be made in concert with the Activities Director. Violations of coach's/advisor's expectations are cumulative only during each season of participation.

8. OTHER PROVISIONS

In alignment with Wisconsin Act 279 and WIAA policy, victims of sexual assault and bystanders who do one or more of the following cannot be issued a code of conduct violation:

- report a sexual assault
- request emergency assistance
- cooperate with and assist law enforcement
- stay on the scene of the incident
- encounter law enforcement at a medical facility at which the victim is being treated

The victim or bystander must meet the State Amnesty Law Requirements. The victim may not falsely claim amnesty knowing the situation that he or she reports does not exist.

9. CHANGING SPORTS/MULTIPLE SPORTS PARTICIPATION

- A. An athlete may not quit one sport and begin another during the same sport season except by agreement of the coaches involved and/or the Activities Director.
- B. An athlete may participate in multiple sports (maximum two) per season with the approval of both coaches involved. However, the athlete must declare his/her primary sport prior to participation in either sport. Once the athlete has declared their primary sport, they must participate in all scheduled competitions for that declared sport unless it is mutually agreed by both coaches involved.

10. AWARDS

- A. Credit for earning a letter will be established by the coach or advisor in each activity. Written copies of these criteria will be on file in the office of the Activities Director and the building principal.
- B. All awards for each activity are given only on the recommendation of the coach or advisor of that activity.
- C. A student must be in good standing at the end of the activity's season to receive his or her awards.

11. STUDENT ACCIDENT INSURANCE

The Wausau School District DOES NOT provide student accident insurance to cover medical costs to any of our student/athletes. However, it is recommended that all students participating in Wausau School District activities be insured by their parent/guardian.

Cross Ref.: Board Policy 5706, Prohibition Against Harassment and Discrimination

Adopted: August 8, 1983

Revised and Adopted: December 12, 1988

Revised and Adopted: August 10, 1992

Revised and Adopted: August 12, 1996

Revised and Adopted: April 14, 1997

Revised and Adopted: August 10, 1998

Revised and Adopted: February 11, 2002

Revised and Adopted: April 19, 2004

Revised and Adopted: January 24, 2004

Revised and Adopted: June 27, 2005

Revised and Adopted: June 26, 2006

Revised and Adopted: March 12, 2012

Revised and Adopted: June 10, 2013

Revised and Adopted: September 9, 2019

Strategic Measures



An Exploration of Efforts and Impacts to Improve Academic Achievement

June 12th, 2023

Designing Teaching with Intention so ALL Students Lead their Own Learning

Learning Targets

By the end of this workshop, our goal is to help you:

Goal #1

Understand
our Current
State

Goal #2

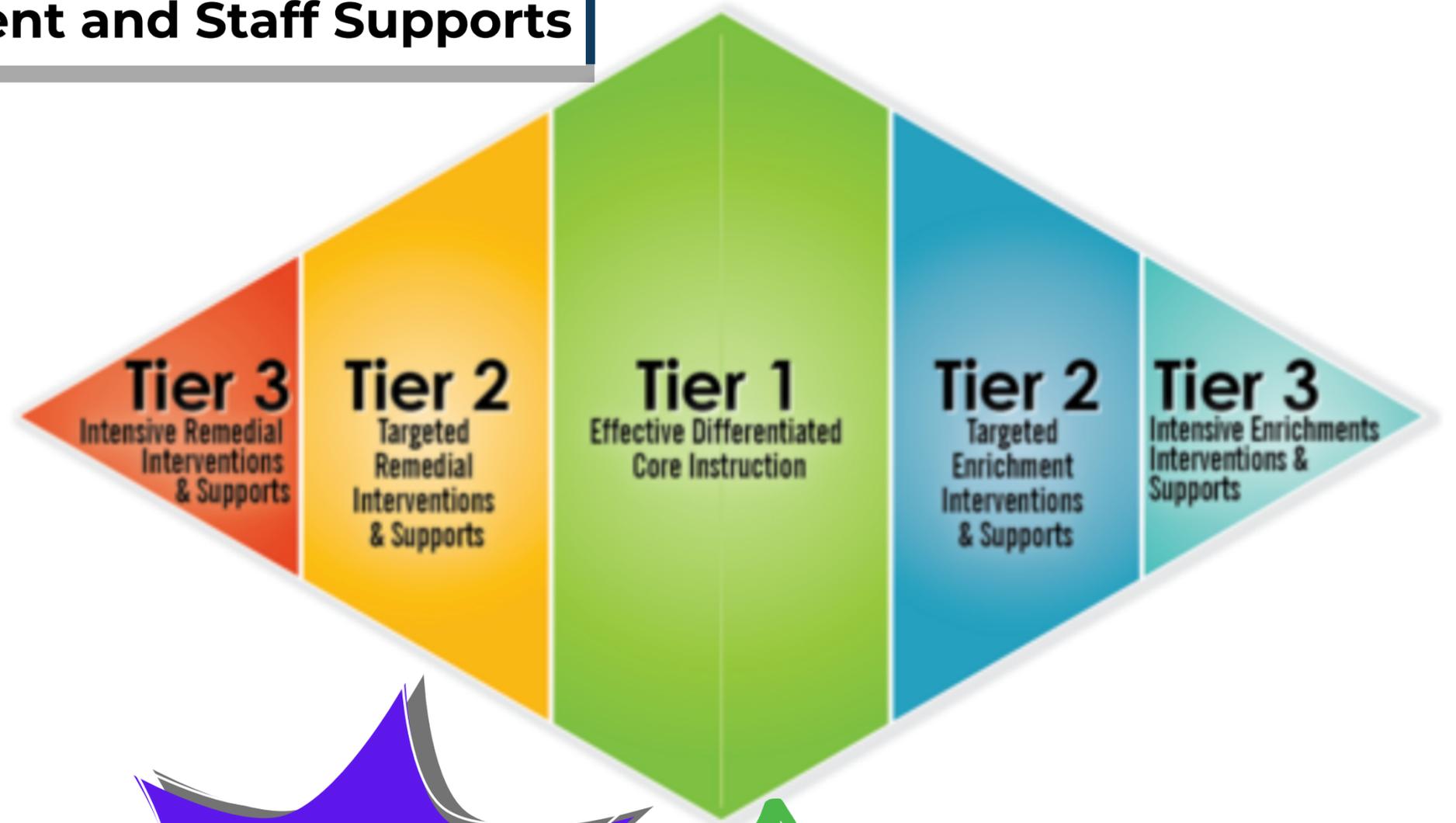
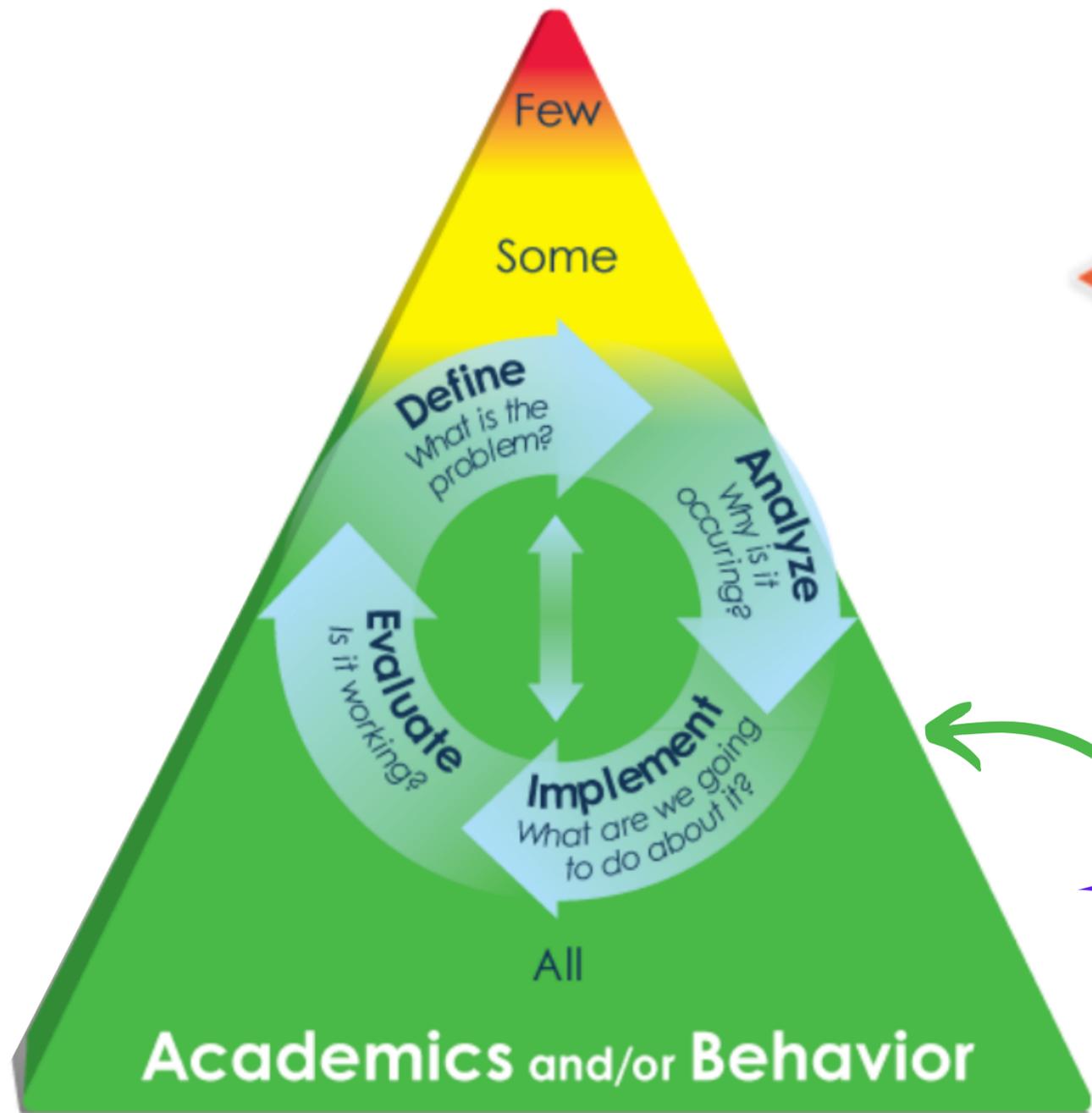
Utilization of Systems
of Student and Staff
Supports

Goal #3

Action Steps

Designing Teaching with Intention so ALL Students Lead their Own Learning

Goal #2: Utilization of Systems of Student and Staff Supports



Tier 1 (core) should meet 80% of Learners

Equitable Multi-Level Systems of Support (EMLSS)

A Typical School Day in Wausau School District

Elementary

8:30 am - 3:30 pm 420 minutes

90-120 minutes of ELA

60-75 minutes of Math

60 minutes of Science/Social Studies

60 minutes of Encore

WIN - 35 minutes

Recess - 35 minutes

Lunch - 30 minutes

Middle

7:35 am - 2:55 pm 440 minutes

40 minute classes

8 classes

ELA and Math have 84 minute classes

IE - 38 minutes

Lunch - 36 minutes

Homeroom - 10 minutes

High

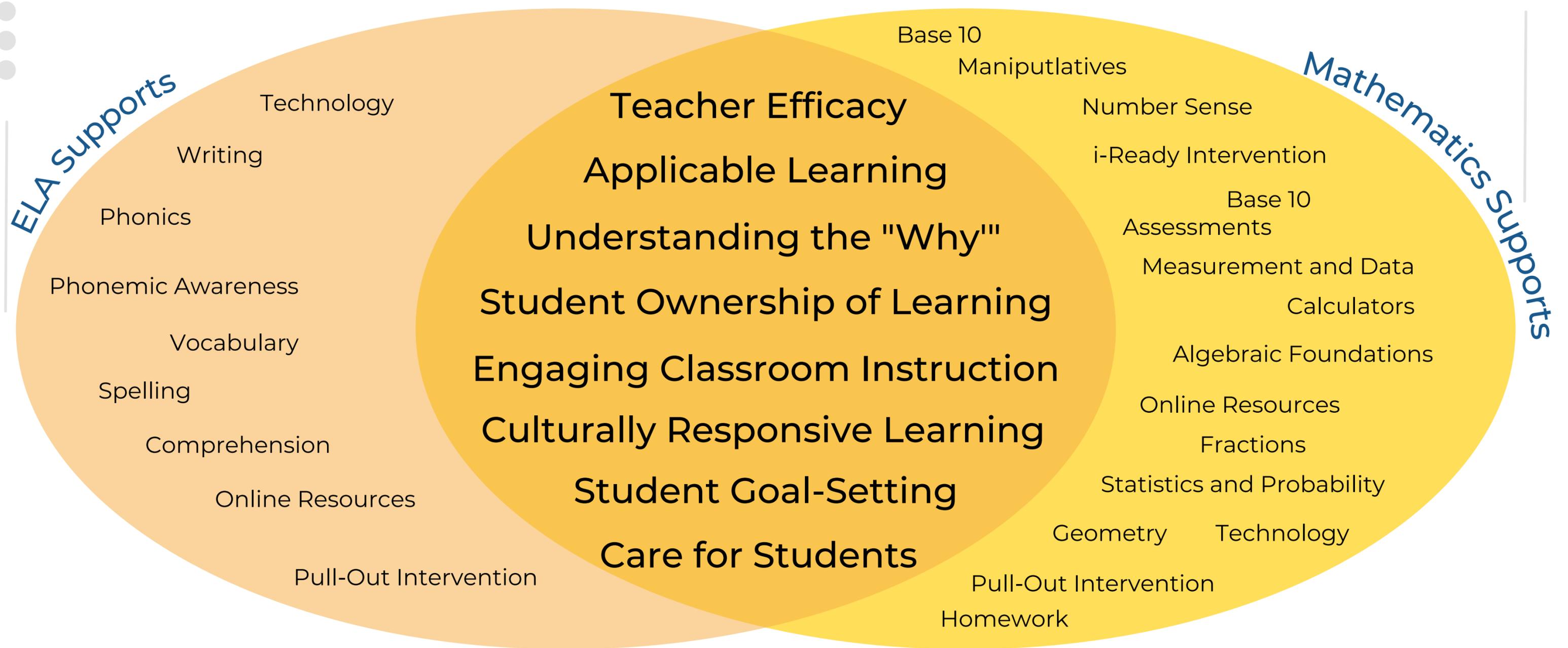
7:40 am - 3:00 pm 440 minutes

45 minute classes

8 classes

Lunch - 30 minutes

Complexity of Tier 1



What is AGR & Title 1?

How do they support learners and impact achievement?

The **AGR (Academic Achievement Gap)** program allows participating schools to meet the obligations of a five-year contract by implementing one of three strategies, or a combination of these strategies in every kindergarten through grade three classroom:

1. **One-to-one tutoring** provided by a licensed teacher;
2. **Instructional coaching** for teachers provided by a licensed teacher; or
3. **Maintaining 18:1 or 30:2 classroom ratios** and providing **professional development** on small group instruction.

Post restructuring: Thomas Jefferson, G.D. Jones and Franklin will be the remaining AGR Schools.

As of 2018, no new schools can qualify for AGR. Wausau's Current AGR schools need to re-qualify every 5-years.

In Wausau, current K-3 AGR classrooms are funded/partially funded through through AGR to provide class sizes at 18:1 or less.

What is AGR & Title 1?

How do they support learners and impact achievement?

Title I of the Every Student Succeeds Act (ESSA/ESEA) is a federal funding program designed to close achievement gaps and ensure that all children have a **fair, equal, and significant opportunity** to obtain a high-quality education.

Eligibility is based on **Socio-Economic Status - or Free/Reduced Lunch** population.

- Title I Part A funding provides resource teachers (reading interventionists) at eligible schools, and/or support staff (aides) to support student achievement based on funding.

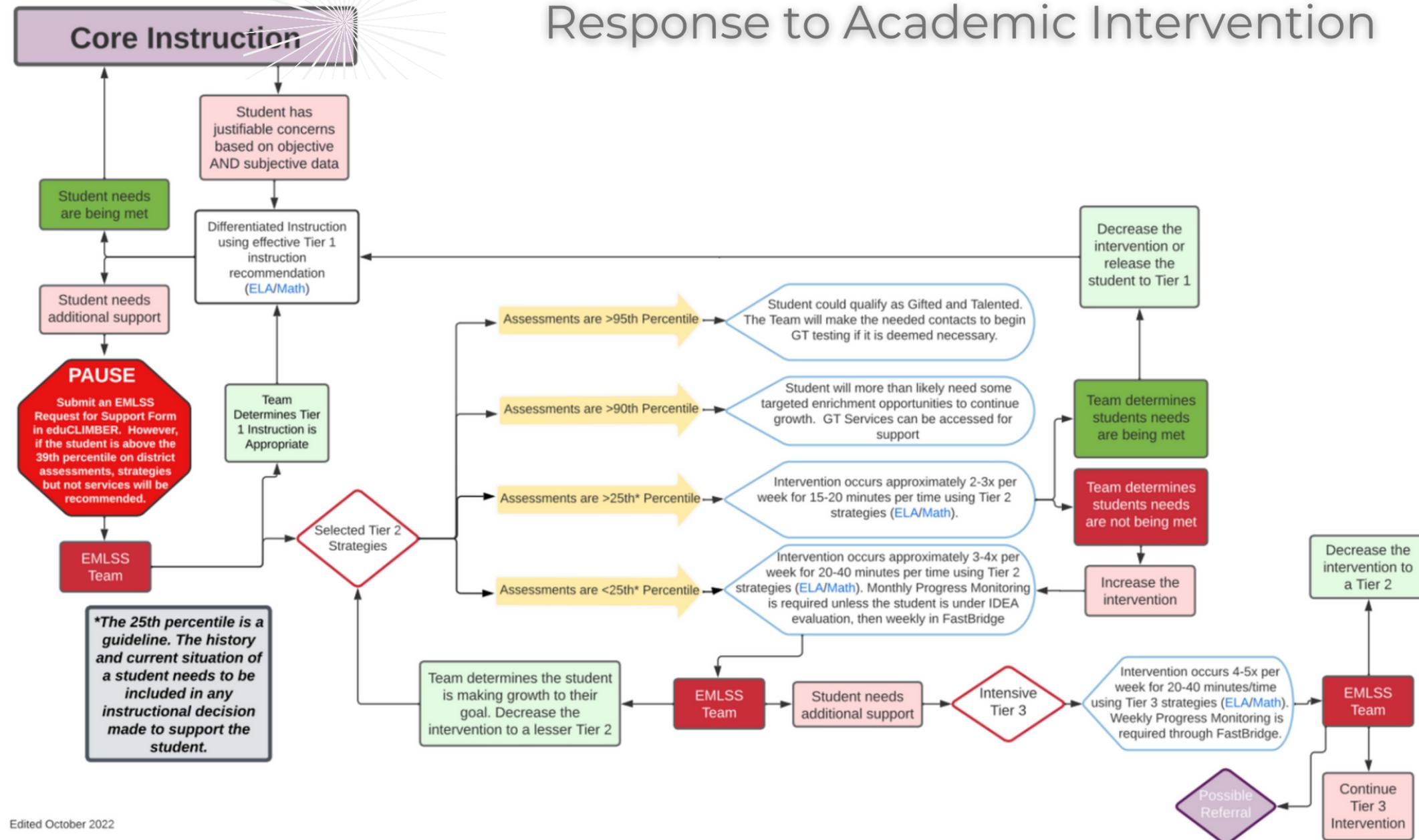
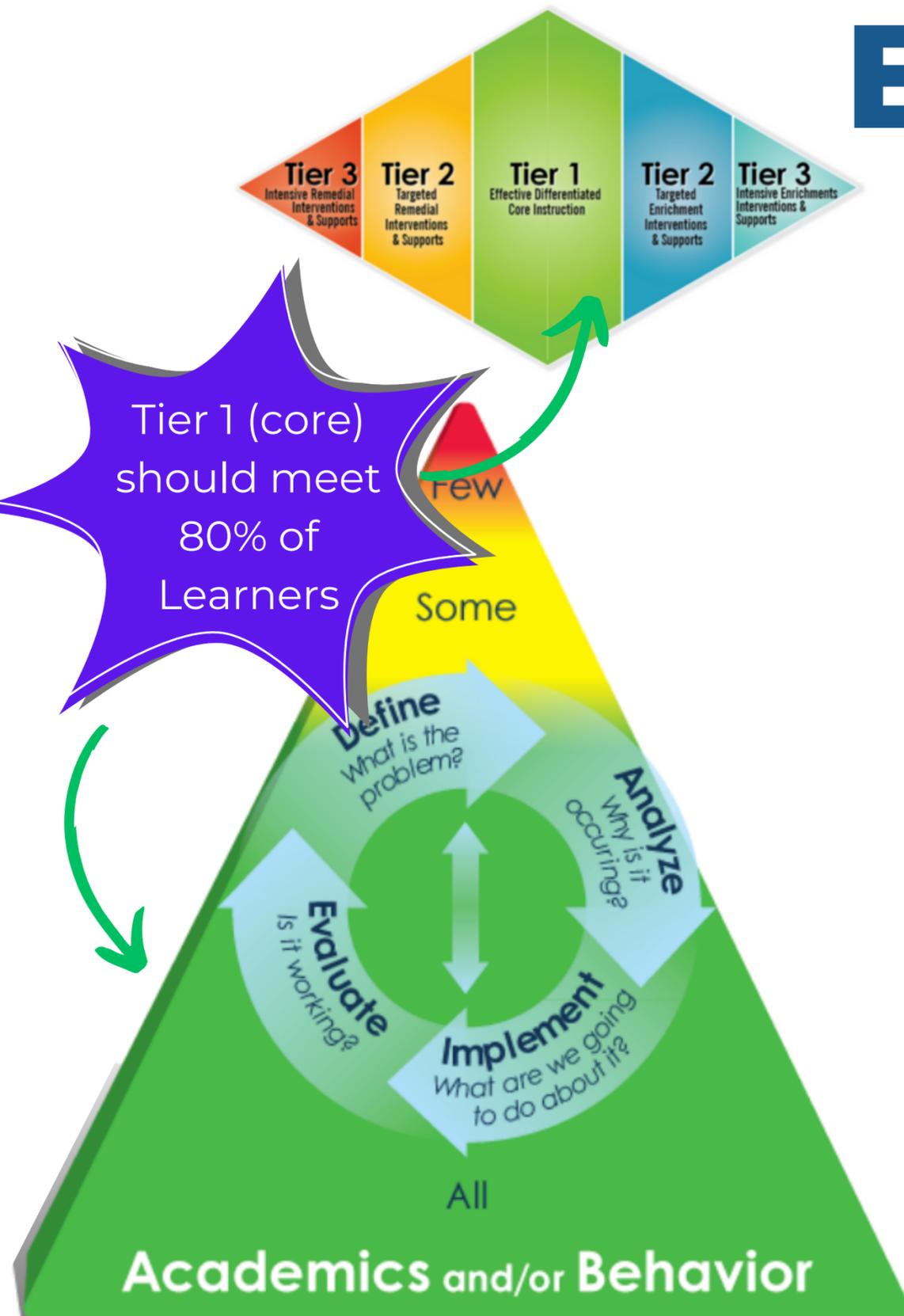
Post restructuring: Thomas Jefferson, G.D. Jones and Franklin will be the remaining Title 1 Schools

Title funding can support not supplant current resources.

Title Schools are entitled to the **same staffing support** resources that Non-Title Schools have funded by state and local sources. Title I resources must come IN ADDITION TO, or supplemental to, those resources provided to Non-Title Schools. Title Schools receive the core resource, plus more, through the use of Title Dollars.

Equitable Multi-Level Systems of Support

Response to Academic Intervention



Goal #2: Utilization of Systems of Student and Staff Supports

Supporting Students During WIN/IE

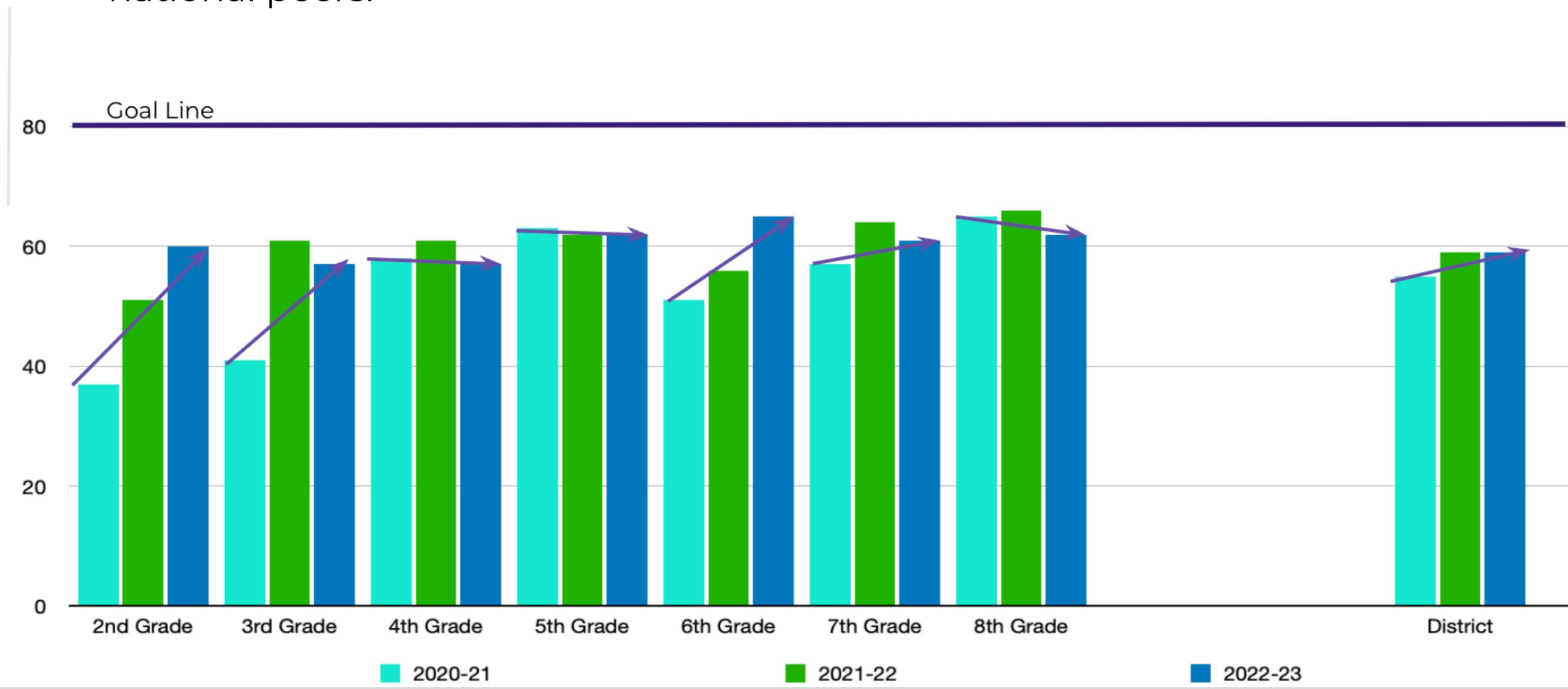
Occurs daily for students in K - 5th Grade and is included in some 6th - 8th grade content areas. WIN/IE can include instructional supports and/or services in any of the following:

- Core Content Supports provided by the Classroom Teacher and/or Title I Reading/Math Teacher, EL Teacher, GT Teacher, or other support personnel.
- Special Education specialized instruction

	READING 2	MATH 2	READING 1	MATH 1	EL	PARA	SPED	SEL
M/W/F	Bryson Charlotte Constantine Luvaya Sophie (F/indirect weeks)	Asa Chloe Jayla Kamoov Peyton Owyn Sierra	Angelina Briella Cadence Joe Kal Kale Noah Sawyer Will	Arlo Ellie Hazel Jordan Mavis Vincent	Mariangel Mustafa	Brock	Jennifer Joey Mac	Sophie M/W
T/Th	Chloe Hazel Jayla Peyton	Angelina Brock (1) Charlotte Luvaya	Arlo Deacon Ellie Jordan Kendrick Levi Mavis Vincent	Bryson Jordyn Noah	Kamoov Mariangel Mustafa Owyn	Asa Constantine Sierra Sophie		

Goal #1: Understand our Current State

- Cohort growth is real growth compared to their national peers.
- Flat growth means that students are growing at the same rate as their national peers.



ELA Cohort Trends

Goal #1: Understand our Current State

- The chart shows what is possibly the most important measure to determine the potential for future growth.

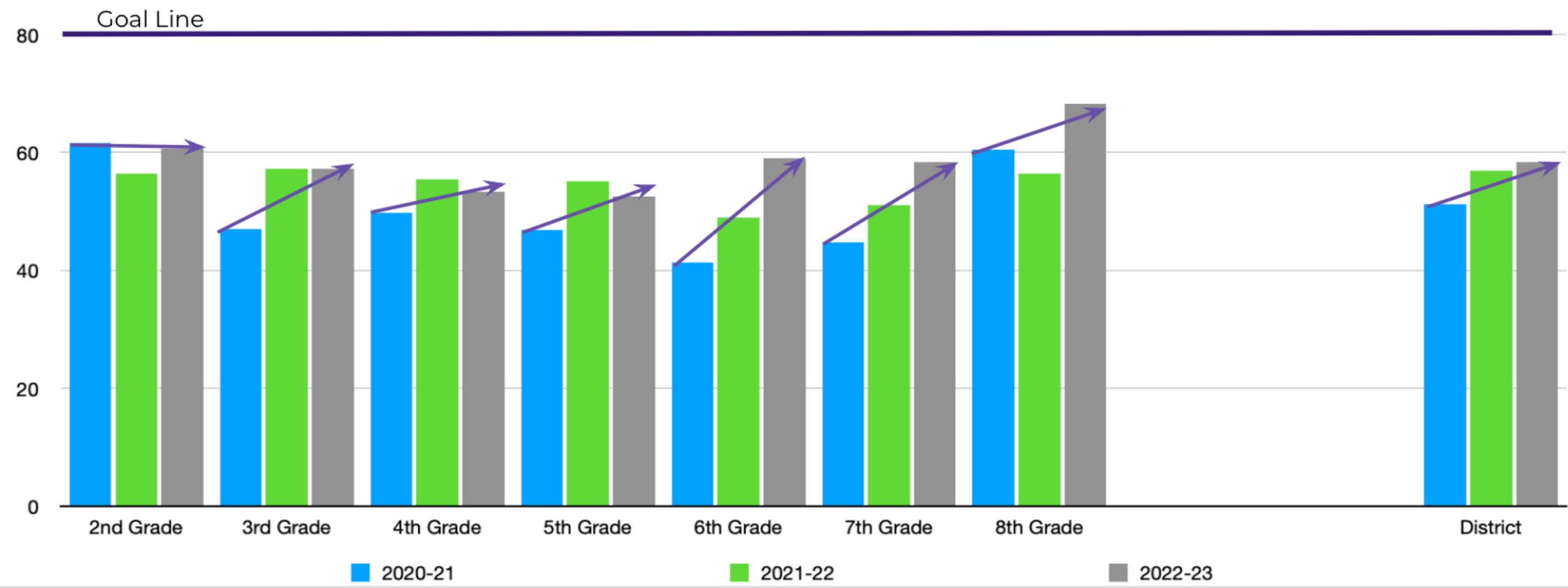
Students below the 25th percentile comprise our highest needs. The needs present a challenge due to lagging skills.

Reductions in the students below the 25th percentile reduce differentiation and allow teachers to focus on a strong tier 1.

	% Change	Students
Kindergarten	-2.00%	-10
1st Grade	-1.00%	-5
2nd Grade	-1.00%	-5
3rd Grade	1.00%	5
4th Grade	4.00%	20
5th Grade	-7.00%	-35
6th Grade	-3.00%	-16
7th Grade	1.00%	5
8th Grade	-3.00%	-16
District	-1.00%	-46

Goal #1: Understand our Current State

- Cohort growth is real growth compared to their national peers.
- Flat growth means that students are growing at the same rate as their national peers.
- Middle School's growth is amazing in mathematics.
- Grades 2-5 saw a slight decrease from where the same students performed in 2021-22.



Math Cohort Trends

Goal #1: Understand our Current State

- The chart shows what is possibly the most important measure to determine the potential for future growth.

Students below the 25th percentile comprise our highest needs. They are they most difficult to grow due to their gaps, which the longer they persist, the more difficult it is to attain grade level content.

This population also requires the most resources both financial and nonfinancial. Lowering the number of students in this group lessens the “span” teachers need to reach, increasing the depth of the lesson and the conversation in the classroom which leads to increased growth.

Grade	% Change	Students
Kindergarten	-5.60%	-33
1st Grade	1.50%	9
2nd Grade	-6.10%	-36
3rd Grade	2.00%	12
4th Grade	3.30%	18
5th Grade	-3.70%	-20
6th Grade	-7.10%	-45
7th Grade	-0.80%	-5
8th Grade	-4.70%	-29
District	-2.40%	-128

A K-11 Math Classroom

Engaging Opener: [Count Around](#) (K-1), [Marbleslides](#)

Learning Targets/Instructional Session:

- We are working to create an environment where student engagement leads to an increased depth of understanding.
 - Exploratory/Investigative
 - Task Focused
 - Productive struggle
 - Assessing rigor to maintain engagement
 - Content Based drill down

Differentiation: Small Group Instruction/Centers

Application/Support: Reduce the number of lessons/focus on quality and depth

Closure: Did we meet our learning target?



Supporting teachers in scaffolding instruction?

In grades K-8 we have the ability to “**drill into**” each standard to find additional applications and instructional strategies to meet the needs of students.

Additionally, we can find which standards precede or extend from the current standard.

▼ Unit 2: Operations: Multiplication, Division, and Algebraic Thinking

October 19th - December 2nd

In this unit, students will:

- Extend their understanding of multiplication and division. In grade 3, students learned the relationship between multiplication and addition through strategies such as skip-counting, arrays, equal groups, repeated addition, and ultimately the area model. Fluency was not assessed in grade 3, nor should it be in grade 4 in a timed scenario. However, we want students to become more efficient in their multiplication. Students should know their single-digit multiplication facts however, some may yet be in the representational stage, relying on arrays or other models.

At the end of the unit, students will be assessed on the following reporting categories:

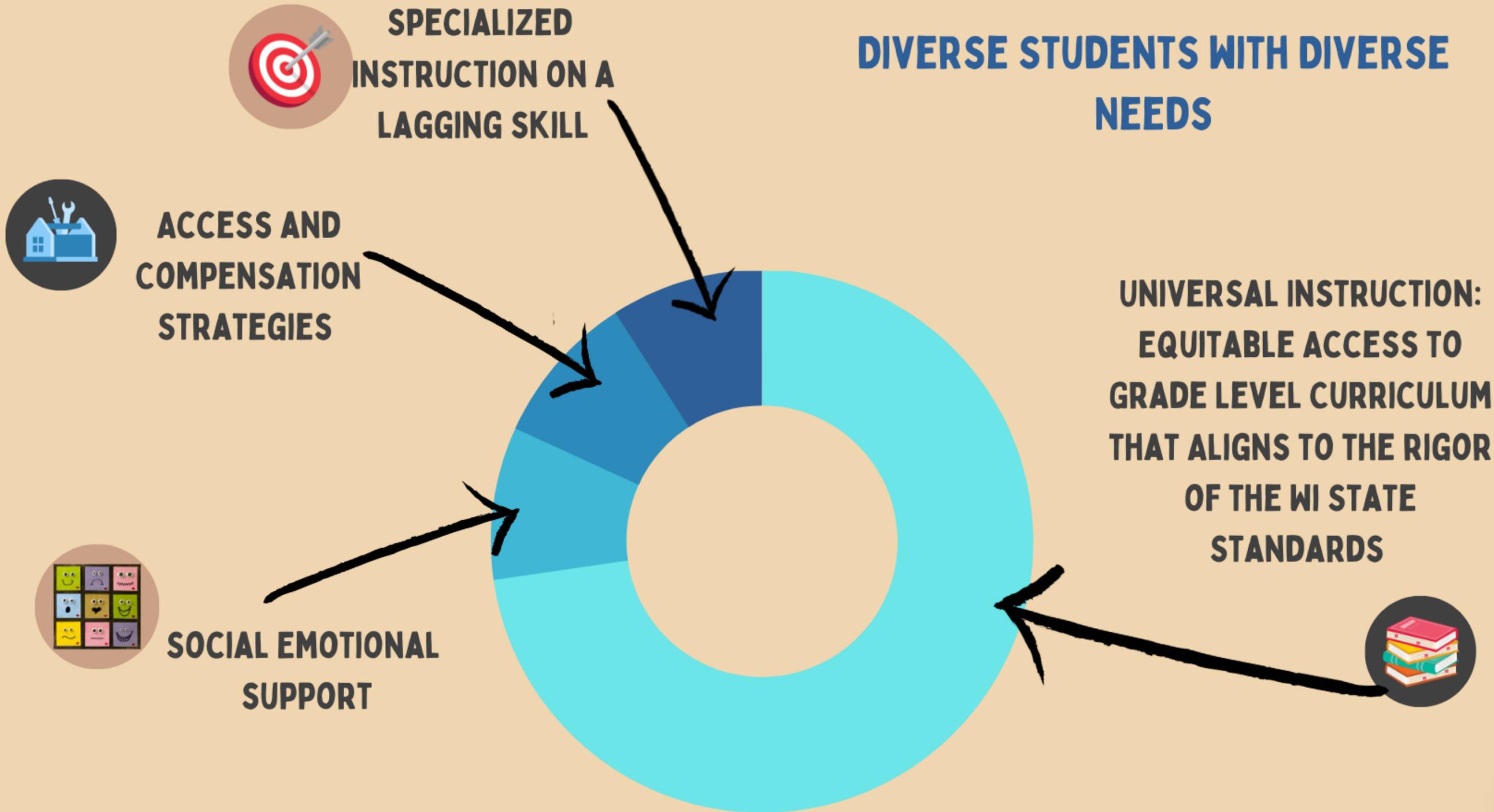
- 4.OA.A: I can use the four operations with whole numbers to solve problems.
- 4.OA.C: I can generate and analyze patterns.
- 4.OA.D: I can flexibly and efficiently multiply and divide within 100.
- 4.NBT.B: I can use place value understanding and properties of operations to perform multi-digit arithmetic.

By working through these standards:

- **Final intentional instruction:**
 - [4.OA.A.1](#) - Interpret a multiplication equation as a multiplicative comparison.
 - [4.OA.A.2](#) - Multiply or divide to solve word problems involving multiplicative comparisons.
 - [4.OA.B.4](#) - Find all factor pairs for a whole number in the range 1-100.
 - [4.OA.C.5](#) - Generate and analyze patterns.
- **Will return in instruction:**
 - [4.OA.A.3](#) - Solve multi-step word problems using the four operations.

Support teachers with standards-based instructional resources

THE SLICES OF A LEARNER'S DAY

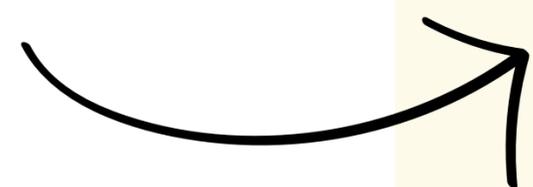


The Complexity of Literacy Instruction

SCARBOROUGH'S READING ROPE

The metaphor depicts skilled reading as a rope woven with many strands. The strands originate either in language comprehension or word recognition, and these two primary strands slowly entwine.

Grades 3-5



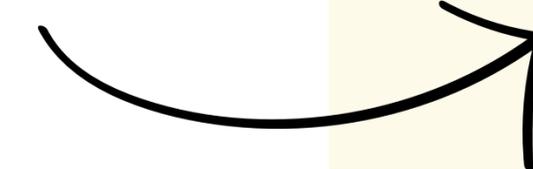
LANGUAGE
COMPREHENSION

Background
Knowledge
Vocabulary
Language
Structures
Verbal
Reasoning
Literacy
Knowledge

INCREASINGLY STRATEGIC

Language skill development, practice, and life experience help a child weave language comprehension (the upper strand) more strategically.

Grades K-2



WORD
RECOGNITION

Phonological
Awareness
Decoding
Sight Recognition

INCREASINGLY AUTOMATIC

With practice, word recognition (the lower strand) becomes more automatic, until it's effortless and unconscious.

Goal #4: Understand our Action Steps

Grades 3-5 ELA

A new way of planning, and intentionally designing instructional strategies has been a shift.

Here is a snapshot of what this instructional shift looks like in our 3-5 classrooms.

What other Professional Learning is Occuring?

How do these support our Instruction vs. Providing resources?

ELA

- Standards Work-Grade level Priority Standards
- Instructional Practices - Modifications and Scaffolds
- C3WP (College, Career, Community, Writers Program)

Math

- AVMR
- Math Instructional Strategies (Building Thinking Classrooms)
- 9-12 Math Re-sequencing around best practices

Other

- Leader in Me - Goal Setting & Student Lighthouse Teams

Learning Targets

By the end of this workshop, our goal is to help you:

Goal #1

Understand
our Current
State

Goal #2

Utilization of Systems
of Student and Staff
Supports

Goal #3

Action Steps

Designing Teaching with Intention so ALL Students Lead their Own Learning

