

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
Jennifer Paoli, 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, June 24, 2024.**

- I. Call to Order
- II. Approve the Minutes
- III. Public and Student Comment
- IV. Horace Mann/Montessori 95% Design and Budget Presentation (**Action Requested**)
- V. SRO Agreement (**Action Requested**)
- VI. 4K Materials Adoption (**Action Requested**)
- VII. AGR Spring Summary Presentation
- VIII. Various Wage and Salary Increases (**Action Requested**)
- IX. SLIFE Presentation (**Action Requested**)
- X. Activities Code of Conduct (**Action Requested**)
- XI. Employee Handbook Updates for 2024-25 (**Action Requested**)
- XII. WIAA Renewal (East, West, Horace Mann, John Muir, WAVE, and EEA) (**Action Requested**)
- XIII. Adjourn

NOTICE POSTED: Monday, June 17, 2024; 12:45 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

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, May 20, 2024, beginning at 5:00 PM in the Nicholson Board Room, 415 Seymour Street, Wausau, Wisconsin 54403.

Present: James Bouche; Sarah Brock via Webex; Jon Creisher; Pat McKee; Joanna Reyes; Jane Rusch; Cory Sillars; and Lance Trollop.

Absent: Jennifer Paoli.

I. Call to Order

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

II. Approve the Minutes

Cory Sillars moved to approve the minutes of April 22, 2024, seconded by Pat McKee. The motion carried 8-0.

III. Public and Student Comment

There was none.

IV. 2024-2025 Paid Meal Price Update

The USDA PLE tool was used to determine the new weighted pricing average for the 2024-2025 school year for Wausau School District. This weighted average is used as the guide for WSD Nutrition Services Department to update meal pricing for the upcoming 2024-2025 school year. In addition, the Wisconsin Adult Meal Price Calculation Guidelines provided by the DPI was used to update adult meal pricing utilizing the "pricing SFA" option of the Wisconsin DPI pricing tool.

V. Recommendation for Preliminary 2024-25 Budget (**Action Requested**)

Pat McKee moved to approve the preliminary budgets as present in order to proceed with 2024-25 expenditures committed to before final budgets are approved, seconded by Joanna Reyes. The motion carried 7-0-1 with Lance Trollop abstaining.

VI. Neola Policy Update (**Action Requested**)

Jon Creisher moved to recommend to the full Board the approval of the proposed policy changes as presented, seconded by Jane Rusch. The motion carried 8-0.

VII. Wisconsin School Nutrition Purchasing Cooperative Agreement (**Action Requested**)

Joanna Reyes moved to recommend to the full Board of Education to continue membership in the Wisconsin School Nutrition Purchasing Cooperative (WiSNP Co-Op Food Buying Group) by passing the presented resolution and agreeing to

the 2024-2025, 66.0301 cooperative agreement, seconded by Jane Rusch. The motion carried 8-0.

VIII. Adjourn

Pat McKee moved to adjourn, seconded by Joanna Reyes. The motion carried 8-0 at 5:49 pm.

Respectfully Submitted,

Jennifer Paoli,
Board Clerk

JP:cp



WAUSAU SCHOOL DISTRICT
Referendum Project Update
95% Design Progress

**Horace Mann Middle
School / Montessori
Charter School**

June 24, 2024





Agenda

- 1 95% Design Review – Horace Mann & Montessori Charter School
- 2 95% Budget Review– Horace Mann & Montessori Charter School
- 3 Questions





1

Horace Mann Middle School
Montessori Charter School



➤ Horace Mann/ Montessori Agenda/ Purpose of Presentation

Our Purpose Today:

- Present design along with any design adjustments from referendum scope
- Approve final design and budget allowing project to be issued for bidding



Horace Mann/ Montessori 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



Notes

- Secure Main Entry/ Pupil Services
- Community Room/ Large Group Instruction
- Library/IMC Remodel
- Fitness Addition
- Montessori Secure Entry and Classroom
- Montessori Remodeling
- New Playground equipment with fall protection service



➤ Horace Mann/ Montessori District Staff Involvement

District Involvement

Eleven (11) Design Meetings – Horace Mann Design Phase

- District Leadership Team
- Building Design Committee

Three (3) User Group Meetings – Horace Mann

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

Nine (9) Design Meetings – Montessori/ Horace Mann Design Phase



Horace Mann Finish Board

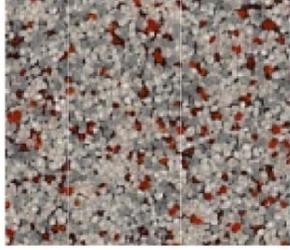
Interior Finishes



PORCELAIN FLOOR TILE



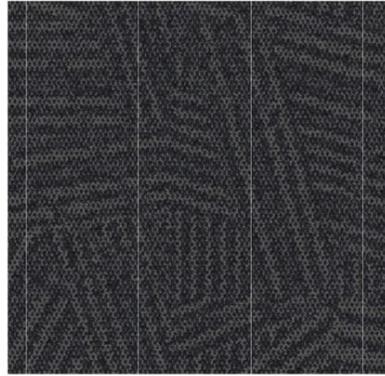
CERAMIC WALL TILES



RESINOUS FLOOR



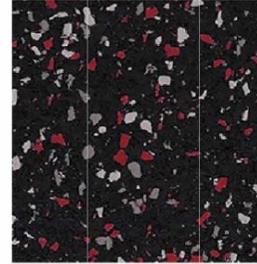
CARPET



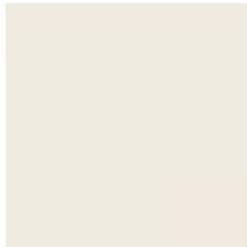
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CEILING BAFFLES/
BLADES



ATHLETIC RUBBER FLOOR



FIELD COLOR



ACCENT PAINT COLORS



RESINOUS FLOOR



VINYL BASE



RUBBER



CASEWORK

Horace Mann Middle School | Interior Finishes

Notes

- Finishes and materials
- Similar to existing areas
- Tie into existing building colors



Montessori Finish Board

- Color scheme to be natural and warm
- Accent walls to be warm gray and light blue and/or green.
- Laminate for casework to be a wood-look
- Softer flooring to be used in classrooms



FRONT OFFICE CARPET



CLASSROOM - CARPET

OR



CLASSROOM - KINETEX



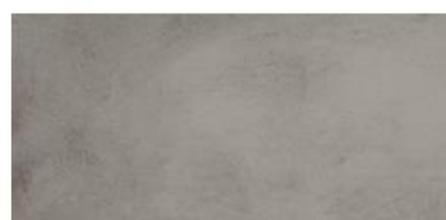
PAINT



RUBBER FLOOR



CASEWORK



BATHROOM FLOOR TILE



BATHROOM WALL TILE

Notes

- Finishes and materials
- Color scheme natural and warm
- Softer flooring in classrooms



➤ Horace Mann/ Montessori 95% Design



Noted Updates

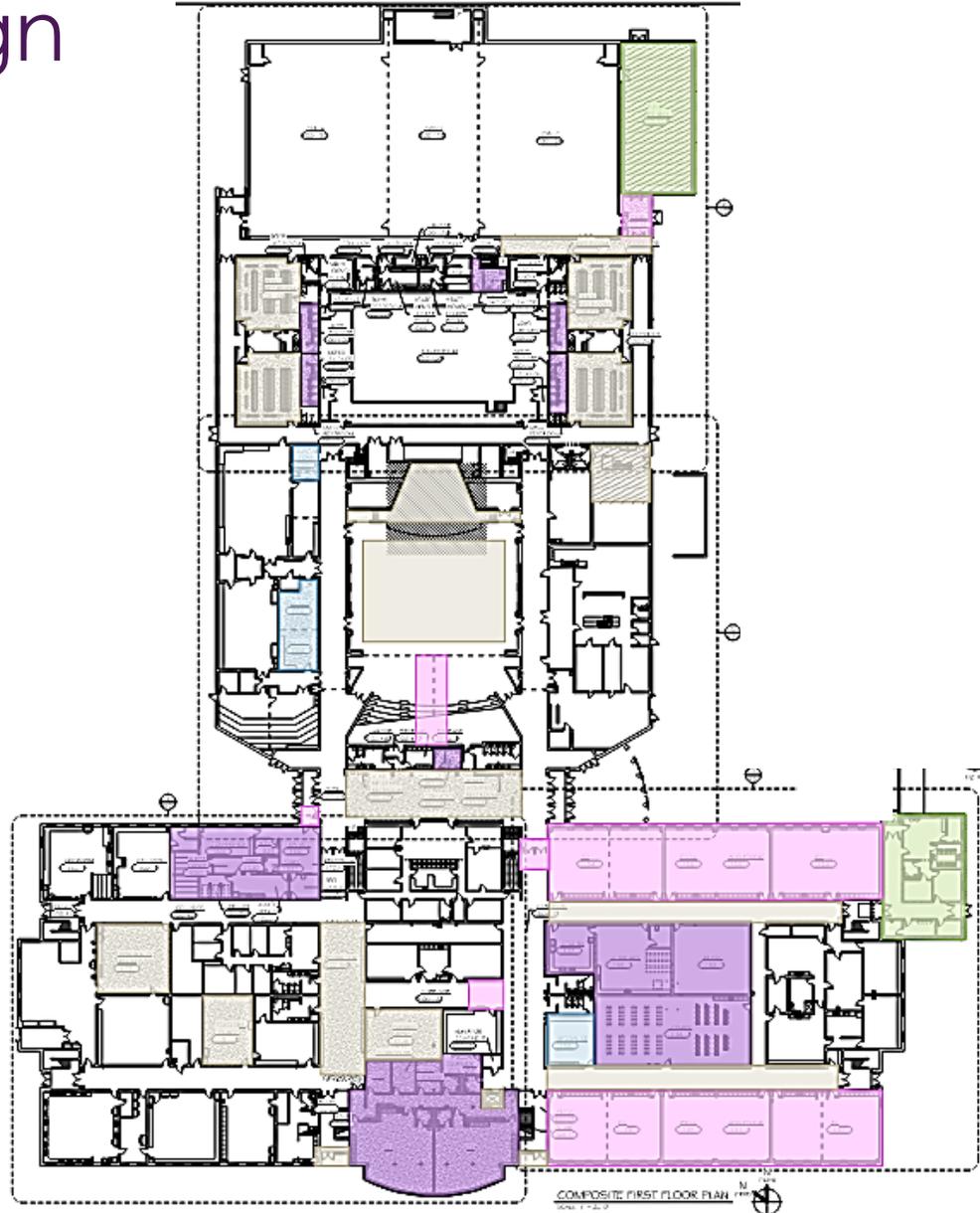
- Playground update
- ADA ramp to field
- Miscellaneous updates
 - Utility work
 - Asphalt work
 - Southeast Parking Lot
 - Relocated bike racks
- Montessori addition
 - Playground
 - Rear fencing
 - Building Sign



Horace Mann/ Montessori 95% Design

First Floor

Light Renovation
Medium Renovation
Heavy Renovation
New Addition
Updates/ Finishes



Areas of Work

- Front office & secure sequence
- Art rooms & renovations
- Community room
- Locker rooms
- New fitness addition
- Miscellaneous work
 - Cafetorium
 - Door maintenance
 - Window caulking
 - ADA grab bars
 - Ceilings
- Montessori wing
 - Community room
 - Children's House
 - Two Offices/Storage
 - Six Classrooms
 - Library
 - Stem/Art
 - Kitchen
 - Music



➤ Montessori 95% Design

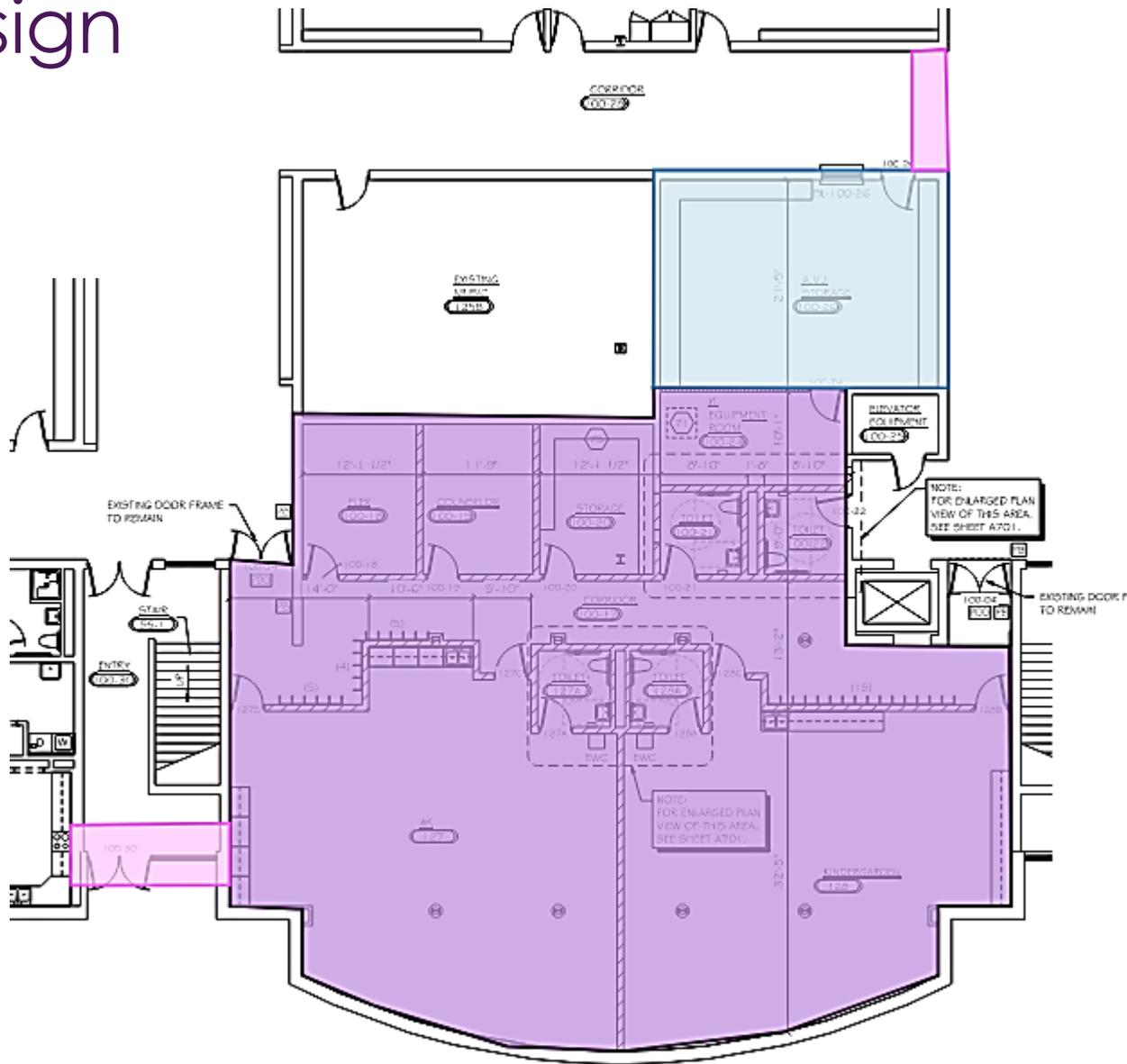
Design Rendering

- Montessori Entrance and Addition





Montessori 95% Design

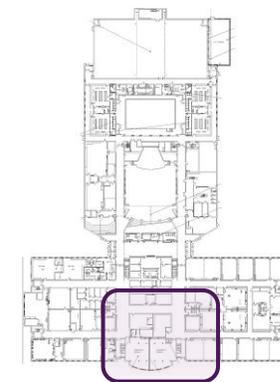


Areas of Work

- Library Renovation
- Children's House
- Toilet rooms/ Offices
- IT access

- Light Renovation
- Medium Renovation
- Heavy Renovation
- New Addition
- Updates/ Finishes

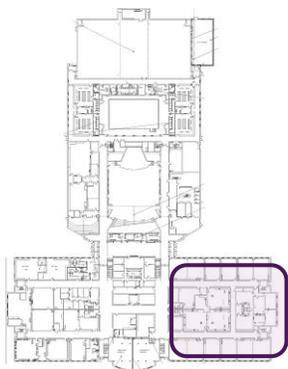
Key Plan





Montessori 95% Design

Key Plan



Light Renovation

Medium Renovation

Heavy Renovation

New Addition

Updates/ Finishes

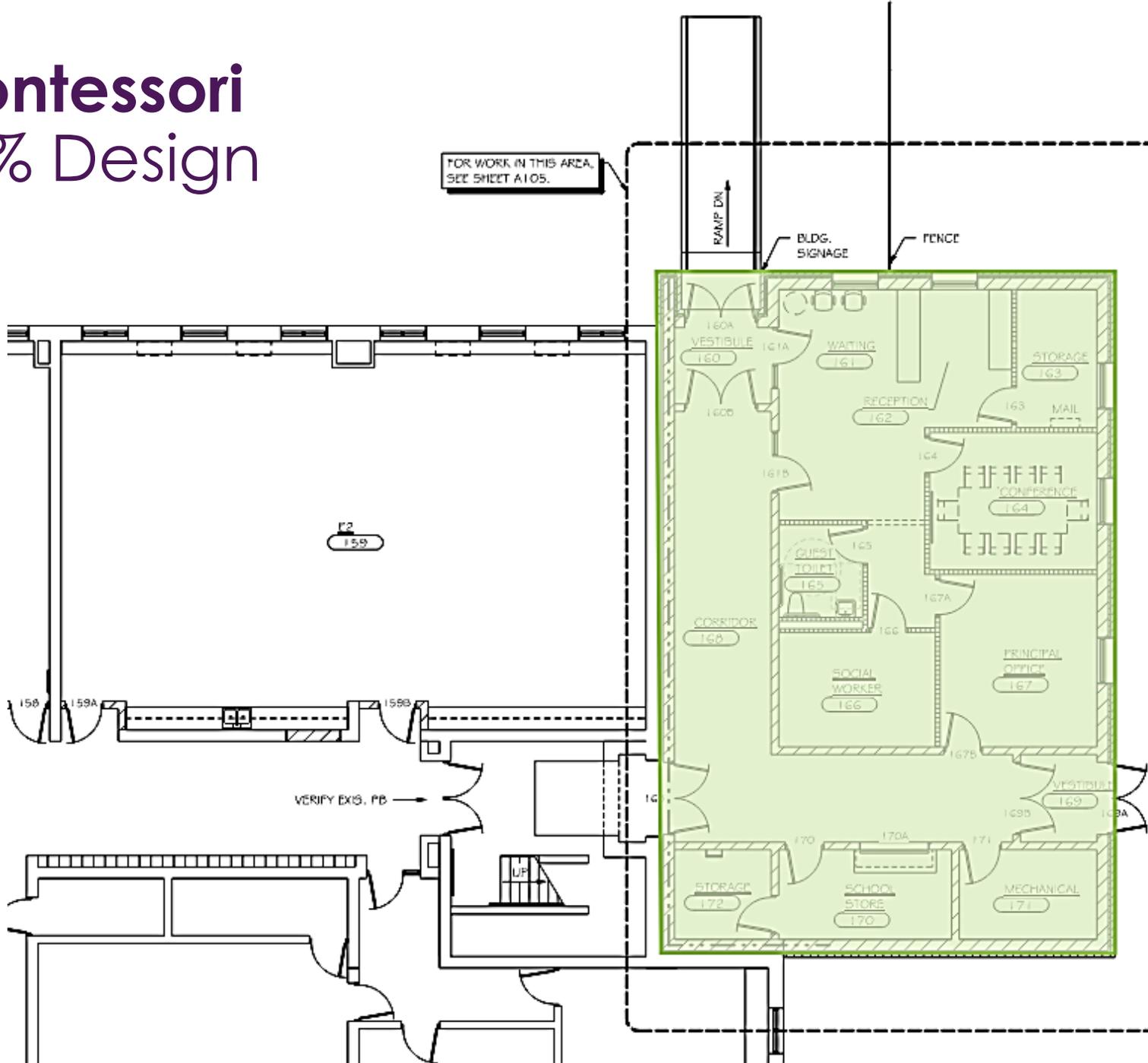


Areas of Work

- Montessori Renovations
- Six classrooms
- Library
- Music
- Stem/Art
- Kitchen
- Music
- Special Ed



Montessori 95% Design

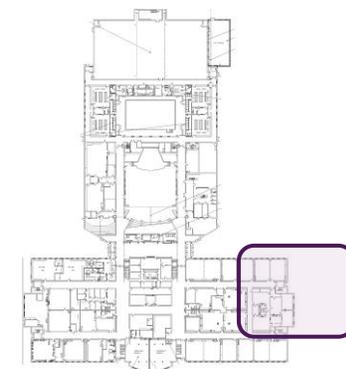


Areas of Work

- Montessori Addition
 - Secure Entry
 - Waiting
 - Principal's Office
 - Conference Room
 - School Store
 - Social Worker
 - Access to playground
 - Storage

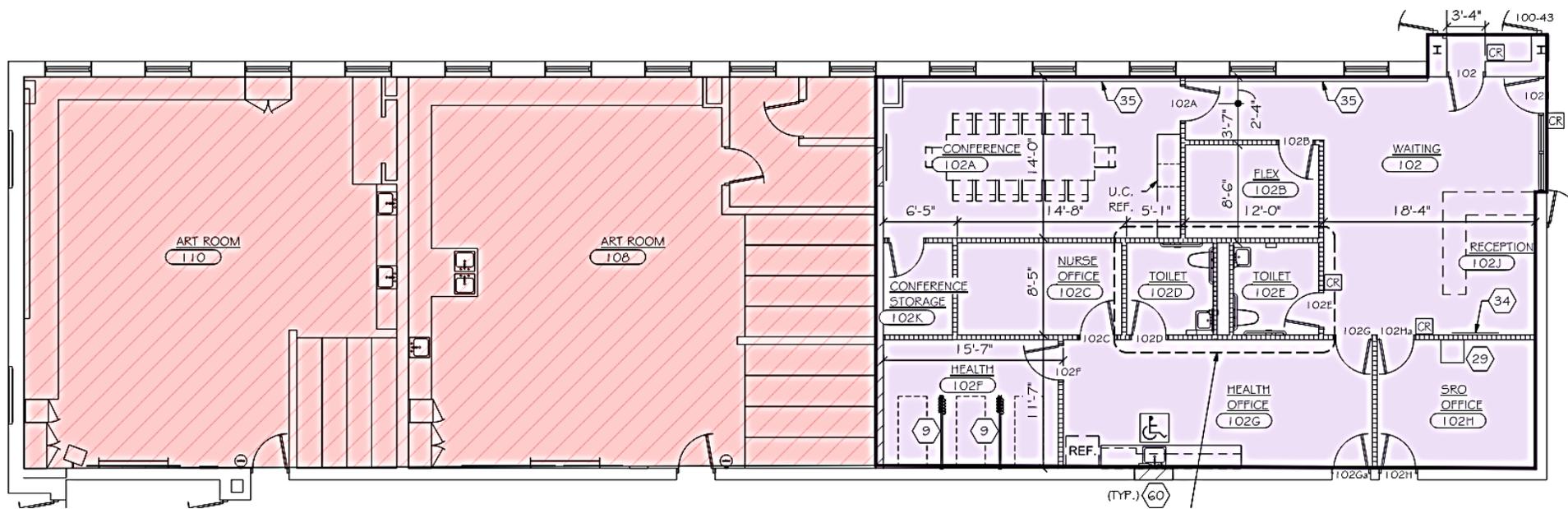
- Light Renovation
- Medium Renovation
- Heavy Renovation
- New Addition
- Updates/ Finishes

Key Plan





Horace Mann 95% Design



- Light Renovation
- Medium Renovation
- Heavy Renovation
- New Addition
- Updates/ Finishes

Areas of Work

- Secure Front Entrance
- SRO
- Flex Room

Changes from last time

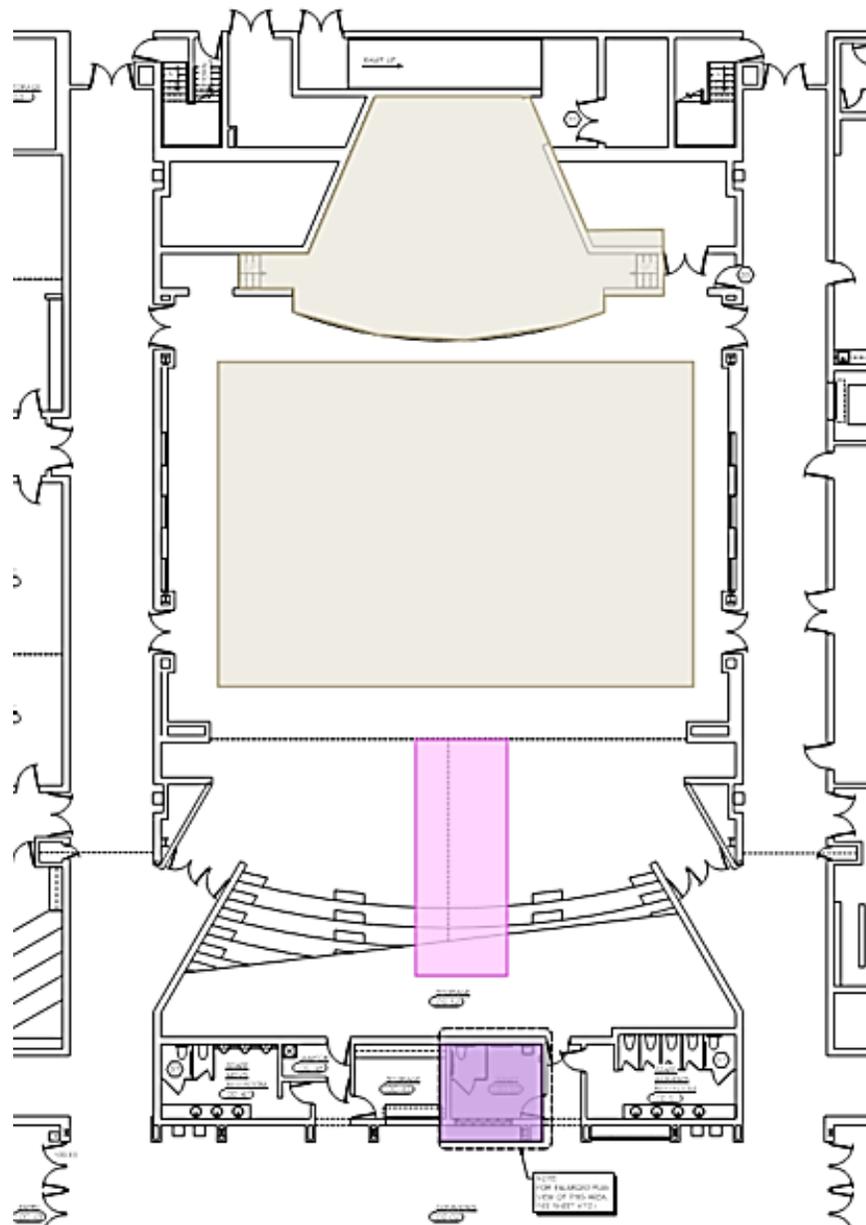
- Health Rooms
- Conference room
- Art Rooms removed from scope

Key Plan





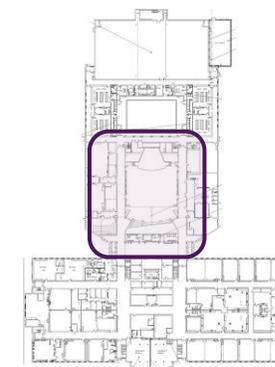
Horace Mann 95% Design



Areas of Work

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

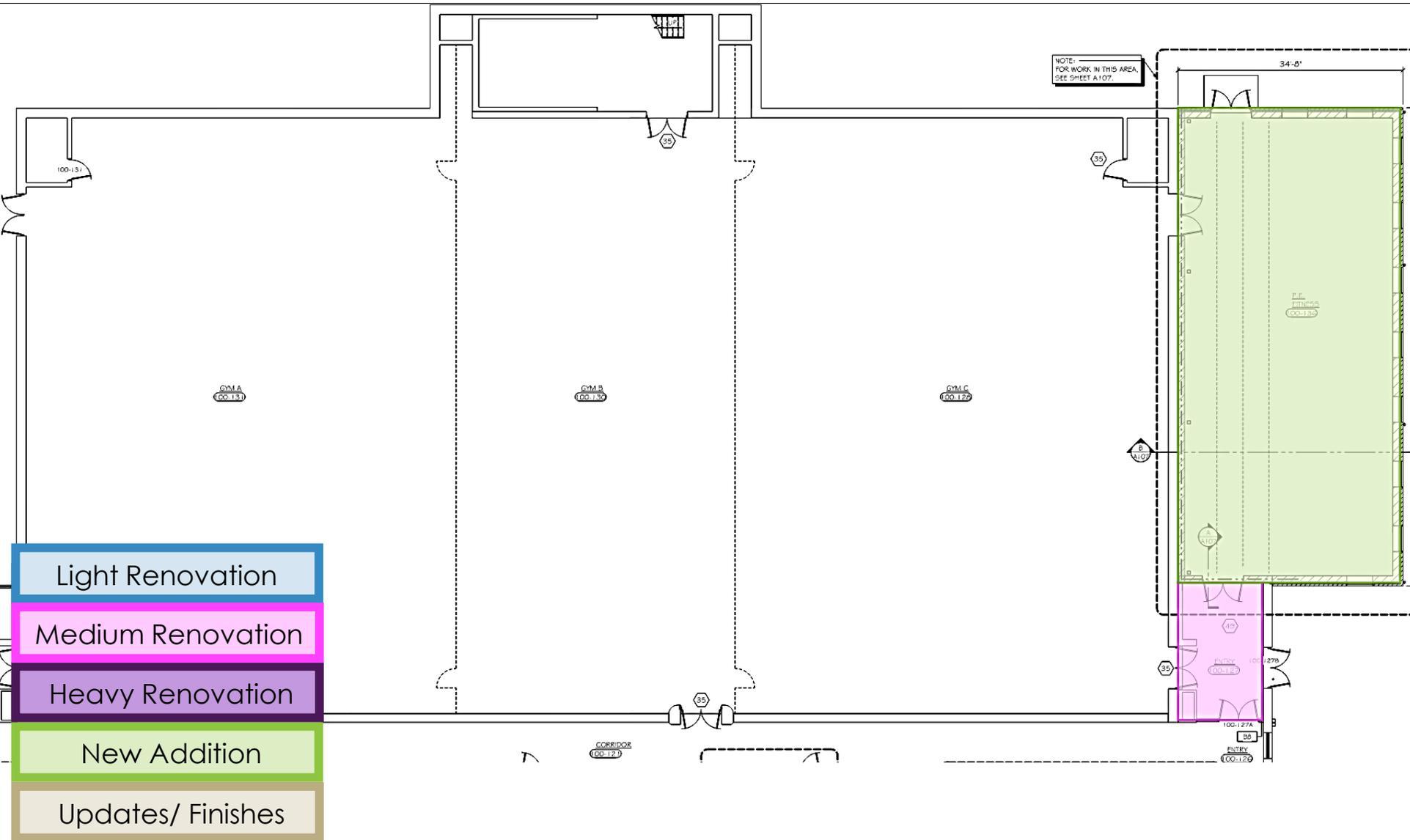
Key Plan





➤ Horace Mann 95% Design

- ## Areas of Work
- New fitness room addition





➤ Horace Mann 95% Design

Design
Rendering

- Fitness
Addition



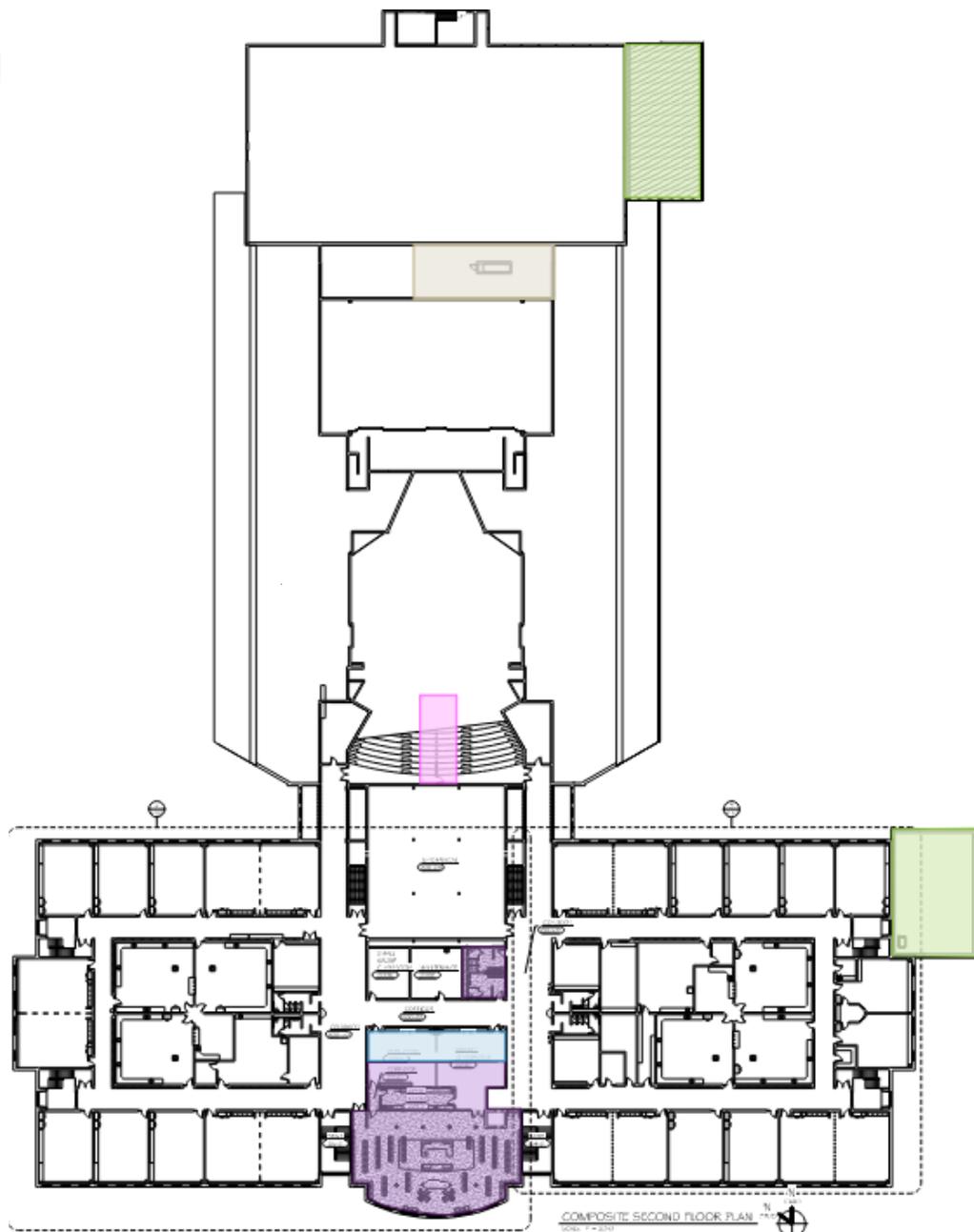
nexus
SOLUTIONS®



Horace Mann 95% Design

Second Floor

Light Renovation
Medium Renovation
Heavy Renovation
New Addition
Updates/ Finishes



Areas of Work

- Library/ Flex rooms
- Removed library alternate
- Toilets
- Pool Electrical Equipment



➤ Horace Mann 95% Design

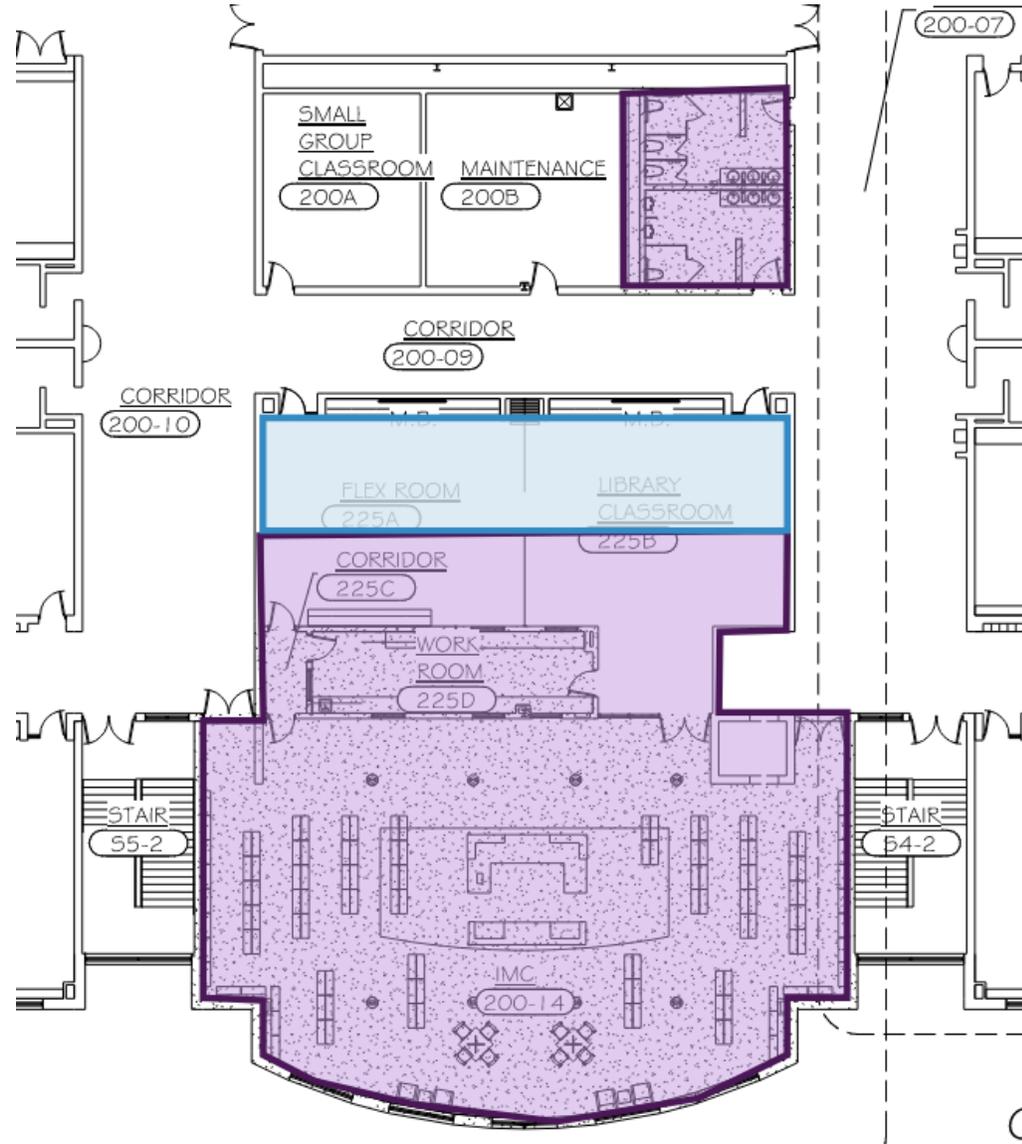
Design
Rendering

- IMC





Horace Mann 95% Design

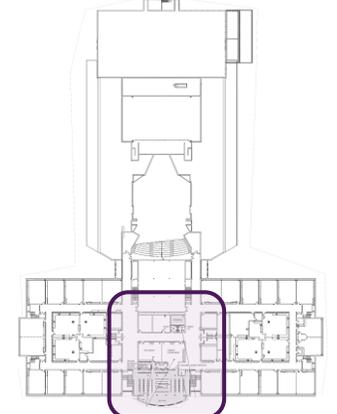


Light Renovation
Medium Renovation
Heavy Renovation
New Addition
Updates/ Finishes

Areas of Work

- Renovated library
- Flex rooms
- Elevator Renovation
- Toilet Rooms
- Elevator

Key Plan





➤ Horace Mann/ Montessori 95% Design

Mechanical Systems Summary

- Adding thermal equalizers to cafetorium and library.
- New Chilled/Hot Water AHU to serve fitness addition.
- New Chilled/Hot Water AHU and VAVs to serve Montessori office addition.
- New VAVs to serve office remodel.
- Modify existing systems to serve remodeled areas.

Plumbing Systems Summary

- Modifying existing systems to fit remodeled spaces
- New showers
- New toilet room by front lobby
- Modifying existing systems to fit remodeled spaces
- New toilet room group in Montessori addition



➤ Horace Mann/ Montessori 95% Design

Electrical Systems Summary

- Power, lighting, telecom and security renovations as needed for the new secure entry
- Power distribution, lighting, telecom and security design for fitness addition and Montessori 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.
- Bring Article 700 (emergency) and 702 (optional standby) distribution equipment into code compliance
- Replace damaged pool MCC
- Electrical infrastructure for stage dimming system
- LED lighting upgrades in renovated spaces
- Replace Fire Alarm System



2

Horace Mann Middle School
95% Budget Review



➤ 95% Budget Comparison

<u>Site</u>	<u>Original Referendum</u>	<u>Winter 2023 Re-Estimate</u>	<u>95% Design</u>
Horace Mann/ Montessori	\$12,119,000	\$13,327,576	\$12,900,000



Budget Update

2022 Capital Referendum Budgets (6.24.24)			
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	5,435,289
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	258,590
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			
Horace Mann MS & Montessori	12,119,000	13,327,576	12,900,000
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	241,376
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	1,110,847
West High School	28,395,000	29,895,000	31,088,437
West Athletics Phase 1	2,733,627	1,563,300	1,963,267
West Athletics Phase 2	1,633,373	2,200,000	2,009,874
West Community Room/Bleacher Storage			1,221,000
Total	119,800,000	123,092,616	126,856,606
Projected Interest Earnings	<u>8,000,000</u>		
Over/(under) Including Interest Earnings		(4,707,384)	(943,394)



Conclusion

Board Action

- Approve plan designs for Horace Mann, as presented, to be issued for bidding

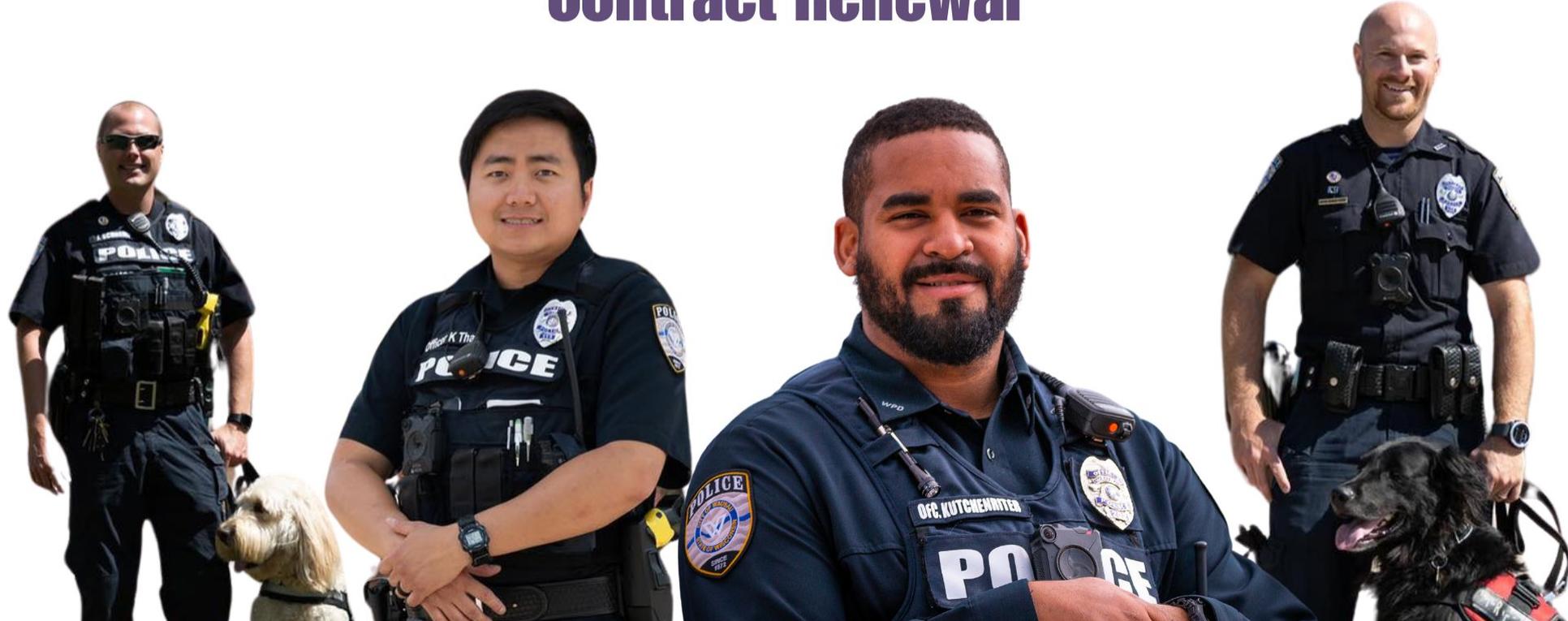


3

Questions



Wausau School District School Resource Officer Contract Renewal



1st Thank you, Wausau Police Department!



**Our SROs
are the
BEST!**





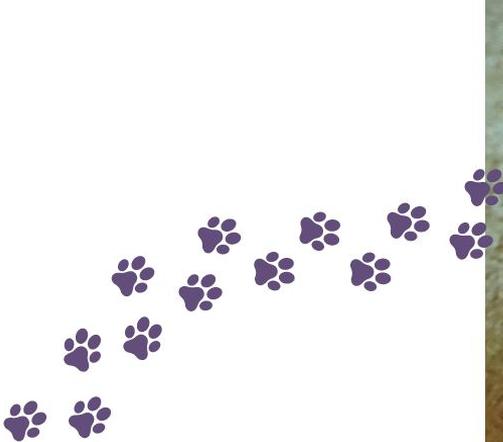
— HAPPY —
Retirement
Thank you, Badge!!





COMING
SOON

Timber!





Current SRO Contract



- **Paid out of Fund 80: Community Services Fund**
- **Wausau School District currently contributes 50% of employee costs during 9-month school calendar**
- **Current total cost to the district: \$181,000**





Proposed SRO Contract



- **3-year renewal, beginning July 1, 2024**
- **District to support 75% of cost for SRO program employees for 9 months of the year**
- **Increased training reimbursement from \$1,400 to 2,000 annually**
- **Estimated impact on the overall budget in 2024-25 is \$100,000**
- **Projected impact on mill rate is \$0.017 or 1.7 cents per \$1,000 of equalized value**



Potential Motion



Move to approve the proposed SRO contract for 3 years beginning July 1, 2024.





THANK YOU!!

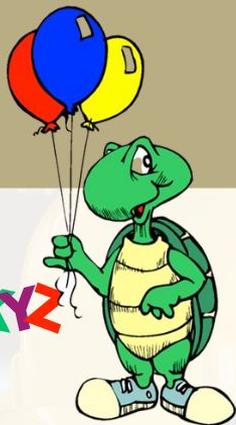




PROPOSAL FOR ADOPTION OF 4K CURRICULAR RESOURCE



ABCDEFGHIJKLMNOPQRSTUVWXYZ





4K Core Curricular Materials Adoption 2024



The 4K Program is requesting to adopt Frog Street as the 4K core resource with full implementation in the fall of 2024-2025.





Why the need for "new" materials?



- 'Happily Ever After' was adopted in the 2013 - over 10 years ago
- Current resource requires supplemental resources
- myIGDIs longitudinal vocabulary data suggest the need to reconsider the core resource
- The 4K team has identified for the past 2 years the need to reconsider the use of HEA
- Science of Reading research and Act 20 have prompted a need to review current resource





Materials Selection Process: Phase I – Planning



Vision: To identify a curricular resource that will assist us in creating a language-rich environment that builds a foundational love of learning through reading that leaves children (and parents) excited and engaged to learn more!

Goal of new resources: What do we believe about learning in 4K?

- Learning occurs across all activities and not in silos (comprehensive tool)
- Early learning should include purposeful hands-on learning opportunities through play
- Literacy and instructional practices should include a strong focus on developing oral language, vocabulary and executive functioning
- Differentiated instructional opportunities
- Parent partnerships are essential





Importance of Early Childhood Education



Foundation of Lifelong Learning:

- Early childhood education sets the groundwork for future academic and social success.

Critical Developmental State:

- Ages 3–5 are crucial for cognitive, emotional, and social development.

Achievement Gap Reduction:

- Quality pre-K programs can help close the achievement gap.





Our Vetting Process

- Since the 2021-2022 school year we have been layering supports to the current resource.
- Spring 2022: Identified, as a 4K team, the need to revisit the current literacy tool.
- Spring 2023: Held off on vetting curricular tools as anticipated a revision to Wisconsin Model Early Learning Standards.
- Fall 2023: Continued to use district data and student outcomes to drive conversations.
- March 2024: Provided Act 20 updates to the 4K team. Formed a 4K ELA leadership vetting team.



4K is Fun!



Our Vetting Process

- April 5 – 4K ELA vetting team meet.
 - Created a vision for the vetting process
 - Reviewed science of reading information and alignment to 4K practices.
 - Identified key look fors in curricular tools
- April 10 – Reviewed Early Childhood Learning and Knowledge Center (ECLKC) Curriculum consumer report ratings
 - Cross referenced the ECLKC rubric with Wisconsin Act 20 Curriculum Crosswalk



4K is Fun!



Our Vetting Process

- Based on our beliefs and research on best practices – we adjusted the ECLKC rubric by adding identified key elements we as a team wanted to use as the “4K material adoption rubric”.
- April 17 – May 31 :Systematically reviewed 5 curricular resources
 - After each review individual team members completed an 4K material adoption rubric.
 - Vendor presentations
 - Final discussion and recommendation



4K is Fun!



Our Vetting Process: Recommendation

The 4K ELA leadership vetting team unanimously recommended Frog Street Pre-K

- Key Features:

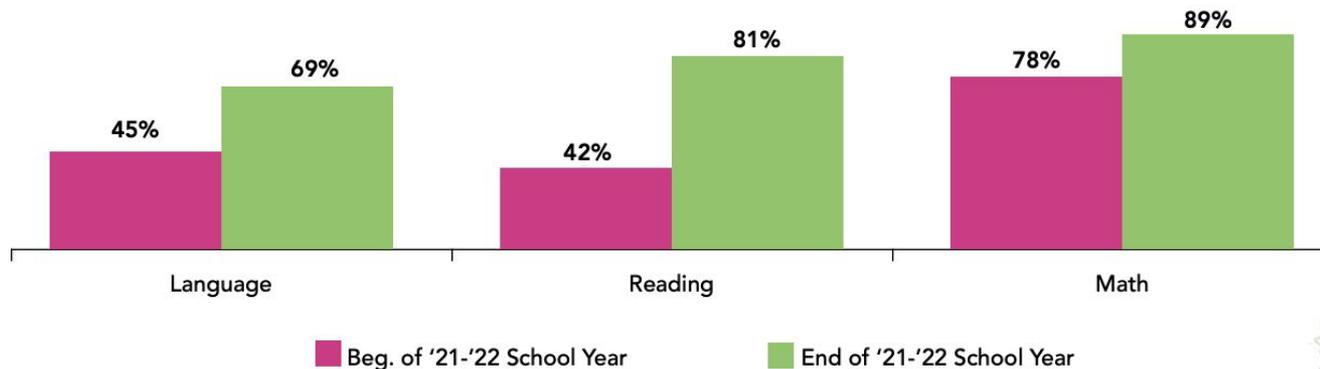
- Research-based: Programming built on the latest findings in neuroscience, math, literacy, and language acquisition
- Developmentally appropriate: Activities tailored to the developmental stages of pre-k children
- Scope and sequence: Features a clear and specific scope and sequence that gives children the opportunity to build foundational skills to support the acquisition of higher-level thinking
- Parental involvement: Resources for parents to support learning at home
- Hands-on, child-centered: Respects the developmental level of young children by offering concrete, hands-on, child-centered, engaging activities



Evidence of Effectiveness – Research Findings

Frog Street Establishes a Foundation for Kindergarten Readiness

The research findings by Johns Hopkins University show that the students using Frog Street curriculum were kindergarten ready according to benchmarks established by the CIRCLE assessments. These readiness indicators and percentage gains of kindergarten ready students were found across most of the critical early learning domains.



¹ Grant, Ashley A., PhD; Cook, Michael A., PhD; and Ross, Steven M., PhD, "The Impact of the Frog Street Pre-K Curriculum on 2021-22 Pre-K Gains and Kindergarten Readiness," Johns Hopkins School of Education, Center for Research and Reform in Education (2023)



Evidence of Effectiveness



Highlights of feedback received from other districts using Frog Street:

- “The morning message, brain start smart, math instruction, read-alouds and educational center time was a huge vocabulary boost.”
- “Teachers were very pleased with the morning message and how students' skill progressed.”
- “Teachers really found ways to bring the vocabulary in through the day.”





Implementation Plan

Professional Development:

- Full day of on-site implementation training for teachers
- On demand professional development (ongoing support)

Full Implementation

Assessment plan

- Maintain developmental checklist, report card, state screener.
- Adjust after implementing the curriculum for 1 year.





Conclusion



MOTION: to adopt Frog Street as the 4K core resource with full implementation in the fall of 2024-2025.



Achievement Gap Reduction - AGR

Spring Semester Update

Short Cycle Report
June 24, 2024

Presented by:

Julie Schell, Katie Colwell, Deb Foster, Jon Euting & AGR Principals



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

AGR Program Overview (Achievement Gap Reduction)

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
-
- i-Ready: K-5 Fall/Winter/Spring Diagnostic
 No K i-Ready Fall Assessment



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 Support
 - K-2 ELA Standards Unpacking and Alignment
 - AVMR Training (Continued for 23-24 school year)
 - In-District Coaching with District Math, Literacy, EL, eMLSS Coordinators, and Tech Integration Specialists
- Professional Learning Communities - Collaboration
 - Inform department and grade level conversations



Description of Assessments

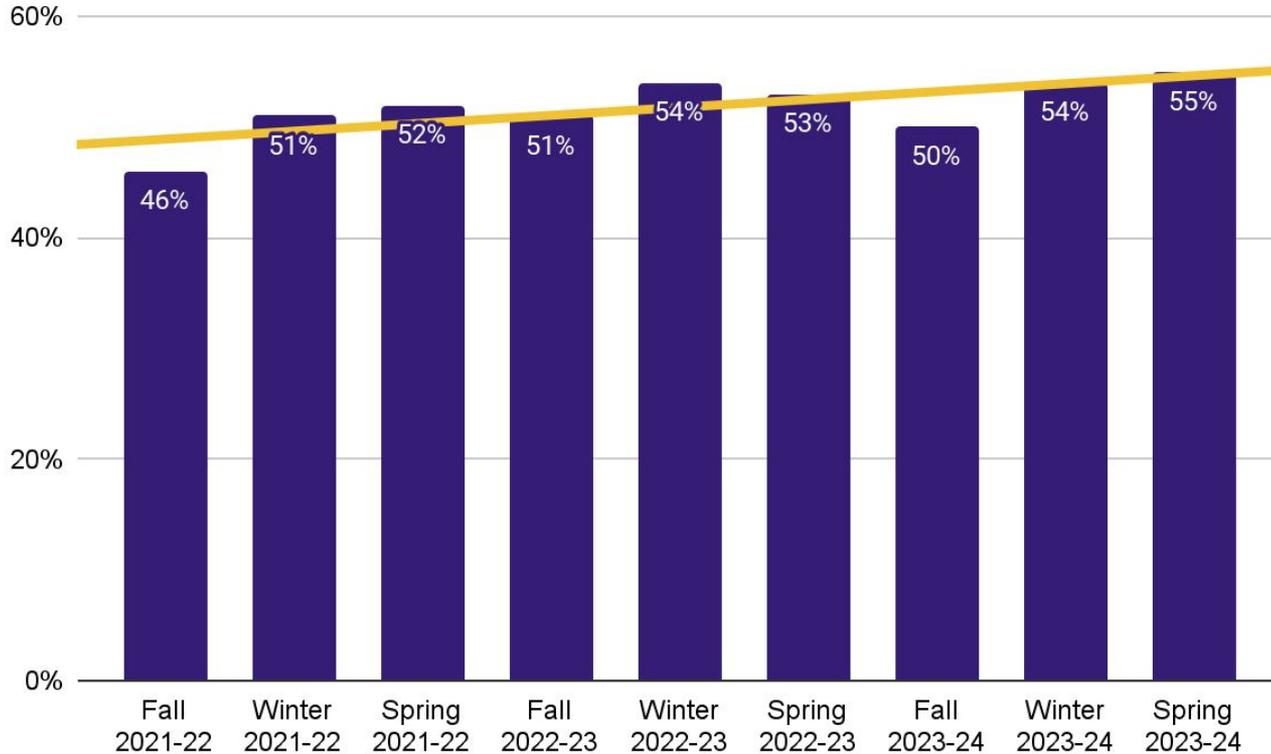
Data Sources:

- Starting this year ('23-24) we are using **iReady Diagnostic**
 - Diagnostics will be utilized in K-8 for consistent data collection and outcome analysis moving forward.
 - Diagnostic assessments dig deeper and help you identify gaps in knowledge or skills.
- On data slides you will also see our previous screener Fastbridge
 - Both Assessments provide students progress towards end of the year goals.

K-5 Reading Summary

AGR Buildings

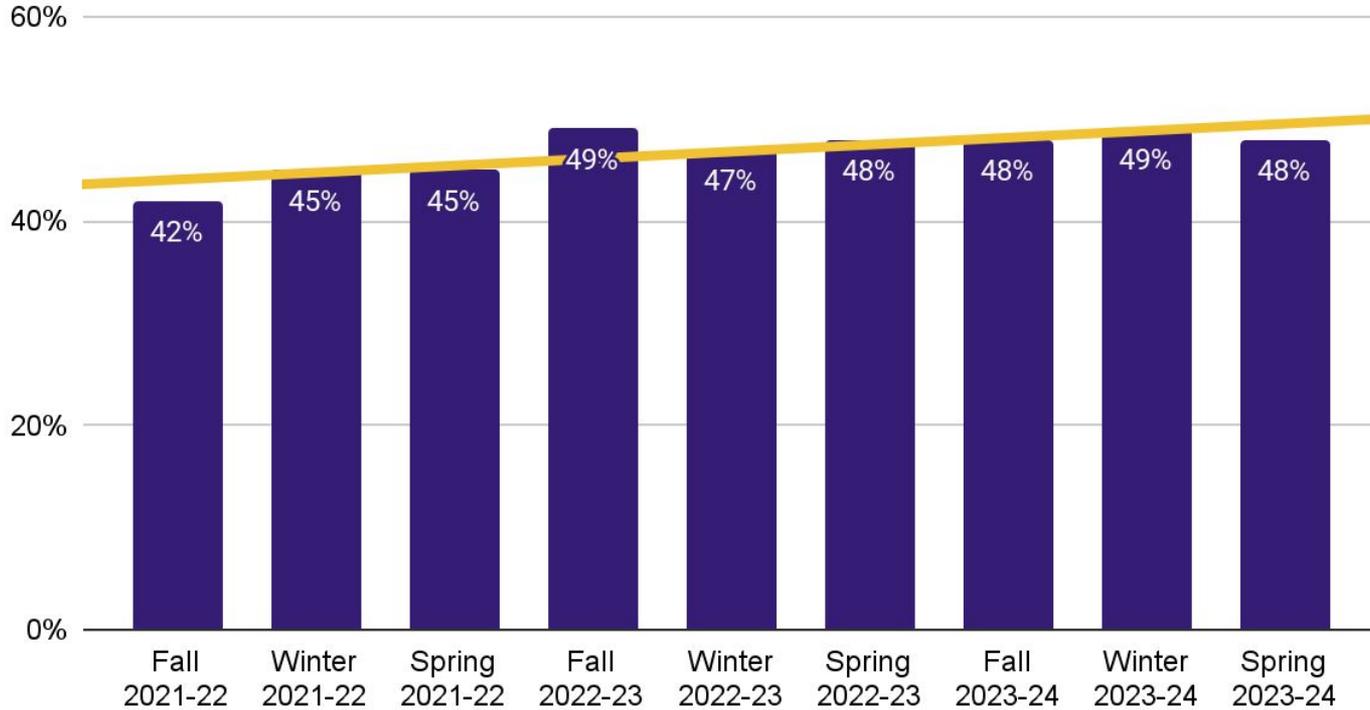
Combination of Assessments



K-5 Math Summary

AGR Buildings

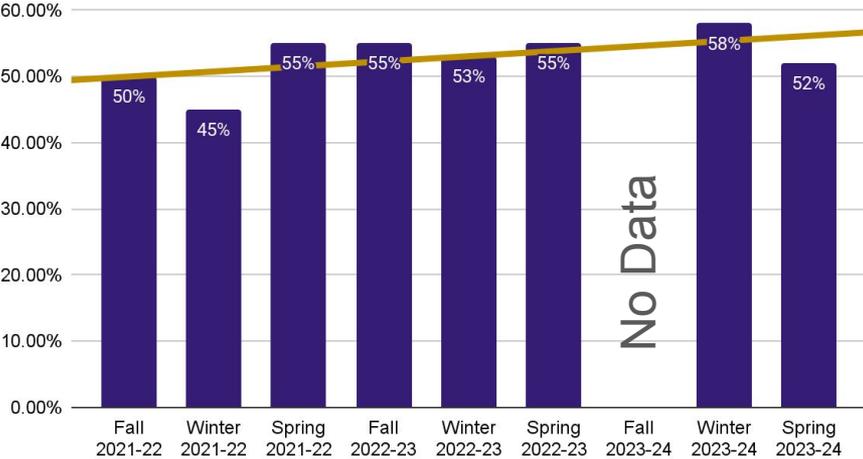
i-Ready Diagnostic Assessment



Kindergarten and 1st Grade All AGR Schools Combined

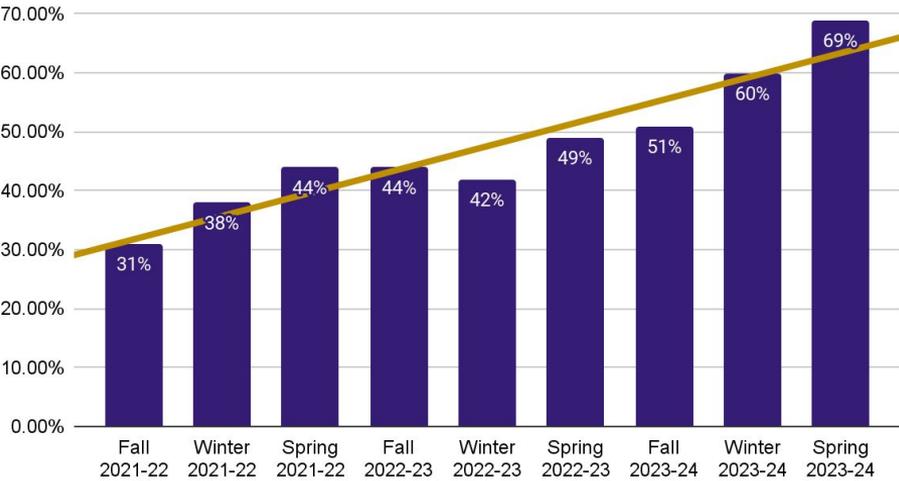
Fall 2021 - Spring 2023: FastBridge - Early Reading English Composite
Fall 2023 - ongoing: iReady

Kindergarten Reading



Start of iReady

1st Grade Reading



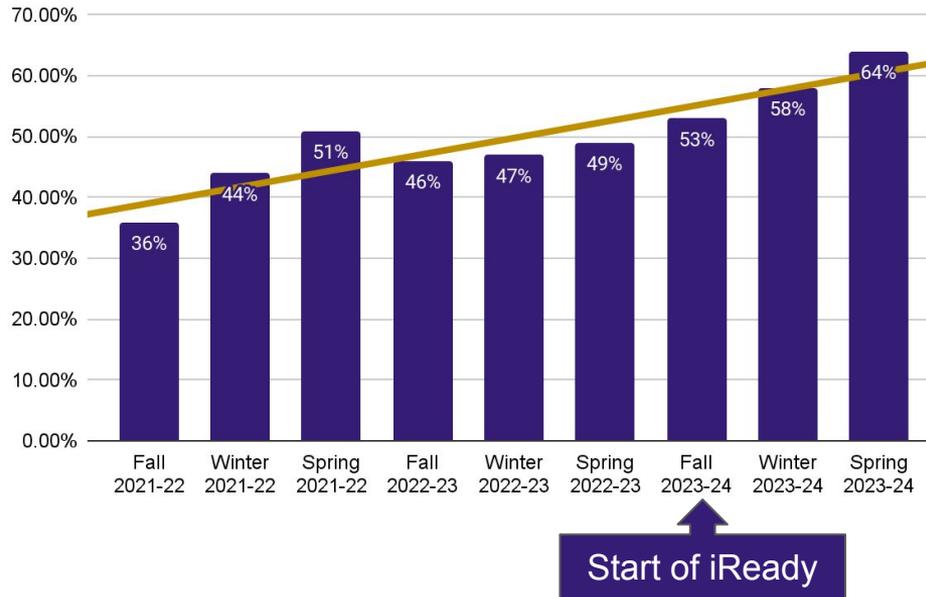
Start of iReady

2nd Grade

All AGR Schools Combined

Fall 2021 - Spring 2023: FastBridge - aReading
Fall 2023 - ongoing: iReady

2nd Grade Reading

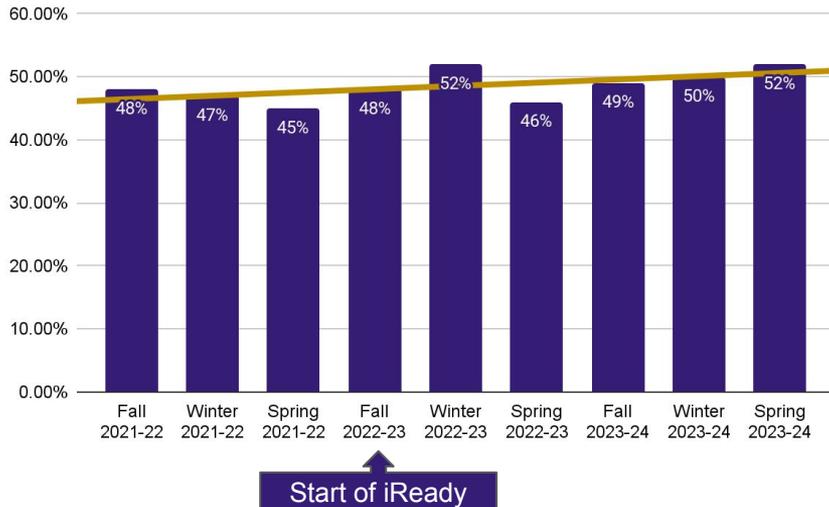


3rd - 5th Grade

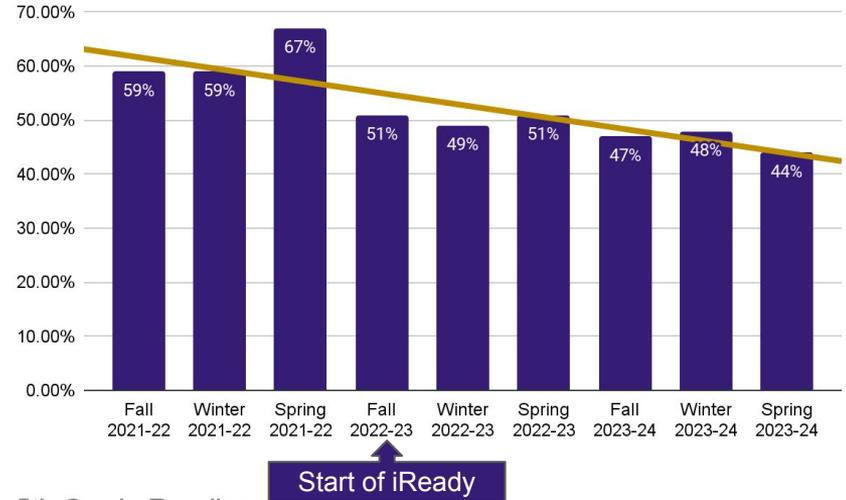
All AGR Schools Combined

i-Ready Reading Diagnostic

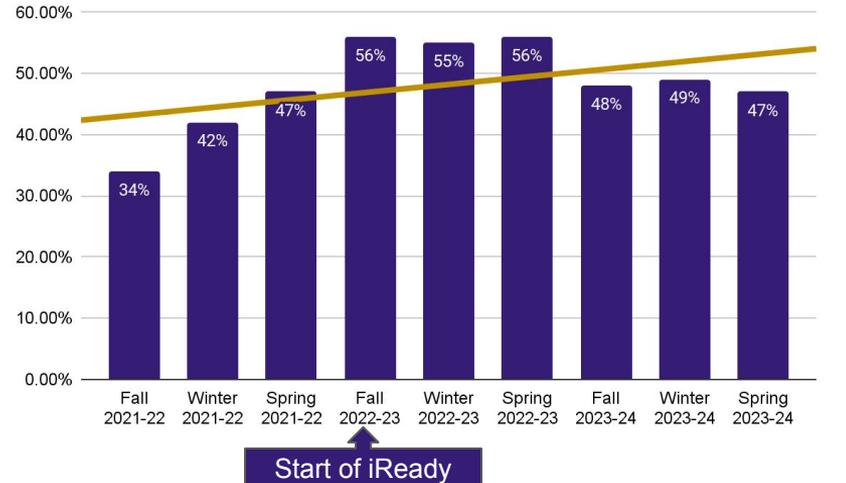
3rd Grade Reading



4th Grade Reading



5th Grade Reading

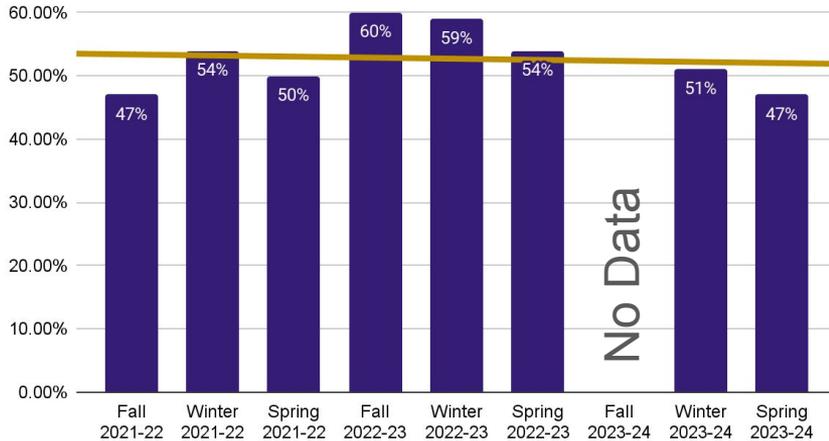


Kindergarten - 2nd Grade

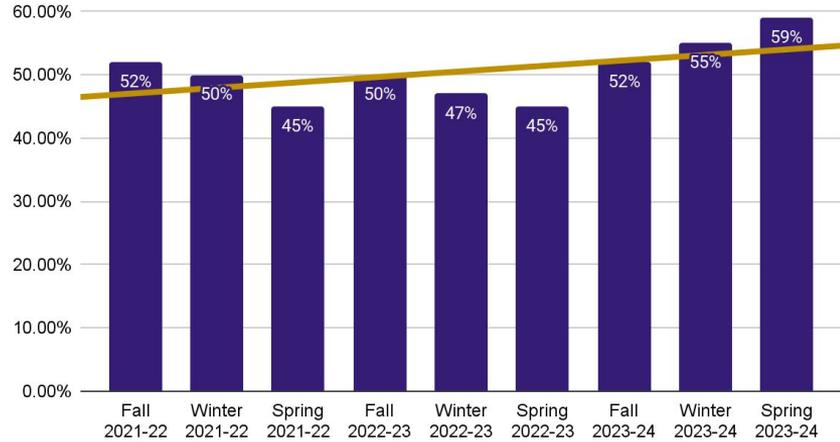
All AGR Schools Combined

i-Ready Math Diagnostic

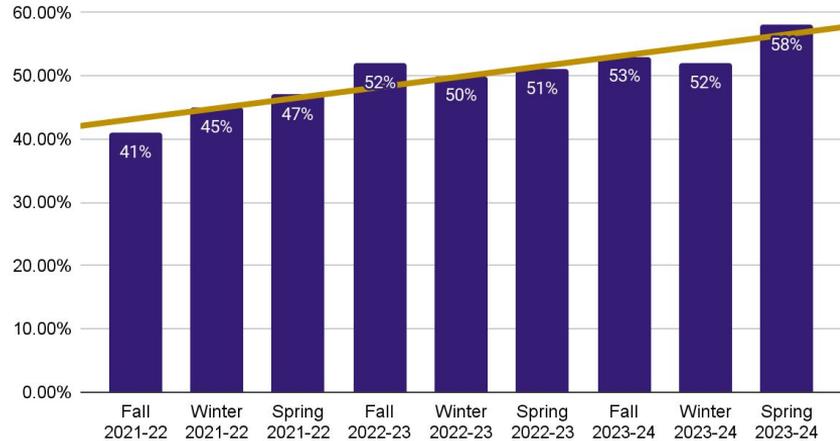
Kindergarten Math



1st Grade Math



2nd Grade Math

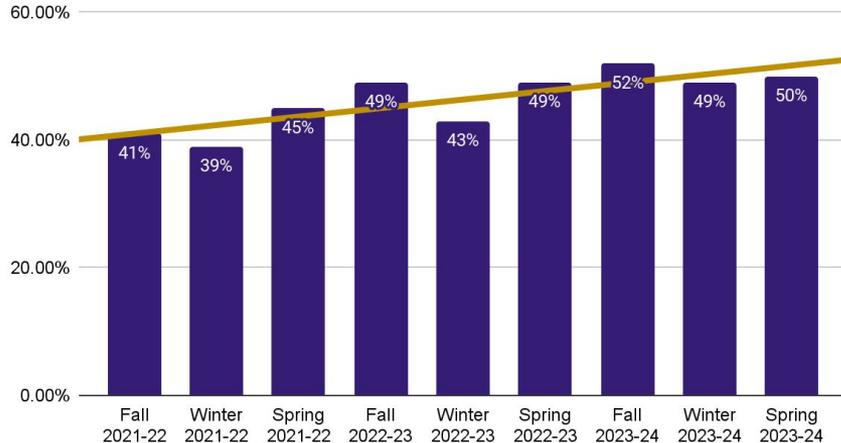


3rd - 5th Grade

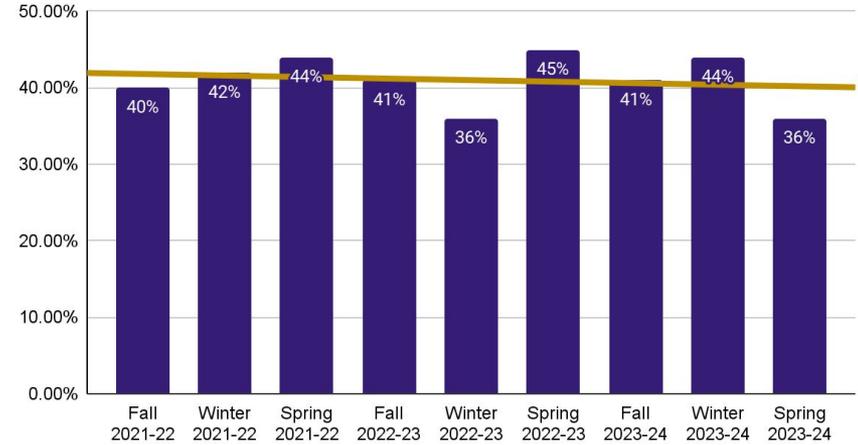
All AGR Schools
Combined

i-Ready Math Diagnostic

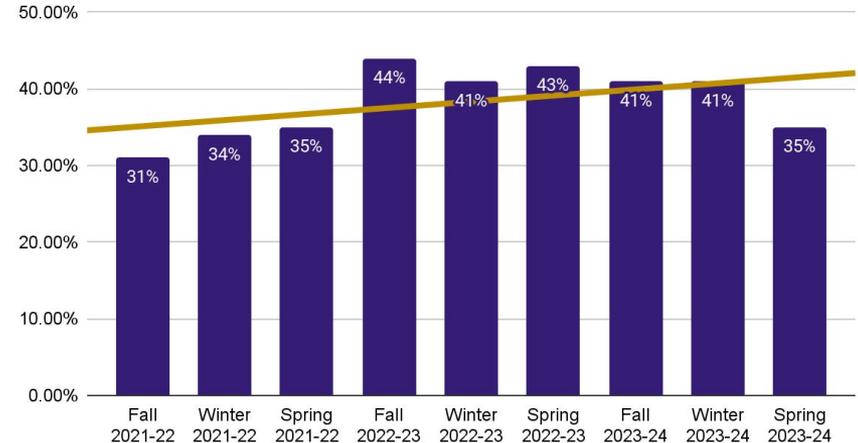
3rd Grade Math



4th Grade Math



5th Grade Math



Franklin i-Ready Diagnostic

Reading

(Percentage of students at or above benchmark)

	Fall 2023	Winter 2024	Spring 2024
KG i-Ready Reading (%)	–	57	43
1st i-Ready Reading (%)	42	56	59
2nd i-Ready Reading (%)	48	57	68
3rd i-Ready Reading (%)	44	53	61
4th i-Ready Reading (%)	32	38	33
5th i-Ready Reading (%)	42	52	40

Math

(Percentage of students at or above benchmark)

	Fall 2023	Winter 2024	Spring 2024
KG i-Ready Math	-	50	47
1st i-Ready Math	54	52	44
2nd i-Ready Math	45	50	47
3rd i-Ready Math	65	59	52
4th i-Ready Math	23	36	20
5th i-Ready Math	33	34	28

GD Jones i-Ready Diagnostic

Reading

(Percentage of students at or above benchmark)

	Fall 2023	Winter 2024	Spring 2024
KG i-Ready Reading (%)	-	58	51
1st i-Ready Reading (%)	43	42	52
2nd i-Ready Reading (%)	46	61	60
3rd i-Ready Reading (%)	43	43	47
4th i-Ready Reading (%)	31	31	26
5th i-Ready Reading (%)	54	45	41

Math

(Percentage of students at or above benchmark)

	Fall 2023	Winter 2024	Spring 2024
KG i-Ready Math	-	48	47
1st i-Ready Math	51	32	53
2nd i-Ready Math	54	50	42
3rd i-Ready Math	46	39	43
4th i-Ready Math	31	35	31
5th i-Ready Math	35	36	27

Grant i-Ready Diagnostic

Reading

(Percentage of students at or above benchmark)

	Fall 2023	Winter 2024	Spring 2024
KG i-Ready Reading (%)	-	79	70
1st i-Ready Reading (%)	53	75	79
2nd i-Ready Reading (%)	70	75	77
3rd i-Ready Reading (%)	59	58	61
4th i-Ready Reading (%)	48	47	45
5th i-Ready Reading (%)	22	30	38

Math

(Percentage of students at or above benchmark)

	Fall 2023	Winter 2024	Spring 2024
KG i-Ready Math	-	66	54
1st i-Ready Math	47	63	52
2nd i-Ready Math	55	73	77
3rd i-Ready Math	45	36	52
4th i-Ready Math	36	38	26
5th i-Ready Math	26	30	32

Hawthorn Hills i-Ready Diagnostic

Reading

(Percentage of students at or above benchmark)

	Fall 2023	Winter 2024	Spring 2024
KG i-Ready Reading (%)	-	58	62
1st i-Ready Reading (%)	52	61	72
2nd i-Ready Reading (%)	35	44	54
3rd i-Ready Reading (%)	54	57	52
4th i-Ready Reading (%)	52	38	28
5th i-Ready Reading (%)	45	52	59

Math

(Percentage of students at or above benchmark)

	Fall 2023	Winter 2024	Spring 2024
KG i-Ready Math	-	34	41
1st i-Ready Math	48	57	48
2nd i-Ready Math	59	47	57
3rd i-Ready Math	46	43	45
4th i-Ready Math	48	38	26
5th i-Ready Math	39	48	41

Lincoln i-Ready Diagnostic

Reading

(Percentage of students at or above benchmark)

	Fall 2023	Winter 2024	Spring 2024
KG i-Ready Reading (%)	-	52	36
1st i-Ready Reading (%)	42	55	74
2nd i-Ready Reading (%)	52	53	64
3rd i-Ready Reading (%)	39	36	33
4th i-Ready Reading (%)	54	51	50
5th i-Ready Reading (%)	55	51	49

Math

(Percentage of students at or above benchmark)

	Fall 2023	Winter 2024	Spring 2024
KG i-Ready Math	-	58	33
1st i-Ready Math	39	55	71
2nd i-Ready Math	46	42	48
3rd i-Ready Math	33	42	25
4th i-Ready Math	46	40	37
5th i-Ready Math	40	43	23

Jefferson i-Ready Diagnostic

Reading

(Percentage of students at or above benchmark)

	Fall 2023	Winter 2024	Spring 2024
KG i-Ready Reading (%)	-	50	50
1st i-Ready Reading (%)	69	73	79
2nd i-Ready Reading (%)	59	57	61
3rd i-Ready Reading (%)	57	58	59
4th i-Ready Reading (%)	67	76	73
5th i-Ready Reading (%)	53	57	55

Math

(Percentage of students at or above benchmark)

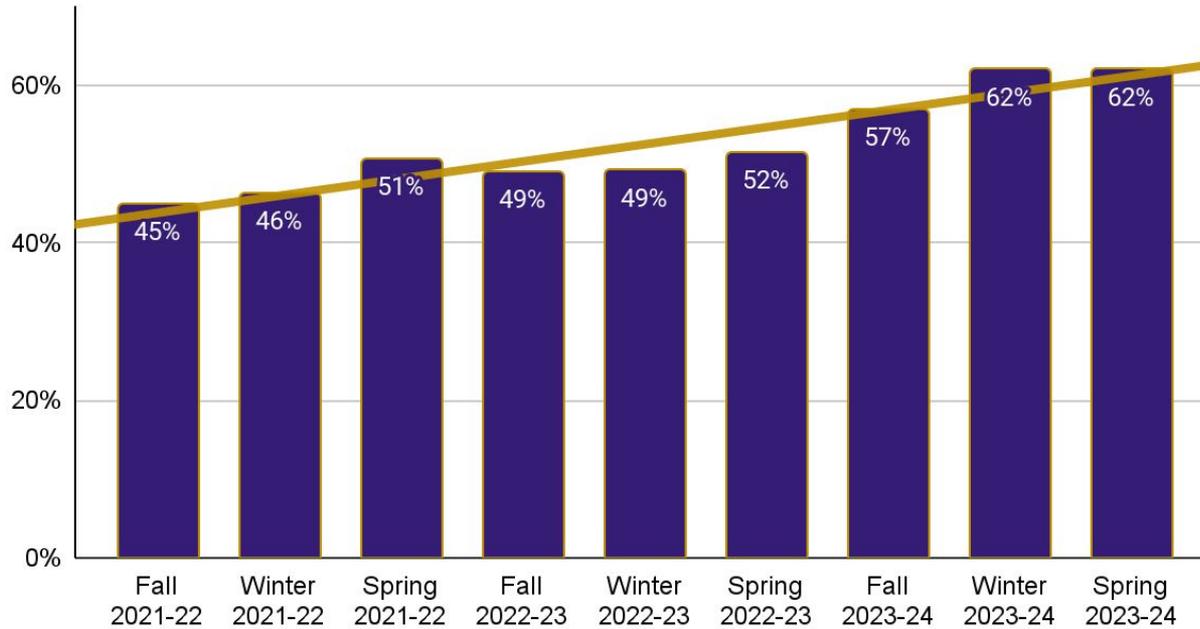
	Fall 2023	Winter 2024	Spring 2024
KG i-Ready Math	-	54	59
1st i-Ready Math	65	73	77
2nd i-Ready Math	57	51	74
3rd i-Ready Math	75	74	77
4th i-Ready Math	63	71	62
5th i-Ready Math	60	51	58

K-5 Reading Summary

All Buildings

Combination of Assessments

Reading

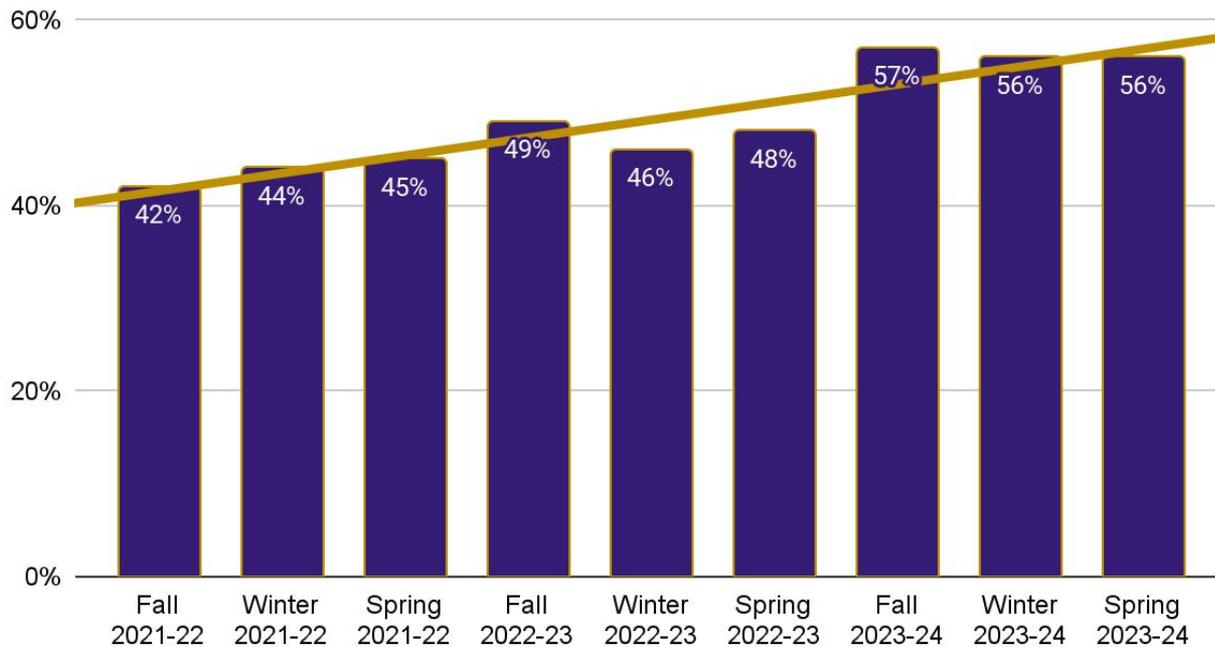


K-5 Math Summary

All Buildings

i-Ready Diagnostic Assessment

Math



What are the Next Steps?

- Continue to support adult learning through Professional Development Initiatives
 - ACT 20 - Additional Foundational Training for all K-3 Teachers beginning 24-25
 - Engaging in a process that is identifying strengths in our practices and areas of need to provide continuing professional learning for staff in response to all learners.
- 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



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



Employee Wage and Salary Increases 2024-25 School Year

Presented by:
Tabatha A Gundrum, PHR, pHCLE
Director of Human Resources
June 24, 2024

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





24-25 Recommended Wage and Salary Increases

- 3% increase to all employee group wages/salaries for 2024-25
- Aligned with the current planned budget





Teacher Schedule Adjustments

- Increases base salary to \$48,278
- Adjusts the first 5 steps of the schedule to accommodate the increased starting salary
- Provides all steps and degree/certification movements according to the salary structure
- Provides an overall schedule lift of 0.58%
- Ratified by WEA on Thursday, June 20, 2024





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STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION (SLIFE) PATHWAY





Who is a SLIFE student?

SLIFE students may have some characteristics in common, but there are also many variables in this group

- Students who have some formal schooling that has been interrupted for 2 or more years:
 - May have fled conflict or violence
 - May be a refugee in our country
 - Schooling may also have been interrupted due to a natural disaster or high poverty conditions
- Some may have never had any formal schooling
- Some may have done their schooling in a country where they were taught in English, but many are also English learners
- SLIFEs may have experienced extreme stress or trauma during periods of unrest, and all will need some sort of specialized support in order to be successful in the U.S. school system
- A big challenge in SLIFE education is defining and identifying all of the students in this group



SLIFE definition: Challenges with identification

- In order to be able to accurately identify SLIFE and monitor their progress, we have to have a standard federal definition – which does not currently exist.
 - With other subgroups of students such as special education, we can point to legislation for the definition and guiding light to identify and understand how to best support the students.
 - While SLIFE are mentioned in the newcomer toolkit, which is provided by the United States Department of Education, it doesn't define who they are, nor provide an outline of how to support them or collect data on them.
 - In the absence of a widely used definition, we currently have a number of states either collecting data on them or defining them in their own way. With states choosing or crafting their own definition of SLIFE, we don't have a way to compare how effective the support we have in place is. We need to be able to look at trends across the country in order to have a clear understanding of how to best support these students.





70% of SLIFEs won't graduate high school with a regular diploma

- Research suggests that a staggering 70% of SLIFEs won't graduate high school with a regular diploma, and that adolescent SLIFEs are most at risk for academic failure.
 - The current system (or lack thereof) is not set up to adequately address the unique needs of this population of students, and the consequences can alter the trajectory of their lives throughout their education journey and beyond.
 - While teachers often recognize the urgency around this issue, it should not fall just to educators to struggle to find the necessary resources to support their SLIFEs.

III. Foreign-Born Teen Populations | Pew Research Center





Legislation: WHY does the Wausau School District need to create a pathway?

Title VI: Students whose primary language is not English (English learners or EL students) may require language supports in order to meaningfully participate in school:

- Title VI requires that schools, districts, and state education agencies (SEAs) take affirmative steps to address language barriers so that EL students may participate meaningfully in their schools' educational programs
- A district must effectively implement a sound educational approach in its programs for EL students.
- Title VI also requires schools to adequately communicate with limited English proficient (LEP) parents about important school-related information in languages they can understand. OCR has sought to ensure that limited English proficiency is not an obstacle for students or their LEP parents to access educational opportunities.

Department of Education: [Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs](#)



Specifically for Newcomers:

Credit Accrualment & Graduation

Newcomers who arrive partway through high school with limited formal education and limited language proficiency pose a unique challenge for schools. In order to provide an equitable education,³⁰ schools must identify pathways for graduation that are age-appropriate and consider mechanisms for students to receive appropriate credit for work completed in other countries. For students in high school, districts must provide for these students to acquire English and academic content within a four-year time period, as ELs are entitled to equitable educational opportunities, including graduation and post-secondary opportunities.

²⁷ [See Castañeda v. Pickard 648 F.2d at 1011](#)

²⁸ [U.S. Department of Education. English Learner Toolkit. Chapter 4 Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs](#)

²⁹ [Dear Colleague Letter, January 7, 2015, FN 54](#)

³⁰ [20 U.S.C. § 1703](#) and [Dear Colleague Letter, January 7, 2015](#)



**DPI-
Newcomer
Toolkit
Chapter 08 -
EL
Programmin
g**



Wisconsin districts awarding credits for students demonstrating proficiency

- Act 55, the Wisconsin 2015–17 state budget bill, created a new section of statutes allowing Wisconsin school districts to determine and award credits based on student demonstrations of proficiency:
 - The new section, s. 118.33(1)(es), Wis. Stats., states that “A school board may adopt a resolution to allow pupils in the high school grades to earn high school credits in a subject area by demonstrating a level of proficiency in that subject area or by creating a learning portfolio related to that subject area.”

Legal Citation • s. 118.33(1)(es) Wis. Stats.

Fostering Innovation in Wisconsin Schools





Newcomer Summary at Wausau East and Wausau West

- The Wausau School District has seen an increase in the number of newcomer students enrolling at East and West
- Most students arrive with an English proficiency score of 1; an English learner at the “beginning pre-production” stage of language acquisition
- Most students have limited or interrupted educational experiences, and arrive without transcripts or any formal schooling
- However, some students are educated with a formal education, yet they may still arrive without transcripts from their home countries
- We currently do not have a process to recognize the students’ former education and award credits



12
Newcomers

11
Newcomers





Enrolling 18-Year-Old English Learners

- Option 1: Enroll at Northcentral Technical College directly for English classes
 - These are adult learners with 0–7 Credits
 - If clients of ECDC, they can take English classes with ECDC and New Beginnings, and then can transfer to NTC for more English classes
 - Enroll at NTC directly for English classes
- Option 2: Enroll at East/West High
 - 16 or more credits: projected one year until graduation
 - 8–15 credits: 2–3 years projected until graduation

*****Students may attend schools until the end of the semester in which they turn 21. For example, a student turning 21 on Feb. 1 could complete the school year, but a student turning 21 on October 1 would only be able to complete the first semester.**

[DPI EL Policy Handbook](#)



Enrolling 16.5 to (almost) 18-Year-Old English Learners

- **Option 1:** Enroll at East/West without credits and formal education
 - Students with 0 credits or no prior schooling history
 - Students will enroll in sheltered/support classes including US History, Science, English, and Math if possible
 - 3-4 years of enrollment are expected for graduation
- **Option 2:** Enroll at East/West with credits
 - Students will enroll at grade level with some exceptions such as US 1 support/sheltered (fulfill Civics test requirement)
 - 16 or more credits: projected one year until graduation
 - 8-15 credits: 2-3 years projected until graduation
- **Option 3:** Enroll at East/West without credits but with prior formal education
 - Students do not have a transcript
 - Students will be evaluated for primary language proficiency using CommonLit and may receive credit
 - Students may be awarded credit based on current age and perceived content knowledge
 - Multilingual teachers will communicate with counselors to award performance-based credit



Option 3: Enroll at East/West without credits but with prior formal education (continued)

Assessment and Options for Awarding Credits (See the WSD High School Newcomer Enrollment Canvas Course)

English	Math	Science	Social Studies	Electives
<p>ACCESS Screener</p> <ul style="list-style-type: none"> ● EP 1: 0 credit ● EP 2: 1 credit ● EP 3: 2 credits ● EP 4: up to 3 credits 	<p>Students take semester finals</p> <ul style="list-style-type: none"> ● If 60% or higher, they will receive .5 credit per final passed ● Up to 3 credits ● Exams can be translated 	<p>Students take semester finals for Physical Science A and/or Biology A</p> <ul style="list-style-type: none"> ● If 60% or higher, they will receive .5 credit per final passed ● Up to 2 credits ● Exams can be translated 	<p>Students take US History 1 and/or 2 Sheltered Final Exams</p> <ul style="list-style-type: none"> ● If 60% or higher, they will receive .5 credit per final passed ● Exams can be translated 	<p>Students take a reading test in their native language on CommonLit:</p> <ul style="list-style-type: none"> ● Student passes grade-level native language reading assessment and receives foreign language credit per year passed
<p>ACT: 18 or higher (4 credits)</p>	<p>ACT: 18 or higher (3 credits)</p>	<p>ACT: 18 or higher (3 credits)</p>		



THANK YOU!





Handbook Updates 2024-25 School Year

Presented by:
Tabatha A Gundrum, PHR, pHCLE
Director of Human Resources
June 24, 2024

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





Language Updates & Clarifications

- Jury Duty Language – Procedure updated to align to current practice
- Technology MFA – Added the MFA requirement to align to current practice
- Uniformed Services Leave - Updated language to be in compliance with recent updates and current practice





Language Updates & Clarifications

- Time Off Provisions
 - Updated language related to entering time off to align to current procedure
 - Added language to move any vacation or personal leave time that would otherwise be forfeited into the appropriate Medical Hardship Donation Banks





Language Updates & Clarifications

- Added language related to a payout of up to 5 personal leave days for teachers upon retirement at their per diem rate
- Added a \$500 longevity bonus payment for teachers that have attained years of service of 5, 10, 15 and 20. This payment would be made on one of the first few payrolls of the new school year after they hit their service anniversary.





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