

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 **Education/Operations Committee Meeting** of the BOARD OF EDUCATION will be held in the **Nicholson Board Room, 415 Seymour Street, Wausau, Wisconsin 54403** at **5:00 PM** on **Monday, March 18, 2024.**

- I. Call to Order
- II. Approve the Minutes
- III. Public and Student Comment
- IV. K-5 Science Resource Adoption (**Action Requested**)
- V. 9-12 Science Course Sequence (**Action Requested**)
- VI. Construction Update
- VII. Share Preliminary Design Plans for Wausau West Athletic Field - 50%
- VIII. Policy 5120 - Assignment within District (**Action Requested**)
- IX. Staffing / Budget Plan
- X. Adjourn

NOTICE POSTED: Friday, March 15, 2024, at 3:00 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

Minutes of REGULAR MEETING

The Board of Education Wausau School District

DRAFT

A Education/Operations Committee Meeting of the Board of Education of the Wausau School District was held Monday, February 26, 2024, beginning at 5:00 PM in the Nicholson Board Room, 415 Seymour Street, Wausau, Wisconsin 54403.

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

Absent: Cory Sillars.

I. Call to Order

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

II. Approve the Minutes

Cody Nikolai moved to approve the minutes of January 22, 2024, seconded by Pat McKee. The motion carried 7-0.

III. Public and Student Comment

Ben Kaider made brief comments.

IV. 9-12 ELA Curriculum Sequence (Action Requested)

Karen Vandenberg moved to recommend to the full Board the approval to implement the proposed 9-12 ELA course sequence at the start of the 2025-2026 school year at both Wausau East and Wausau West, seconded by Jennifer Paoli. The motion carried 8-0.

V. East High School 95% Design and Budget Presentation (Action Requested)

Karen Vandenberg moved to recommend to the full Board the approval of the plan designs for Wausau East High School as presented to be issued for bidding, seconded by Jon Creisher. The motion carried 8-0.

VI. Share Preliminary Design Plans for Maine Elementary - 50%

As referendum funded improvement plans develop for each facility, the Board sees updates when the designs reach 50% completion. Current plans for Maine Elementary School were shared with the Board.

VII. Red Granite Charter School Location (Action Requested)

Cody Nikolai moved to recommend to the full Board the approval for Red Granite to reside at Hewitt Texas Elementary School for the 2024/25 school years, seconded by Pat McKee. The motion carried 8-0.

VIII. Five Year Fiscal Forecast

The Board was be presented with a five-year fiscal forecast model for the District. The projection model will continue to be applied during the next three months to aid in constructing the 2024-25 budget reconciliation plan and ultimately the 2024-25 budget. It is critical to understand that the projections are the result of many variables that independently change periodically. As significant changes to the projections occur, administration will bring them to the attention of the Board.

IX. NEOLA Update (**Action Requested**)

Small language changes were proposed for Policy 8120 and 171.1. Both changes will be brought back before the Board prior to approval.

Joanna Reyes moved to recommend to the full Board the approval of the Neola policies as presented, seconded by Jennifer Paoli. The motion carried 8-0.

X. WASB Superintendent Search Update

President Bouche will share recent developments with the Superintendent Search.

XI. Adjourn

Pat McKee moved to adjourn, seconded by Lance Trollop. The motion carried at 6:47 pm.

Respectfully Submitted,

Karen Vandenberg,
Board Clerk

KV:cp

K-5 Science Materials Adoption 2024

The Elementary Science Department is requesting to adopt FOSS Pathways as the K-5 core resource with full implementation in the fall of 2024-25.

Why the need for “NEW” materials?

- Last K-5 Science Adoption was in 2008 - 16 years ago
- Current Resource is not aligned to NGSS - Next Generation Science Standards - WI State Standards
- Current resource requires supplemental resources to meet the standards
- Esser Funds are available to support new resource and adapt to learning needs of our students

Materials Selection Process:

Goal of new resources - What do we believe about learning in science?

- Create science-literate citizens - related to career pathways
- Make science and engineering relevant for and accessible to all students.
- Science should be hands on for students.
- Give students real world context for what they are learning and doing.
- Engage students to build confidence to go beyond just doing science to actually assuming the role of a scientist figuring out complex phenomena on their own.

Outcomes of unpacking the Science Standards

The NGSS science and engineering practices offer three core advantages for students:

- They provide deeper learning experiences
- They nurture higher-order critical thinking
- They establish and build transferable skills

Science standards should integrate and balance necessary content with critical “practices” through which students can extend learning and deepen understanding. The core statement of the Wisconsin Standards for Science is that students should use their conceptual understanding, science and engineering practices, and a lens of crosscutting concepts to make sense of phenomena and solve problems.

Bridge to Career Pathways - College Career Ready/STEM - ACP

NGSS is made up of three distinct but equally important components:

- **Disciplinary Core Ideas**
 - Content Knowledge
- **Cross Cutting Concepts**
 - Overarching big ideas across domains
- **Science & Engineering Practices**
 - What students DO to make sense of phenomena.
 - Ask Questions.
 - Develop and Use Models.
 - Plan and Carry out Investigations.
 - Analyze and Interpret Data.
 - Use Mathematics and Computational Thinking.
 - Construct Explanations.
 - Engage in Argument from Evidence - including dialogue.
 - Obtain, Evaluate, and Communicate Information.

Foss Pathways Incorporates

- Phenomena Based Curriculum promotes scientific thinking that is aligned with the three components of NGSS.
- Active investigation motivates and engages students
- Real Life Concepts - related to career pathways
- Resources that provide accessibility and learning points of entry to be inclusive of all learners
- Extensions for family connections

Investigative Units of Study

Grades Pre-K-5

Grade	Physical Science	Earth Science	Life Science
5	Mixtures & Solutions	Earth & Sun	Living Systems
4	Energy	Soils, Rocks, and Landforms	Environments
3	Motion & Matter	Water & Climate	Structures of Life
2	Solids & Liquids	Pebbles, Sand & Silt	Insects & Plants
1	Sound & Light	Air & Weather	Plants & Animals
K	Materials & Motion	Trees & Weather	Animals Two by Two

Alignment to Forward State Assessment

Forward Science Exam Blueprint Grades 4 and 8

Reporting Categories*	Score Points	Number of Item Sets	Number of Standalone Items	Depth of Knowledge
Students use Practices and Crosscutting Concepts to make sense of phenomena in Life Science	8-12	2-4	0-6	2-3
Students use Practices and Crosscutting Concepts to make sense of phenomena in Physical Science	8-12	2-4	0-6	2-3
Students use Practices and Crosscutting Concepts to make sense of phenomena in Earth and Space Science	8-12	2-4	0-6	2-3
Students use Practices and Crosscutting Concepts to define and solve problems in Engineering	8-12	Embedded in 3-4 item sets of other disciplines	0-6	2-3
Totals	40 Points	8-10 sets	6-13	

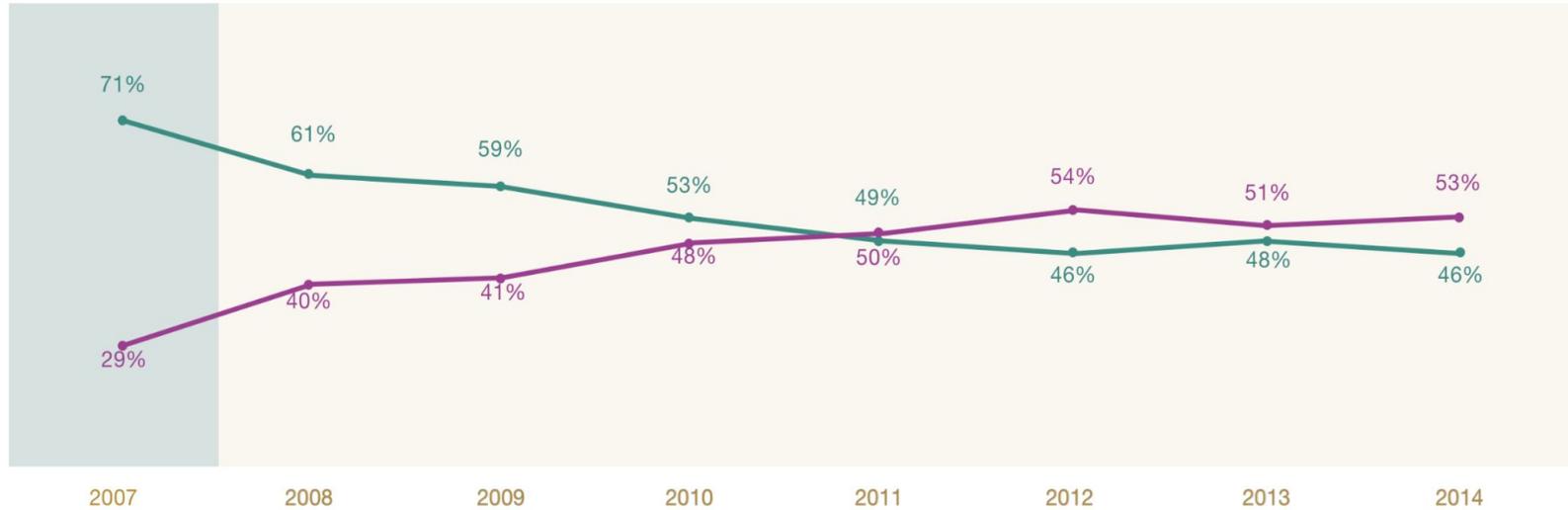
*As described in the [Wisconsin Standards for Science](#) - the Science Forward Exam requires that students use science and engineering practices and crosscutting concepts in combination with content knowledge to demonstrate proficiency in these reporting categories.

FOSS Pathways Student Outcomes

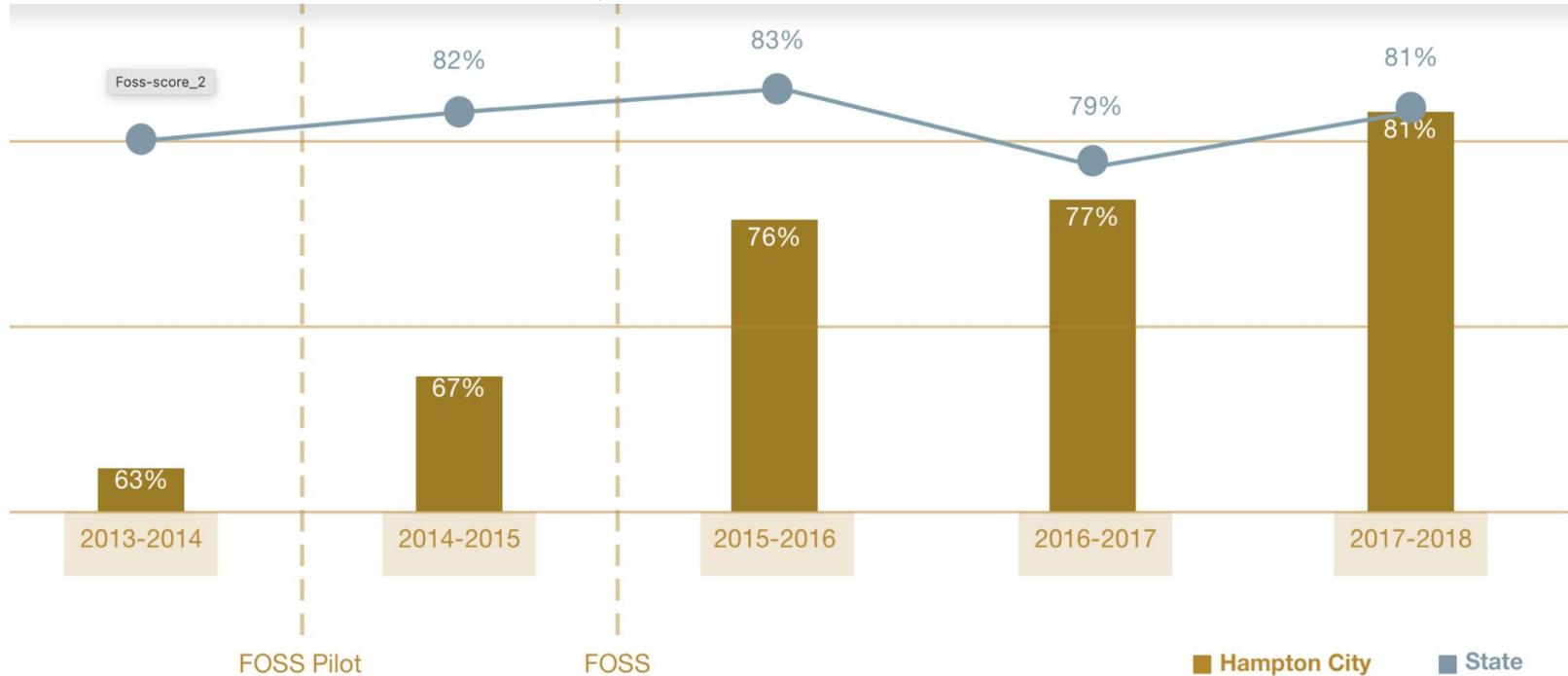
Los Angeles Unified School District, Grade 5

■ Basic or Below

■ Advanced / Proficient



WI FOSS Pathways



In Hampton City, VA, FOSS implementation completely closed a 17-point gap between district scores and state norms in just 3 years.

WI Schools - FOSS

New Berlin SD

Menomonie SD

Whitefish Bay SD

Middleton-Cross Plains SD

Muskego-Norway SD

Wautoma SD

Rosholt SD

Unity SD

Beaver Dam SD

Mukwonago SD

La Crosse SD

Somerset SD

Rice Lake SD

Jefferson SD

Clintonville SD

Monona Grove SD

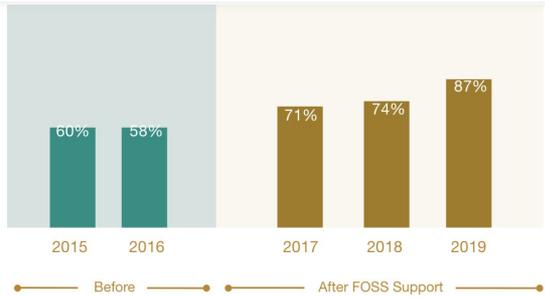
West Bend SD

Cuba City SD

Fox Point SD

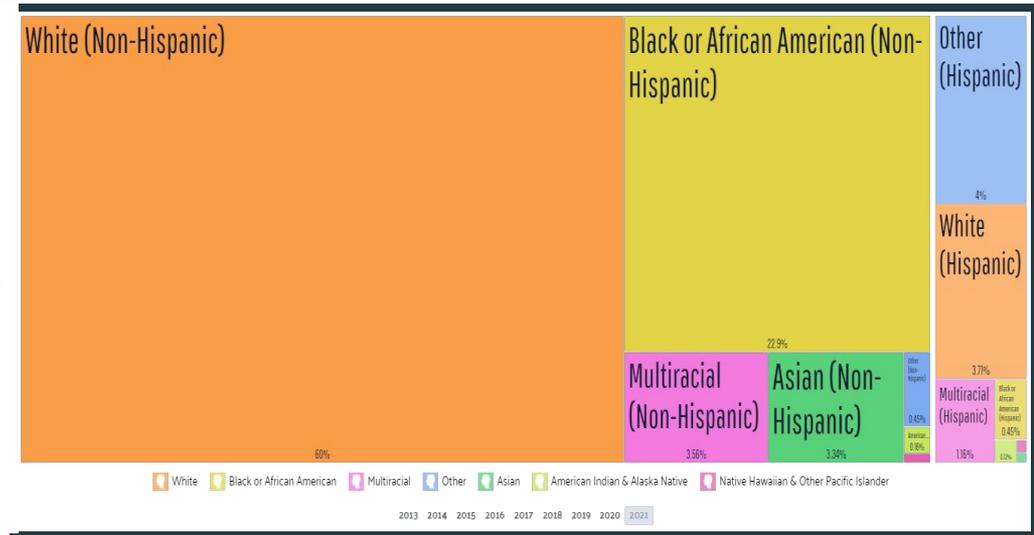
Chesterfield County, Virginia

Population Approx. 350K (60% white, 40% other races)



Chesterfield County (VA) Public Schools, Ettrick Elementary fifth grade.
Source: doe.virginia.gov/statistics_reports/school_report_card/

Even at a school where 61% of students were economically disadvantaged, FOSS let their true potential shine through in state test results.



Measuring Success of Implementation

How will we measure success:

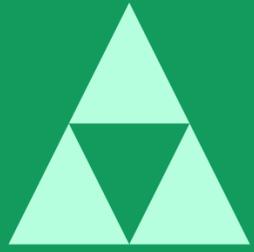
- **Analysis of student outcomes over time provided by FOSS assessment tools: including module tests and performance tasks**
- **Develop student self assessment and reflection tools to measure engagement**
- **Align and reinforce Science and Engineering practices to Middle School ACP foundational skills to enhance student awareness and success**
- **State Assessment Data - Forward Exam**

Videos Of Students Love of Science

[Student Video #1](#)

[Student #1A](#)

[Student Video #2](#)



9-12 SCIENCE SEQUENCE

Presented by: Mike Scheidler, Mark Ekiss, Deb Foster





Process

Course Alignment

Spring 2023-

- Examined which courses were similar
- Focused on standards alignment
- Effort to offer all courses to all students, AP & IB

Teacher Collaboration

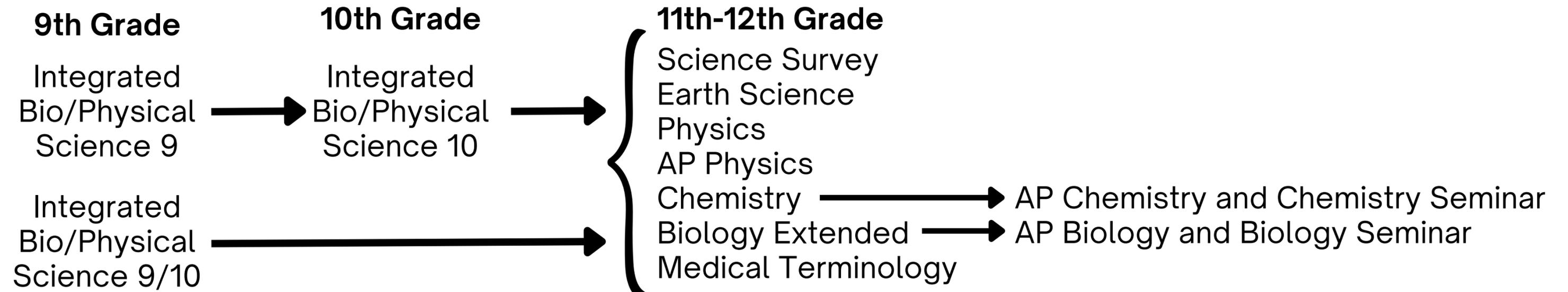
Fall 2023-March, 2024

- Lab space concerns
- Restructuring ended
- Continued focus on alignment

Existing Offerings

- Naming conventions and standard alignment
- Allow for flexibility in grades 11-12
- Ensure space availability
- Explore additional courses following establishment of alignment of current offerings

West: Current Science Course Offerings



East: Current Science Course Offerings

9th Grade	10th Grade	11th Grade	12th Grade
PHYSICAL SCIENCE	<u>BIOLOGY</u> CHEMISTRY I	IB BIOLOGY I <i>*If concurrently enrolled in Chemistry I</i> CHEMISTRY I IB CHEMISTRY IB PHYSICS I	IB BIOLOGY I IB BIOLOGY II CHEMISTRY I IB CHEMISTRY IB PHYSICS I IB PHYSICS II
<u>BIOLOGY</u>	CHEMISTRY I	IB CHEMISTRY IB BIOLOGY I IB PHYSICS I	IB BIOLOGY I IB BIOLOGY II IB PHYSICS I IB PHYSICS II
Electives: *All semester courses (No 9th Grade electives)	Astronomy Env. Sci. Field Bio <i>*after passing Bio</i>	Astronomy Bio II (A&P) Env. Sci. Field Bio Med. Term.	Astronomy Bio II (A&P) Env. Sci. Field Bio Med. Term.

Graduation Requirements: 3 credits

IB Sequencing

BIOLOGY → IB BIOLOGY I → IB BIOLOGY II

CHEMISTRY I → IB CHEMISTRY

IB PHYSICS I → IB PHYSICS II
There is only IB Physics I/II and Physics B

CHEM B/PHYSICS B

- Require teacher approval
- In place of CHEMISTRY I or IB PHYSICS I

Parity in 9th & 10th Grade

9th

Physical Science 9

Acceleration Option:

E: Biology 10 (*w/approval*)

W: 9/10 Accelerated (*w/approval*)

10th

Biology 10

11-12th grade electives (*w/approval*)



Seeking a motion to:

Implement the proposed 9-12 Science course sequence at the start of the 2024-2025 School Year for both Wausau East and Wausau West.





Capital Referendum

CONSTRUCTION & BUDGET UPDATE

SCHOOL BOARD MEETING
MARCH 18, 2024





John Muir Middle School



PROGRESS TO DATE

NE CLASSROOM ADDITION:

- Complete and handed over to District for school use
- Received Certificate of Occupancy



John Muir Middle School



PROGRESS TO DATE

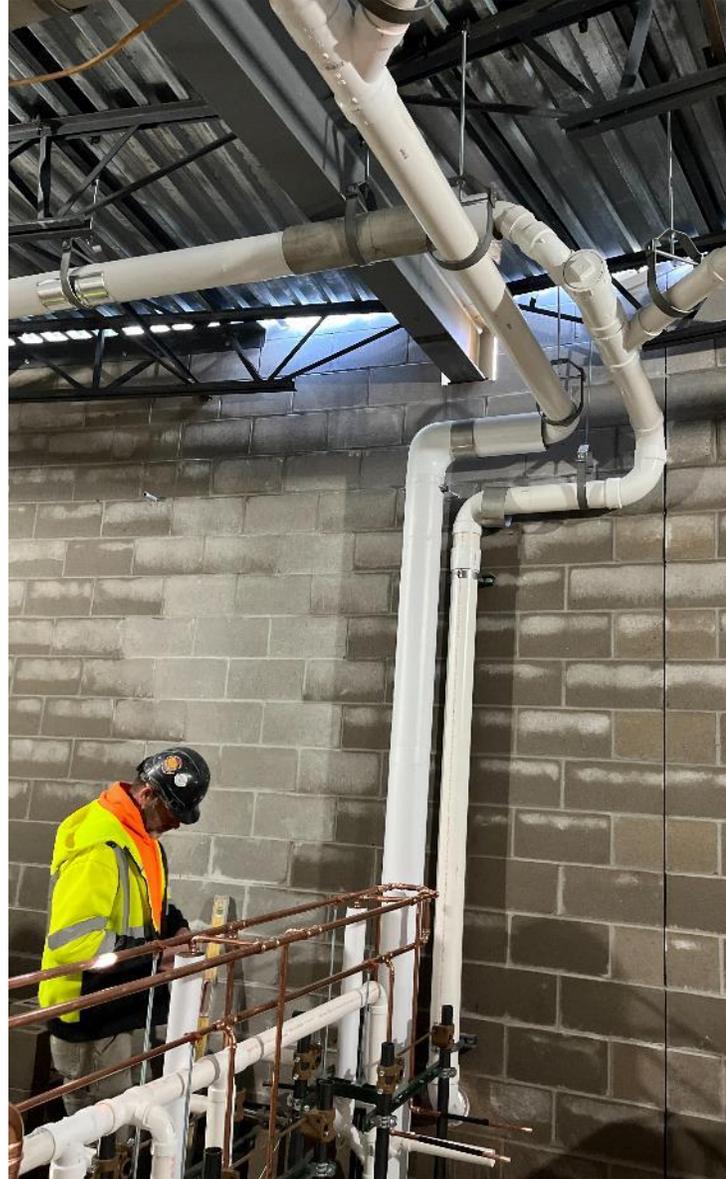
RECEIVING/TECH ED ADDITION:

- Complete and handed over to District for school use
- Received Certificate of Occupancy





John Muir Middle School



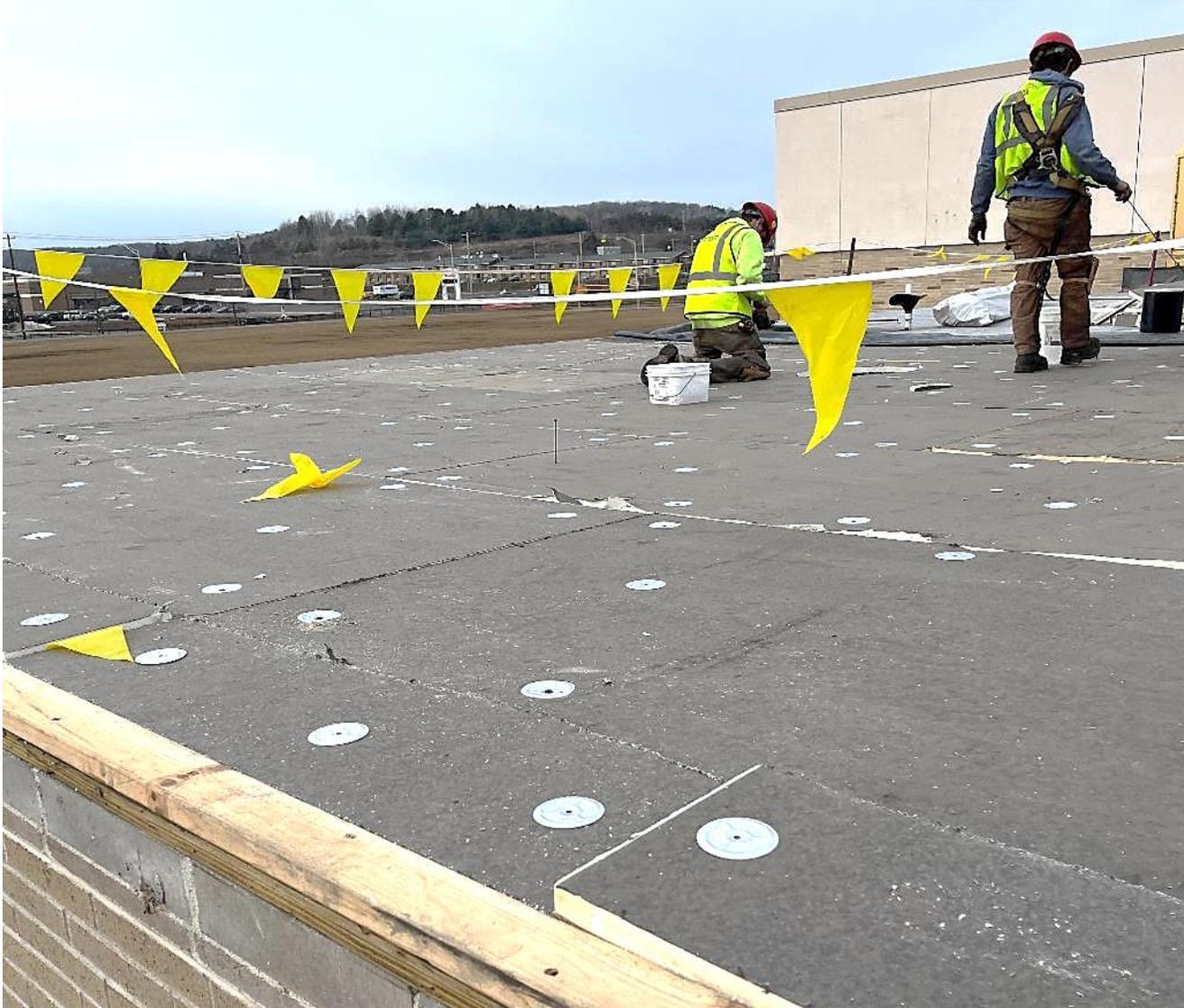
PROGRESS TO DATE

MUSIC WING ADDITION:

- Erected bearing masonry walls
- Installed structural steel and roof deck
- 80% of roofing is installed
- 80% of exterior insulation is installed
- Poured interior slabs
- 30% of MEP rough ins are complete



John Muir Middle School



PROGRESS TO DATE

OFFICE ADDITION & LOCKER ROOM RENOVATIONS:

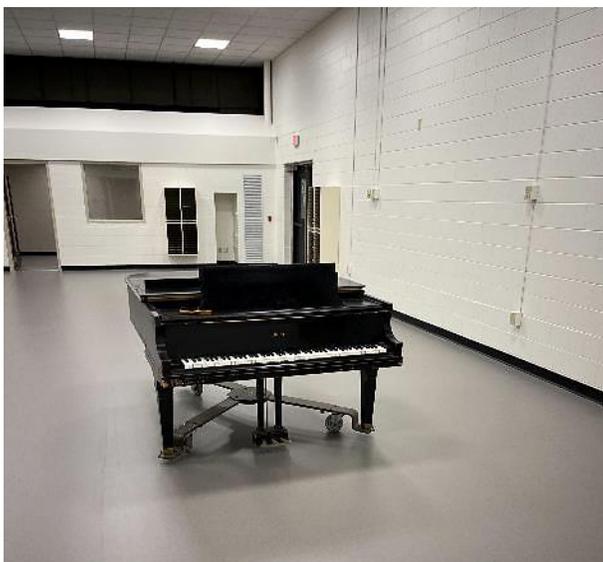
- Scheduled to begin over spring break

ROOF REPLACEMENT:

- 85% complete



WEST High School



PROGRESS TO DATE

MUSIC WING REMODEL:

- Complete and handed over to District for school use
- Received Certificate of Occupancy



WEST High School



PROGRESS TO DATE

FRONT ENTRANCE & AUDITORIUM ADDITION:

- Completed footing and foundation work
- Completed bearing masonry walls Completed structural steel and metal roof deck
- 95% concrete slab roof deck is complete
- 75% of underground plumbing is complete
- 20% of MEP above grade rough ins are complete



WEST High School



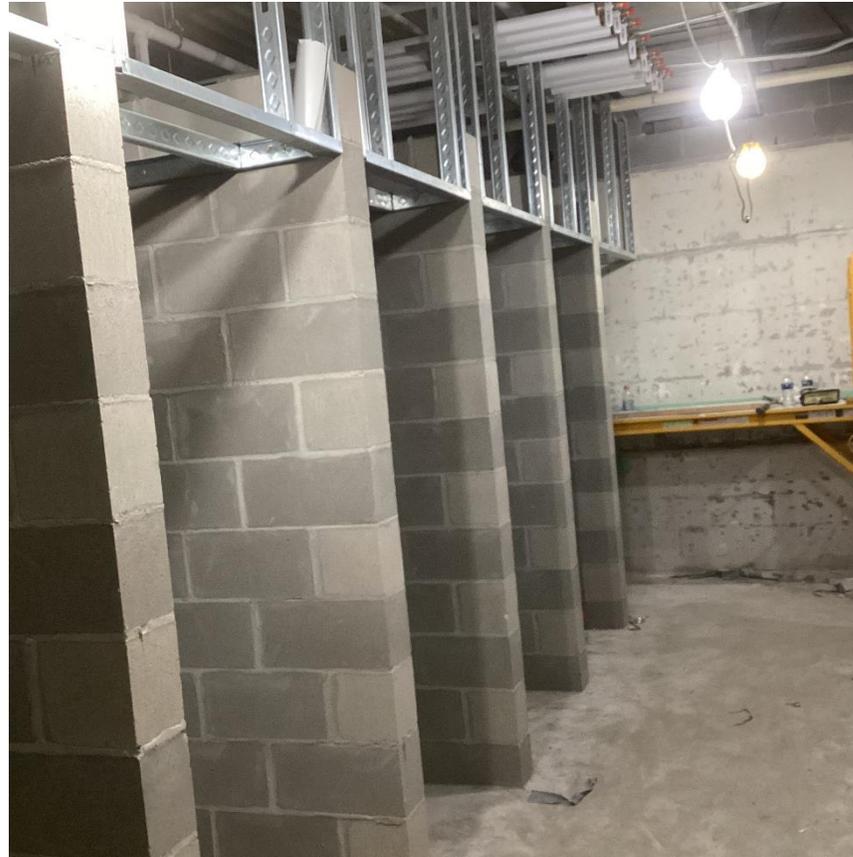
PROGRESS TO DATE

AUDITORIUM REMODEL:

- Demolition is complete
- 90% of masonry work is complete
- 90% of gypsum wall systems are complete
- 75% of MEP rough ins are complete
- 25% of interior finishes are complete



WEST High School



PROGRESS TO DATE

PHASE 1 LOCKER ROOM REMODEL:

- Demolition is complete
- Completed underground plumbing
- Completed masonry work
- 20% of ceiling grid is complete
- 75% of MEP rough ins are complete
- 20% of interior finishes are complete

FITNESS ADDITION:

- Scheduled to begin in mid-May



BUDGET SUMMARY UPDATE

2022 Capital Referendum Budgets (3.18.24)			
Location	Original Budget	Design Budget	Bid Budget
District Wide	8,614,000	8,614,000	8,614,000
East High School	5,998,000	6,404,454	6,404,454
East Athletics Phase 1	3,714,000	4,346,200	4,069,948
East Athletics Phase 2			
Franklin Elementary	761,000	913,000	913,000
GD Jones Elementary	198,000	248,000	248,000
Grant Elementary	2,068,000	2,585,000	2,585,000
Hawthorn Hills Elementary (bldg)	690,000	700,000	538,950
Hawthorn Hills Elementary (site)	1,926,000	44,000	44,000
Hewitt-Texas Elementary	133,000	166,000	166,000
Horace Mann MS	7,119,000	7,725,000	7,725,000
Horace Mann (Montessori)	5,000,000	5,602,576	5,602,576
John Marshall Elementary	565,000	706,000	706,000
John Muir Middle School	34,794,000	34,307,800	36,790,953
Lincoln Elementary	214,000	268,000	268,000
Maine Elementary	141,000	176,000	176,000
Rib Mountain Elementary	158,000	198,000	198,000
Riverview Elementary	1,465,000	1,665,000	1,920,288
School Forest	4,243,000	5,043,000	5,478,788
South Mountain Elementary	4,873,000	4,873,000	4,873,000
Stettin Elementary School	3,462,000	3,767,286	3,462,000
Thomas Jefferson Elementary	902,000	1,082,000	1,082,000
West High School	28,395,000	29,895,000	31,088,437
West Athletics Phase 1	2,733,627	1,966,300	1,963,267
West Athletics Phase 2	1,633,373	1,797,000	1,797,000
West Community Room/Bleacher Storage			1,221,000
Total	119,800,000	123,092,616	127,935,661
Projected Interest Earnings	5,500,000		
Over/(under) Including Interest Earnings		(2,207,384)	2,635,661

UP NEXT

BIDDING

- East HS

CONTINUE DESIGN

- Maine
- Jefferson
- GD Jones



QUESTIONS?

Project Timelines or Updates



WAUSAU SCHOOL DISTRICT Referendum Project Update

50% Design

Athletics - Phase II

West High School – Multipurpose
Field

March 18, 2024



NEXUS
SOLUTIONS®



Agenda

50% Design Review

1 50% Design Review - Athletics Phase II
West High School – Multipurpose Field

2 Questions



1

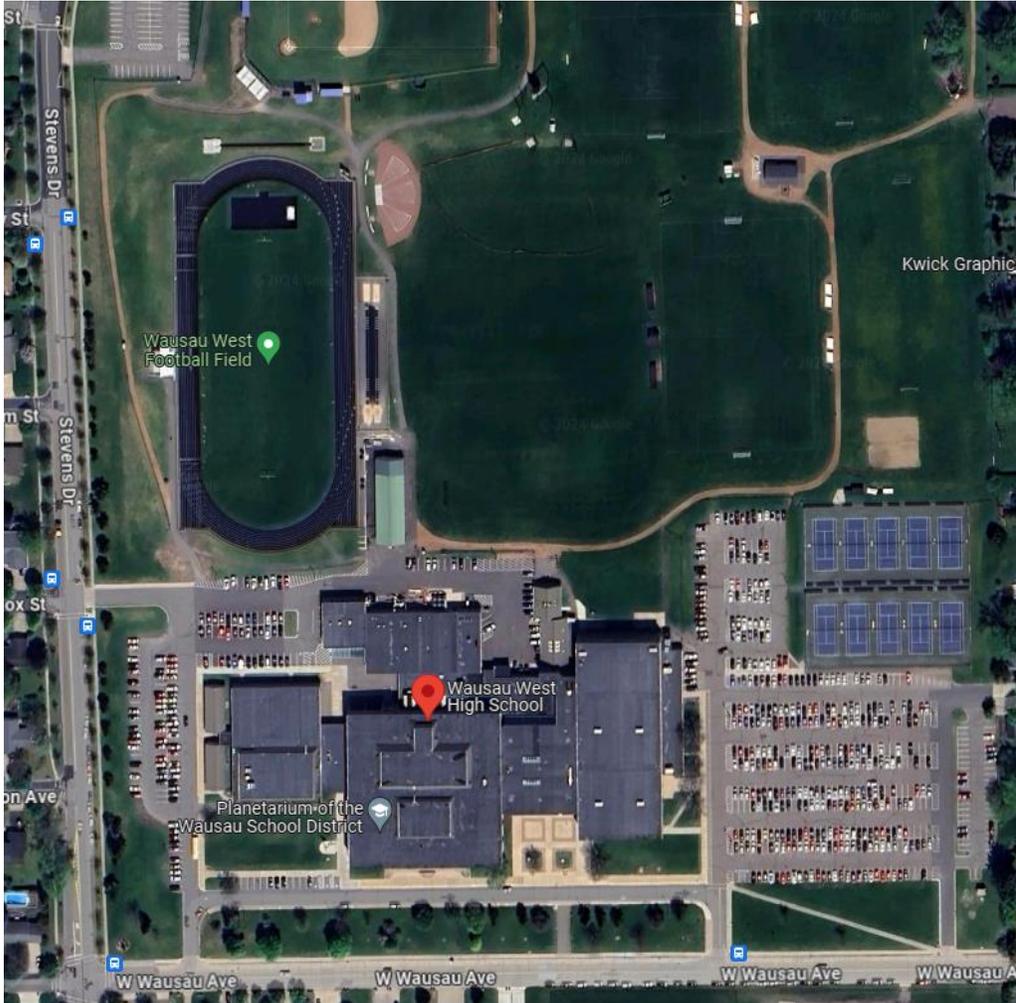
West High School
Athletics - Phase II

West High School
Multipurpose Field



Athletics Phase II

West High Multipurpose Field – 50% Design



WHS-EE-10	Athletic Field Lighting - (1) Multipurpose Field
WHS-EDA-23	Athletic Field Turf - (1) Multipurpose Field

Noted Updates

- Athletic Field Lighting
 - Field
- Athletic Field Turf
 - Lacrosse
 - Soccer
 - Football



➤ Athletics – Phase II

West High Multipurpose Field – 50% Design - District Staff Involvement

District Involvement – West High School

(4) Design Meetings

- District Leadership Team
- Building Design Committee



Athletics – Phase II

West High Multipurpose Field – 50% Design - Field Layout





Athletics – Phase II



West High Multipurpose Field – 50% Design - Field Layout



- New Synthetic Turf on existing field
- New Soccer Goals/ Goal Posts and Pads
- New Concrete “D” Area
- Surface water drainage

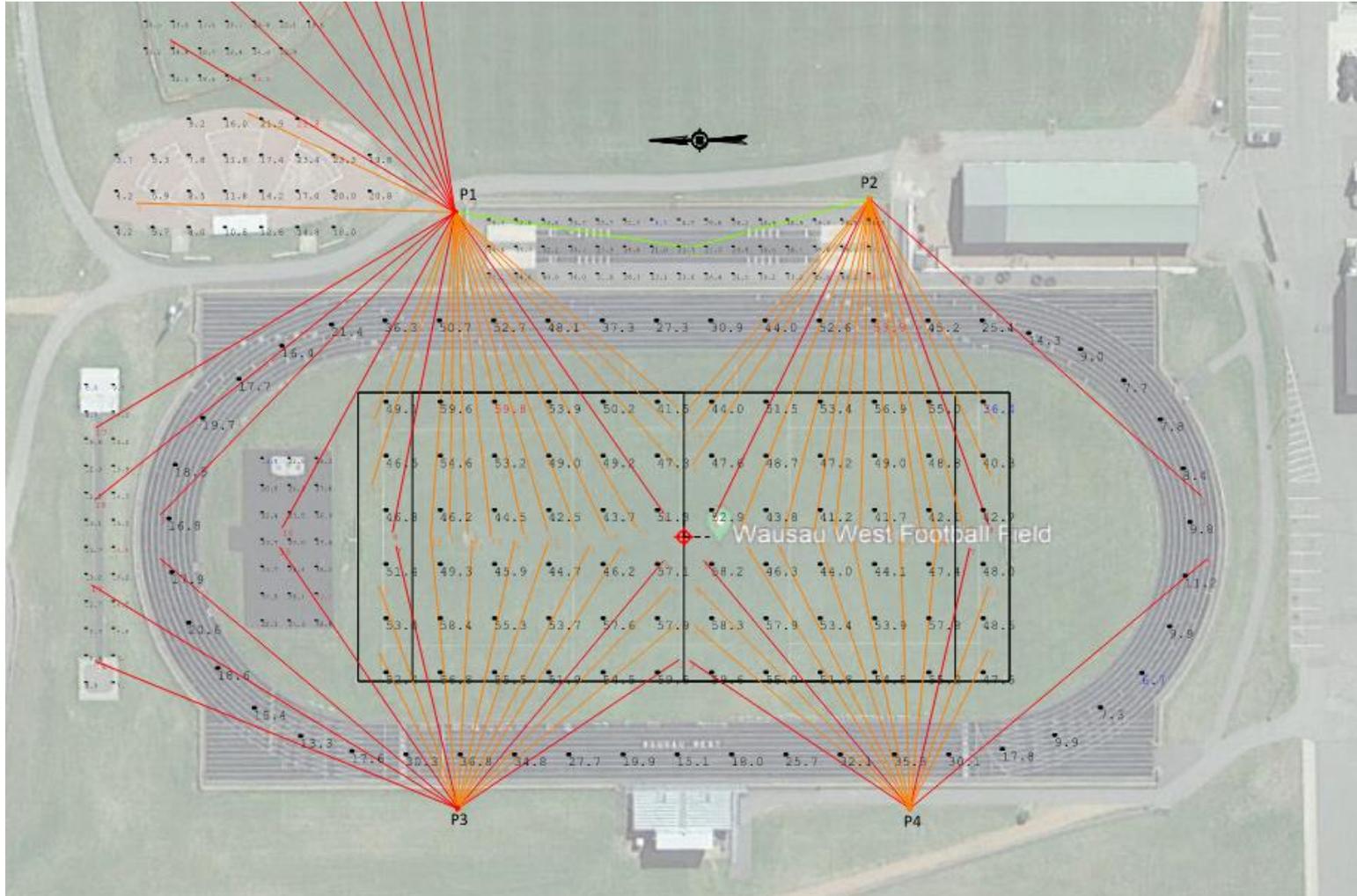




Athletics – Phase II

West High Multipurpose Field – 50% Design

- Lighting Layout





2

Questions

Book	Policy Manual
Section	5000 Students
Title	Copy of ASSIGNMENT WITHIN DISTRICT
Code	po5120
Status	
Adopted	December 9, 2019

5120 - **ASSIGNMENT WITHIN DISTRICT**

Purpose. The Board of Education recognizes the need for a policy to support special school assignments for some students. The District is geographically divided into attendance areas. It is expected students will attend school within the attendance area where they reside. However, this policy is to enable educationally justified exceptions for individual students while maintaining organized, stable attendance practices within the District.

Policy and Exceptions. Attendance areas shall be determined by the Board of Education upon recommendation of the Superintendent of Schools or his/her designee. All students must attend school in their designated attendance area except as noted below:

- A. Students who will be moving within the first nine weeks of a school year may be enrolled in the school for the attendance area into which they will move. If the nine-week timeline to move has not been met, an administrative extension may be granted based on the educational needs of the child.
- B. Students who move within the District during the same school year may request permission to continue in their original school attendance area for the balance of that school year.
- C. ~~C.~~ Staff may request their child(ren) attend the school in which they work; if there is enrollment space in the school.
- D. A request may be made for elementary level and secondary level for the following reasons:
 1. **Elementary level:**
 - a. Per Individualized Education Plan (IEP) team decision - Care program or Medically Fragile program; or
 - b. For other special considerations to be determined on a case-by-case basis by the Director of Pupil Services or his/her designee.
 2. **Secondary level:**
 - a. Per IEP team decision - Care program or Medically Fragile program; or
 - b. When a comparable academic program offering is not available at the current school of attendance; or
 - c. For other special considerations to be determined on a case-by-case basis by the Director of Pupil Services or his/her designee.
- E. Requests cannot be granted if space is not available. Space considerations maintain seats for students who may move into an attendance zone.

Conditions. The following conditions also apply:

- A. Transportation will be the obligation of the parent/guardian unless specified in the student's individualized education plan.

- B. The District reserves the right to rescind the In-District Transfer on the basis of attendance or behavior concerns.
- C. A part-time student will remain a member of his/her home school for purposes of extracurricular participation.
- D. Absent demonstration of unusual educational reasons, a secondary student may transfer between schools only at the end of each semester and prior to the beginning of the next semester. Examples of unusual educational reasons include, but are not limited to: participating in the AP and IB programs.
- E. Regarding athletics, students who transfer between high schools while in their ninth or tenth grades (attended one day of school or one practice) will be restricted to non-varsity competition for a period of one year from date of transfer. Students who transfer while in their eleventh and twelfth grades will be governed by WIAA transfer eligibility rules.

Transfer Request Process: All transfer requests must be submitted on the Wausau School District **In-District Transfer Form**, which can be obtained from the Principal or his/her designee and filed with the Superintendent of Schools or his/her designee. Forms are also available at the Longfellow Administration Center. Required signatories include:

- A. **Elementary level:** The In-District Transfer form requires signatures from parent/guardian, principal or his/her designee from the home school and principal or his/her designee from the requested school.
- B. **Secondary level:** The In-District Transfer Form requires signatures from parent/guardian, principal or his/her designee from the home school and principal or his/her designee from the requested school, and the counseling department chairperson from the home school and the counseling department chairperson from the requested school.



BUDGET DISCUSSIONS AND PROPOSALS



Budget Summary

Our current budget deficit is roughly \$3.5 million, assuming the current staffing level and 3% salary adjustments:

- \$1.2 million in positions specifically added in response to COVID that are funded out of ESSER
- A \$716,000 carryover deficit budget from fiscal year 2023-2024
- \$1.5 million additional deficit for fiscal year 2024-2025
- Compounding effect of current budget actions

Total Budget Deficit



■ ESSER ■ Carryover ■ FY24-25

Budget Priorities

1. Provide the best possible student support and opportunities
2. Maintain the financial health of the Wausau School District
3. Remain an attractive employer
4. Comply with all state and federal regulations
5. Comply with all contractual obligations

Does the Board have any further direction related to desired outcomes from the budgeting process?



Budget Example Assumptions

- Comfortability in carrying a deficit budget of roughly \$750,000
- COVID response-specific positions will not continue with the expiration of ESSER funding
- Focus on fiscal year 2024-2025 operational deficit of \$1.5 million
- Staffing efficiencies are being explored in all areas
- Using 3% salary increase from district budget assumptions presented in January 2024
- 1% change in the salary projection impacts the budget by \$750,000
- District will continue to explore impacts of elementary footprint
- Plan, contribution, and premium changes to district self-funded health insurance





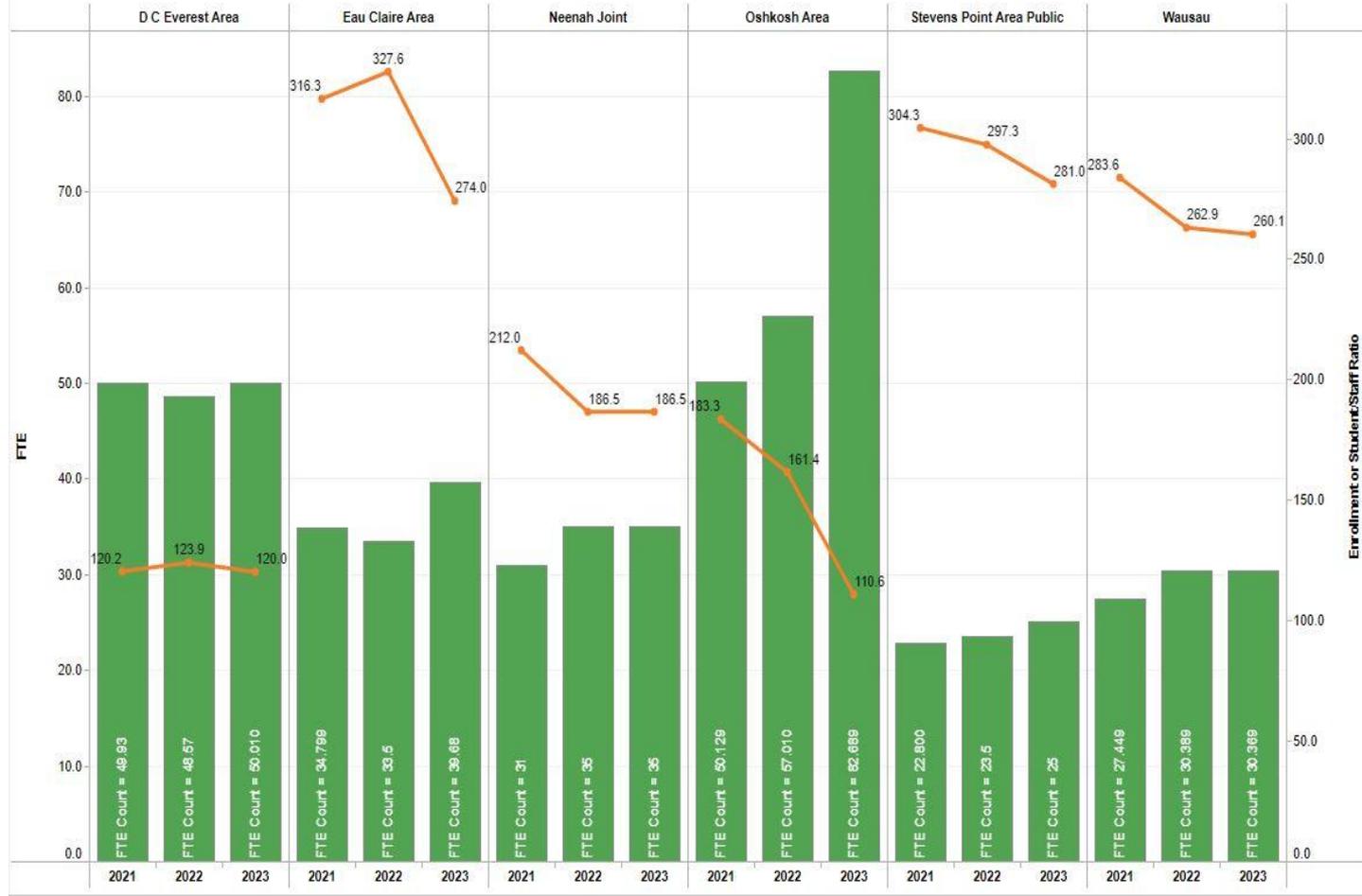
STAFFING COMPARISONS



District-Level Certified Staff Comparisons

Staffing Ratios

District(s): D C Everest Area, Eau Claire Area, Neenah Joint and 3 more
 Position(s): Assistant Director of Special Education, Assistant District Administrator, Business Manager and 8 more
 Source: DPI PI-1202



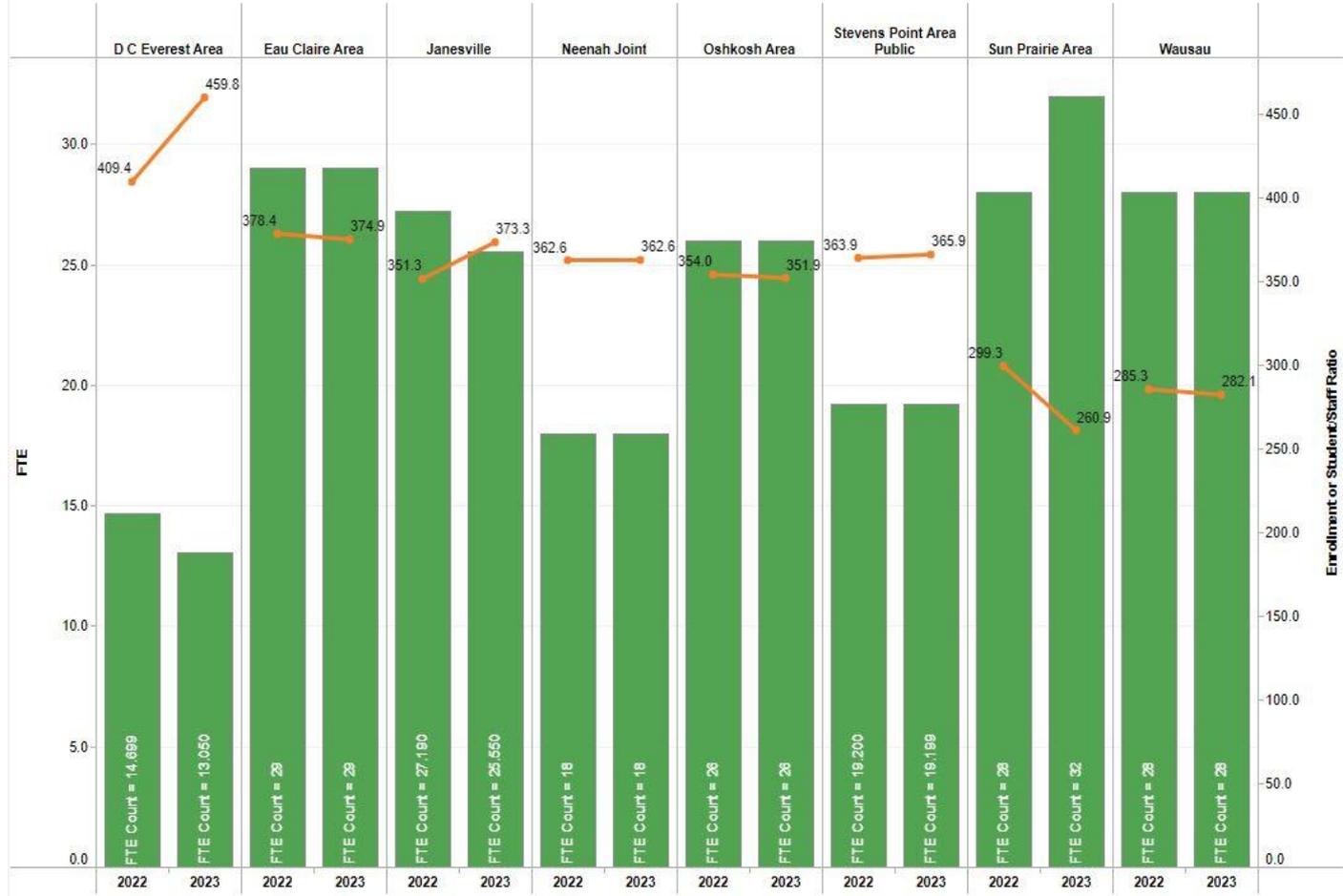
Building Administration Comparisons

Staffing Ratios

District(s): D C Everest Area, Eau Claire Area, Janesville and 5 more

Position(s): Assistant Principal & Principal

Source: DPI PI-1202



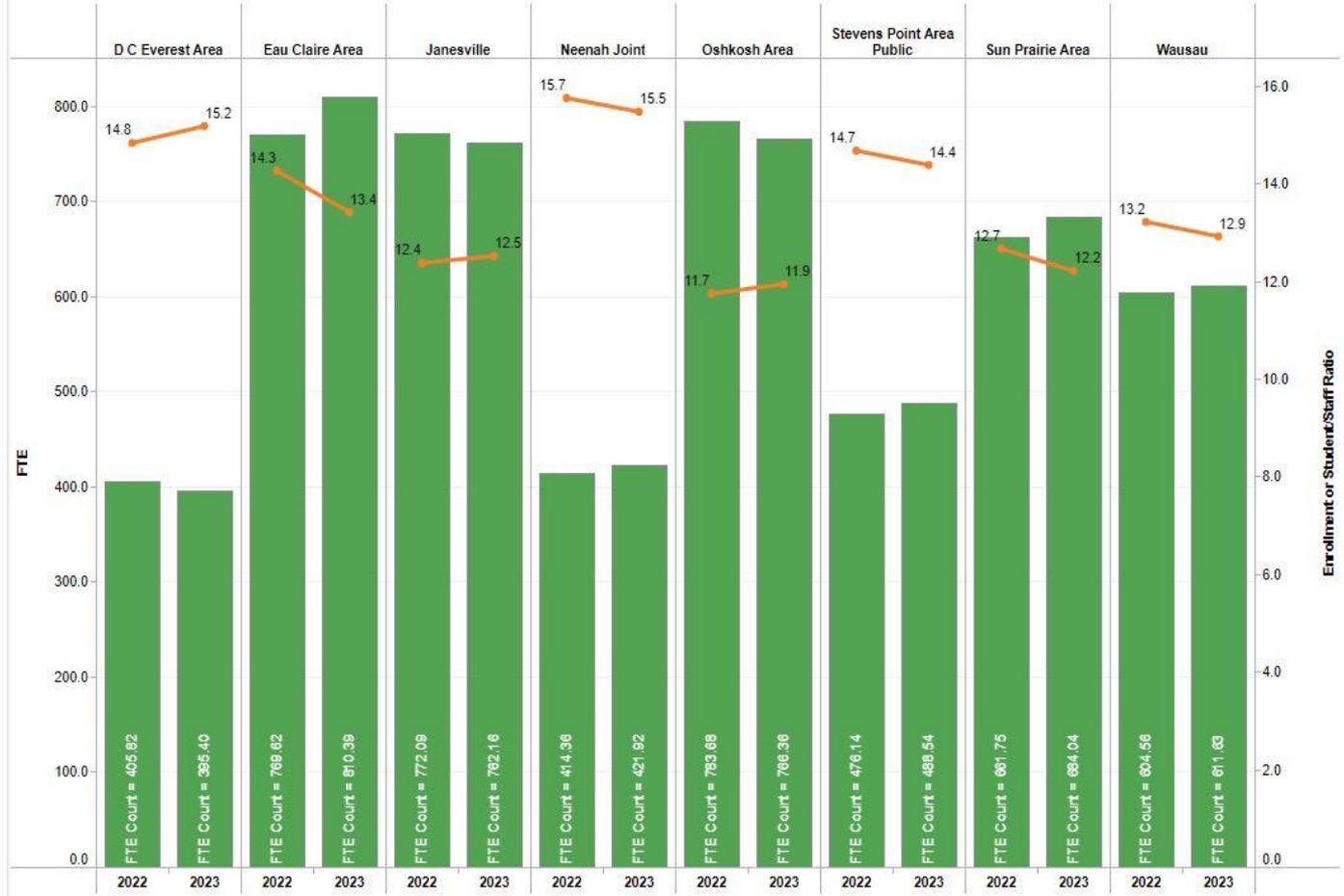
Teacher Comparisons

Staffing Ratios

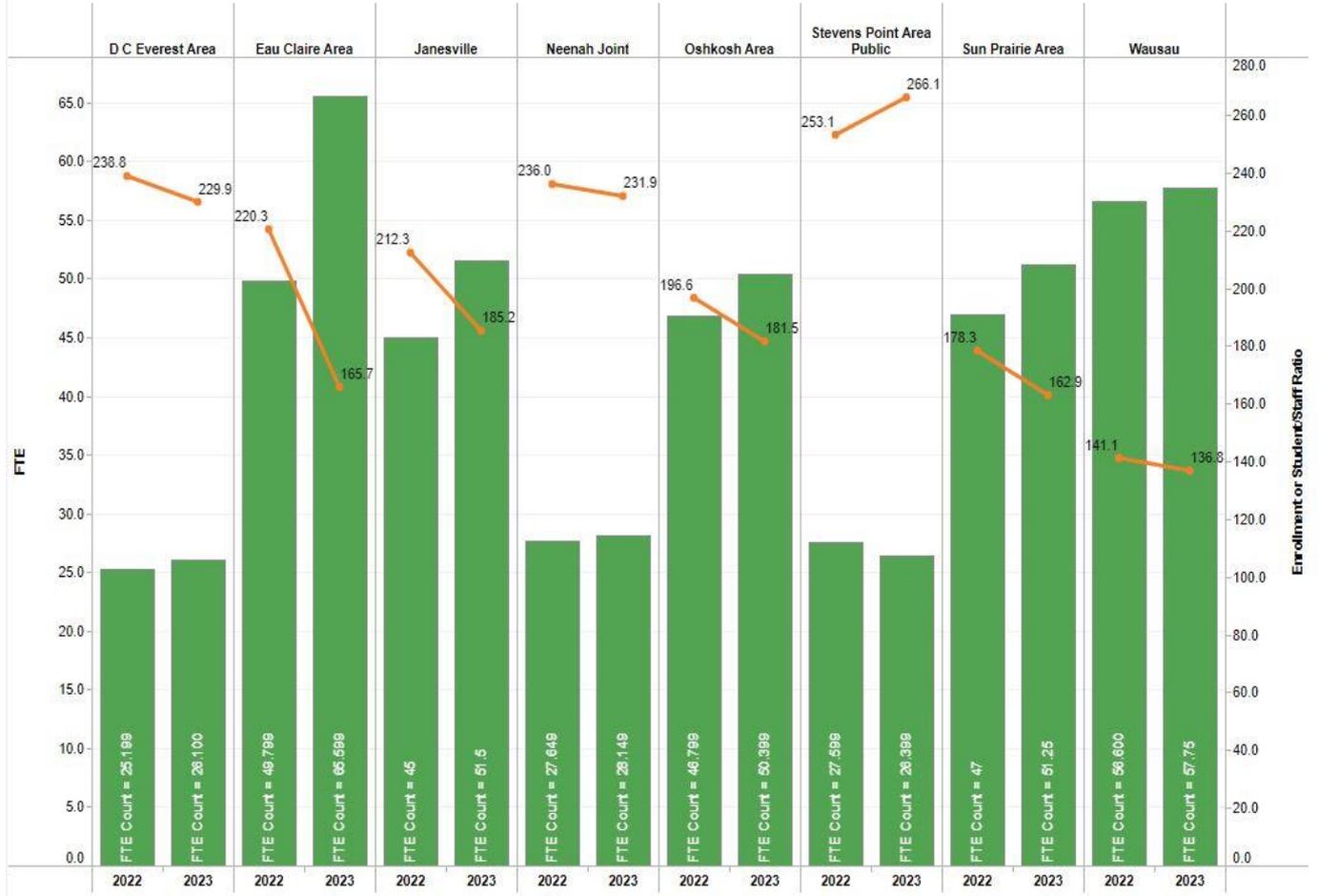
District(s): D C Everest Area, Eau Claire Area, Janesville and 5 more

Position(s): Teacher

Source: DPI PI-1202



Pupil Services Comparisons



Support Staff Comparisons

Staffing Ratios

District(s): D C Everest Area, Eau Claire Area, Janesville and 5 more

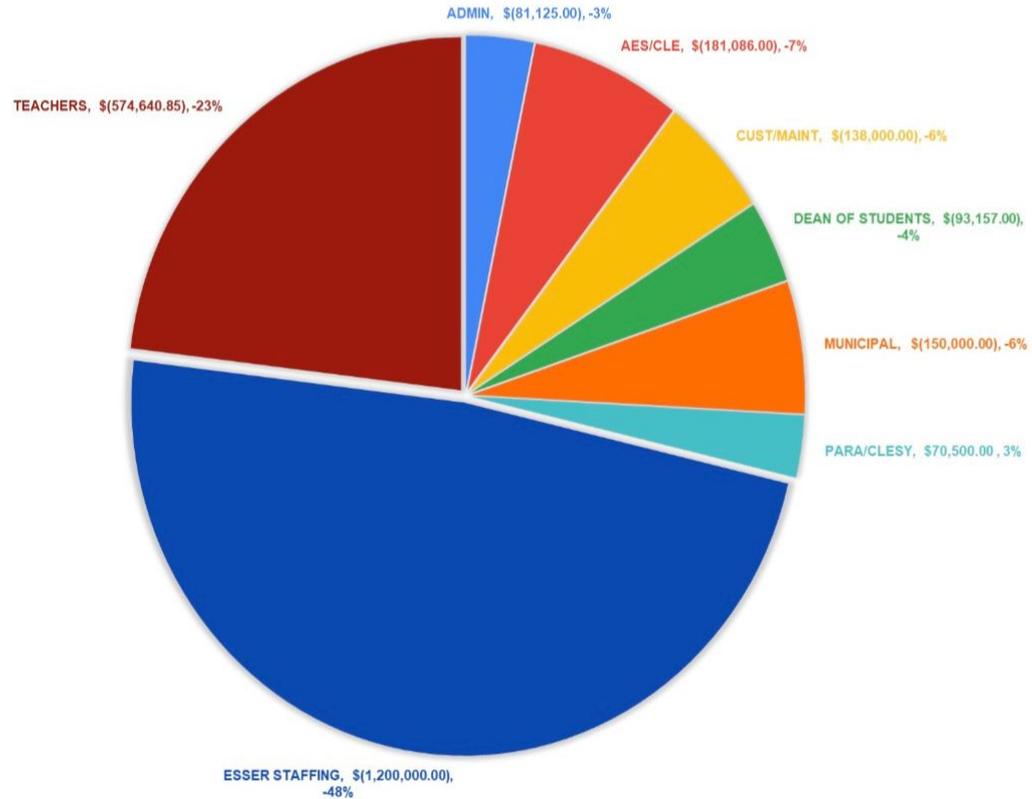
Position(s): Other Support Staff & Paraprofessional

Source: DPI PI-1202



Staff Reduction Planning

- This represents -26.05 FTEs, which reduces our budget deficit by \$2.35 million.
- Additional work is still being done on staffing in the coming week to identify the remaining \$400,000.
- A further update will be provided on this information during the April 8th Board meeting.





**THANK
YOU**

