

SCHOOL DISTRICT OF WEST DE PERE
REGULAR BOARD MEETING
Intermediate School- 901 S. Ninth Street
December 14, 2022
5:30 p.m.

- I. Call meeting to order
- II. Pledge of Allegiance
- III. Consider approval of the agenda
- IV. Recognition of District Students and Staff
- V. Open meeting to floor for fifteen minutes to enable district residents to bring items of general concern to the attention of the Board
- VI. Consider approval of the minutes of the November 16, 2022 regular meeting
- VII. Consider approval of the Treasurer's Report
- VIII. Consider previously paid bills as presented for payment approval
- IX. Old Business
 - A. Consider adoption of the following as previously presented:
 - 4005 Admission to School Activities
 - 4261 Substitute Caller-Aide
 - 5144 Discipline
 - 6150 Code of Classroom Conduct
 - 6150 (E) Code of Classroom Conduct Report Form (Delete)
 - 6150 (R) Administrative Procedures Implementing Code of Classroom Conduct Policy (Delete)
 - 8116 (E) School Board Evaluation Form
- X. New Business
 - A. Finance Committee Report
 - B. Curriculum and Policy Committee Report and First Readings
 - 5135 Weapons
 - 5400.1 Early College Credit/Youth Options Programs
 - 5400.1 (R) Early College Credit Program Eligibility Guidelines
 - 6174 Summer School Instruction
 - C. Summary of the 2021-2022 State Report Card
 - D. Consider Annual School Safety Reports per Section 118.074 (4)(cp) Wisconsin Statutes
 - E. Consider Appointment of Deputy Clerk for School Board Elections
 - F. Consider Staffing Items
- XI. Reports and Communication
- XII. Consider adjourning into closed session as provided under Section 19.85 (1)(c) Wisconsin Statutes for the purpose of personnel issues. Further take notice that pursuant to Section 19.85(2) the Board may reconvene in regular session to consider matters discussed in closed session and other matters on the agenda.
- XIII. Reconvene into open session
- XIV. Consider matters discussed in closed session
- XV. Adjourn meeting

NOTICE

The School District of West De Pere Board meeting will be available in person and via Zoom.

If you have any need for special accommodations related to accessing the meeting, please contact Stacy Schaez at 920-337-1393 x8025.

Join Zoom Meeting: <https://zoom.us/j/93816542266?pwd=ZHFQZzN3OFhlanNNRkd5UEpJOEVWZz09#success>

By Phone: 312-626-6799

Meeting Id: 93816542266

Passcode: 77664

**SCHOOL DISTRICT OF WEST DE PERE
REGULAR BOARD MEETING
HEMLOCK CREEK ELEMENTARY SCHOOL
NOVEMBER 16, 2022
5:30 PM**

Board members present: Fuss, Van Deurzen, Borley, Van Den Heuvel, Bergner
Board members excused: None

The meeting was called to order at 5:30 PM by Board President Fuss followed by the Pledge of Allegiance. President Fuss stated that the area news media had been notified of the meeting as required by open meeting law and state statutes.

It was moved by Joe Bergner and seconded by Ryan Van Den Heuvel to accept the agenda.
Voting Yes: 5 Voting No: 0 Motion carried.

The Board recognized the following; The Girls High School Volleyball team for organizing the Dig Pink event which raised over \$4,000 for breast cancer research, Kayla Debruin, Senior volleyball player, for her career 1,000 digs, the Boys High School Cross Country team for competing at state, and Kate Schmoll for taking 3rd at state for cross country and also competing at state for swimming. Also recognized were the Recess Rescuers from Hemlock Creek Elementary. The Board applauded all the amazing things our students are doing.

The meeting was opened to the floor to enable district residents to bring items of general concern to the attention of the Board. None were presented.

It was moved by Barbara Van Deurzen and seconded by Joe Bergner that the October 19, 2022 regular and annual meeting minutes be approved as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Scott Borley and seconded by Joe Bergner that the Treasurer's Report be approved. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Scott Borley and seconded by Barbara Van Deurzen that previously paid bills to Vos Electric, VDH Electric, and Best Built be approved. Ryan Van Den Heuvel abstained. Voting Yes: 4 Voting No: 0 Motion carried.

It was moved by Joe Bergner and seconded by Barbara Van Deurzen that previously paid bills be approved excluding bills from Vos Electric, VDH Electric, and Best Built. Voting Yes: 5 Voting No: 0 Motion carried.

Old Business

It was moved by Joe Bergner and seconded by Ryan Van Den Heuvel to adopt the following policies as previously presented:

- 1311 Political Activities
- 4219 Maintenance Staff
- 5113 (R) Student Attendance and Truancy Administrative Procedures

Voting Yes:5 Voting No: 0 Motion carried.

New Business

Committee Chair, Scott Borley gave a verbal update regarding the Finance Committee Meeting.

Committee Chair, Barbara Van Deurzen reviewed the November 10, 2022 Curriculum and Policy Committee report.

Amy Schuh, Director of Student Services, shared with the Board the annual special education report. Discussion ensued.

It was moved by Scott Borley and seconded by Ryan Van Den Heuvel to approve the 2023 Summer School dates as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Ryan Van Den Heuvel and seconded by Joe Bergner to approve the changes to High School Family and Consumer Sciences as presented. Scott Borley abstained. Voting Yes: 4 Voting No: 0 Motion carried.

It was moved by Scott Borley and seconded by Ryan Van Den Heuvel to approve the new Science course for Summer School as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Joe Bergner and seconded by Ryan Van Den Heuvel to approve an additional course for the Tech Ed Department at the High School as presented. Voting Yes: 5 Voting No: 0 Motion carried.

Dennis Krueger, Superintendent and Bob Neuville, Technology Coordinator, presented to the Board the newly designed West De Pere app. Discussion ensued. The app will be available on November 17th, 2022.

The Board stated their intent to attend the WASB Convention in January. Joe Bergner was named the Delegate and Jenni Fuss the Alternate Delegate.

It was moved by Scott Borley and seconded by Barbara Van Deurzen to approve staffing items as presented. Voting Yes: 5 Voting No: 0 Motion carried.

The Board was presented with various reports and communications: such as updates, various thank you's, invitations, and calendar items. Discussion Followed.

It was moved by Barbara Van Deurzen and seconded by Ryan Van Den Heuvel at 6:38 PM that the meeting be adjourned. Voting Yes: 5 Voting No: 0 Motion carried.

Barbara Van Deurzen
Clerk

SCHOOL DISTRICT OF WEST DE PERE
ADMISSION TO SCHOOL ACTIVITIES

4005

The West De Pere Board of Education believes that staff attendance at school activities promotes overall student achievement and participation in such activities.

In recognition of this belief, the Board of Education has established the following parameters regarding employee attendance at school activities:

1. All district employees, Board of Education members, coaching staff, and their ~~immediate family members and children through grade 8~~ spouses are eligible to receive an employee activity pass that is good for free admission to regular season athletic events that take place in the School District of West De Pere. ~~which would allow them to attend home activities such as athletic events, concerts, musicals, and plays at no charge. The Principal and Director of Student Activities at each level has the right to designate certain events with special admission, i.e., free admission, admission by donation, etc.~~
2. All district employees, Board of Education members, Administration or coaching staff may receive a Bay Conference athletic pass by requesting such from the Director of Student Activities.
3. Employee activity passes or Bay Conference passes may be extended to coaches or community members at the discretion of the Director of Student Activities.
4. Promotional or recognition events involving free admission may be allowed at the discretion of the Director of Student Activities.
5. The admission privileges generally will not apply to W.I.A.A. and other tournament events as such events follow W.I.A.A. guidelines. In such cases, the discretion of the Director of Student Activities will prevail.

CROSS REFERENCE: 1115 - Guest Passes for Senior Citizens, 1116 - West De Pere Lifetime Courtesy Cards 8600 - Board Member Reimbursement Policy, W.I.A.A. Tournament Regulations

ADOPTED: 11/21/96

REVISED: 11/19/98, 3/18/99, 10/21/99, 4/19/04,10/17/12, 11/14/12

SCHOOL DISTRICT OF WEST DE PERE
SUBSTITUTE CALLER- AIDE

4261

QUALIFICATIONS:

1. High School diploma or equivalent.
2. Clerical skills such as filing, word processing, telephone skills, ability to interact with others and prioritize work responsibilities.
3. Possess and demonstrate strong interpersonal communication skills and project a positive and courteous attitude and image to the staff, students, and community.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Building Principal and/or designee

JOB GOAL: To provide for the district the services necessary to secure substitute teachers for staff during an emergency absence which help the school function smoothly for the administration, teachers, support staff, students and parents so as to facilitate the attainment of district and building goals.

PERFORMANCE RESPONSIBILITIES:

1. Project a positive and courteous attitude and image to the staff, students, and community.
2. Possess and demonstrate strong interpersonal communication skills.
3. Receive sick and emergency calls from staff needing a substitute teacher at the elementary, **intermediate** and middle schools. Record staff member's name, building, grade/assignment, immediate contact phone number, and reason for absence.
4. Provide the administrative assistant in each building the absent staff member's name, reason for absence, and name of the substitute teacher by email or phone call, if email is not operational.
5. Maintain a running log of information in items #3 and #4.
6. Utilize district provided equipment strictly for district business (ie, cell phone, laptop computer)
7. Return district provided equipment for summer maintenance at the end of the school year.
8. Demonstrate a commitment to the school district and its philosophies and goals by attitudes and actions.
9. Maintain professional competence through staff development activities provided by the District and in compliance with Wisconsin law.
10. Perform other duties as assigned or as judgment or necessity dictates.

TERMS OF EMPLOYMENT: 9-10 months (school year). Hours established as per administrative guidelines. Salary established as per schedule.

EVALUATION: Performance to be evaluated a minimum of once every three years by the Principal and staff member(s) assigned to work with the employee.

CROSS REFERENCE: Support Staff Personnel Handbook

ADOPTED: 1/27/09

REVISED: 8/22/17

SCHOOL DISTRICT OF WEST DE PERE
DISCIPLINE

5144

Discipline in the school is extremely important to the school program. Without discipline the school cannot discharge its responsibilities in the development of citizenship and the students cannot realize their greatest opportunities for growth. In maintaining discipline, teachers-school staff must be able to proceed with the assurance that support will be forthcoming from the administration and the Board of Education.

The following guidelines to discipline are recommended:

1. Discipline is meant to be positive rather than negative in nature; corrective rather than punitive. It consists of keeping students interested and busy doing something constructive rather than punishing them for anti-social behavior.
2. Discipline is always fair, dignified, and in the best interest of the child. Corporal punishment will not be allowed.
3. Conferences with teachers, principals, and parents should be effectively employed to bring about acceptable classroom behavior.

CROSS REFERENCE: 6150- Code of Classroom Conduct
Handbooks

LEGAL REFERENCE: Sect. 118.31, Wisconsin Statutes
Sect. 118.164, Wisconsin Statutes

ADOPTED: 4/18/72

REVIEWED: 10/5/89, 9/92

REVISED: 5/18/00

REVIEWED: 3/04

REVISED: 10/20/2021

SCHOOL DISTRICT OF WEST DE PERE
CODE OF CLASSROOM CONDUCT

6150

Philosophy

In the **West De Pere** School District **of West De Pere**, the students are the nucleus of the school system, and our educational decisions are guided by what we consider to be best for students. This means that every available alternative will be explored to help the students grow in academics and develop the self-discipline, social skills, and responsibility necessary to become a contributing member of society. The **West De Pere** School District **of West De Pere** is committed to maintaining an atmosphere that is favorable to student learning, growth and development. We believe that appropriate student behavior enhances the curriculum and instruction intended to meet the needs of each student. We also believe that students who engage in behavior that interferes with effective learning and/or instruction should receive appropriate guidance, reteaching and when appropriate, consequences.

General Provisions and Expectations

Teachers School staff are expected to create a positive learning climate for students. Reasonable and clear learning and behavior expectations shall be communicated in writing to each student and his/her parent(s). All expectations will be enforced by **the teacher** school staff in a firm, and consistent manner. The building **principal** administrators shall assist and supervise **teachers** school staff in meeting these expectations.

Students are responsible for their own behavior and for respecting the rights of all people in the school. Students are expected to abide by all rules of behavior established by the Board of Education.

Behavior that is dangerous, disruptive or unruly or that interferes with the teacher's ability to teach effectively and/or any student's right to learn will not be tolerated. Any student who engages in such behavior as defined herein may be subject to temporary or permanent removal from class; may be placed in an alternative educational setting; and may be suspended, expelled, or receive other consequences in accordance with school rules and expectations, established law, and Board of Education policies. **Disciplinary procedures outlined in school agendas and student handbooks will be followed should a student engage in behaviors that are disruptive to the school environment.**

Student Removal from Class

Any student who engages in severe and/or repeated behavior that is dangerous, disruptive, unruly, or that interferes with the ability of the teacher to teach effectively and the ability of students to learn, may be removed from class on a temporary or long-term basis under this policy and its implementing administrative procedures.

SCHOOL DISTRICT OF WEST DE PERE
CODE OF CLASSROOM CONDUCT

6150 cont'd

Following are examples of such behavior:

- Violation of Board of Education Policies:
 - ~~1325~~ 1335- Tobacco/Nicotine Use on School Premises
 - 1251.1- Vandalism
 - ~~1113~~ 5117 - Harassment Student Nondiscrimination
 - 1336 - Drug-Free Schools
 - 5131.6 - Controlled Substances
 - 5135- Weapons
 - 5138- Explosive Devices/Threats of Explosion
 - Fighting and/or encouraging a fight or disruption
 - Disruption and intimidation caused by gang or group symbols or gestures
 - Assault
 - Insubordination
 - Possession of personal property that is prohibited by school rules or otherwise disruptive to the teaching and learning of others.
 - Theft
 - Profanity directed at an individual or group that presents a significant disruption to class
- This is not an inclusive list.

While this policy does apply to all students, additional safeguards must be considered for those students identified as requiring special education services under IDEA ~~97~~ 2004 or accommodations under Section 504. ~~The properly appointed committees can only make placement decisions for these students, with specific notice requirements to the parents.~~ In these cases, state and federal laws and regulations regarding special education and Section 504 have precedence.

~~The Code of Classroom Conduct policy adopted by the Board shall be published and distributed annually.~~

Nondiscrimination

It is the policy of the West De Pere School District that no person may be denied the benefits of, or be discriminated against in any curricular, extra-curricular, pupil service, recreational, or other program or activity because of the person's age, sex, race, color, religion, gender identity, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability, homelessness, arrest record, conviction record, membership in the national guard or by any other characteristic as protected under state or Federal law criteria as specified in the legal references below.

LEGAL REFERENCES: Wisconsin Statutes Sections 111.3 (Subchapter II), 118.13
Wisconsin Administrative Code Chapter PI9
Title VI of the Civil Rights Act of 1964
Title IX of the Educational Amendments of 1972
Section 504 of the Rehabilitation Act of 1973
Federal ADA Section 101

**SCHOOL DISTRICT OF WEST DE PERE
CODE OF CLASSROOM CONDUCT**

6150 cont'd

POLICY REFERENCES:

1010- School District Mission, Vision and Belief Statements	5132- Student Dress
1110, 4110- Recognition of Accomplishment	5131.6- Controlled Substances
1113- Nondiscrimination Policy	5135- Weapons
1335- Tobacco/ Nicotine Use on School Premises	5138- Explosive Devices/Threats of Explosion
1336- Drug-Free Schools	5144- Discipline
5117- Student Nondiscrimination	6145.7- Student Behavior
5119 - Bullying	

ADOPTED: 7/15/99

REVISED: 4/16/13

**SCHOOL DISTRICT OF WEST DE PERE
CODE OF CLASSROOM CONDUCT REPORT FORM**

6150 (E)

Student Name:	Grade:	Date/Time of Removal:
Teacher Name:		Class/Period:
Parent Contacts		
1 st Attempt Date _____	Time _____	Outcome: Dspoke w/parent Dleft message Dno answer/busy
2 nd Attempt Date _____	Time _____	Outcome: Dspoke w/parent Dleft message Dno answer/busy

Cite the specific reason from Board of Education Policy _____ for removing this student from your classroom.

Describe the circumstances and student-specific behavior that led to your action.

Is this the first time this has happened in your class? _____

Describe the interventions that you have taken to address this student's behavior prior to removal from your class (e.g. personal interventions, counselor contacts, parent contacts, etc.)

Teacher Signature: _____

Evidence of documentation of investigation (note specific attachments, if any):	
Parent Contact - Method:	Date:
Placement Decision:	
Principal/Designee Signature:	Date:

SCHOOL DISTRICT OF WEST DE PERE 6150 (R)
ADMINISTRATIVE PROCEDURES IMPLEMENTING
CODE OF CLASSROOM CONDUCT POLICY

Introduction

The Board of Education of the West De Pere School District has adopted policies that provide guidance and direction for many aspects of District management that are intended to enhance learning for all students and to maximize the success of all teachers and others who function in the District.

One of these policies is 6150- Code of Classroom Conduct. These administrative procedures are created for the purpose of establishing the method by which Policy 6150 will be administered.

Building principals, in conjunction with their respective educational communities, are encouraged to develop and implement classroom expectations and disciplinary procedures for their schools. The Code of Classroom Conduct Policy and administrative procedures should be utilized when needed in conjunction with building level discipline programs.

All disciplinary actions under these procedures shall be taken while considering the philosophy, goals, and other applicable District policies and administrative procedures. These procedures apply to all students enrolled in the West De Pere School District.

Reasons for Removal from Class

These procedures apply to any student who engages in severe and/or repeated behavior that is dangerous, disruptive, unruly, or that interferes with the ability of the teacher to teach effectively and the ability of students to learn. The Principal shall establish building level procedures designed to address other student behavioral concerns.

Procedure for Removal from Class

The classroom teacher who removes a student from the classroom is responsible for the safe passage of the student to the office of the principal or his/her designee following the procedures established for this purpose by the principal. Factors to be considered when sending a student to the office include the age of the student, condition of the student, degree to which the student can be trusted to follow directions, severity of the situation, whether the student has a disability, or other relevant information.

Follow-up to Removal from Class

Teacher

The teacher who removes a student from class under Board of Education Policy 6150 and Administrative Procedures 6150 (R) is required to provide the principal with immediate informal notification of the reasons for the removal, and a complete written explanation within 24 hours of the removal from the class. The Code of Classroom Conduct Report Form must be used for this purpose. The teacher is also expected to call the parent to inform them of the removal, and that they will be contacted by the principal. The Code of Classroom Conduct policy

SCHOOL DISTRICT OF WEST DE PERE 6150 (R) cont'd
ADMINISTRATIVE PROCEDURES IMPLEMENTING
CODE OF CLASSROOM CONDUCT POLICY

and administrative procedures will only apply when this form is used, to avoid possible confusion with other building level disciplinary programs or practices. While waiting for the report form, the principal/designee may proceed with his/her investigation and response.

Principal

The principal or his/her designee shall meet with the student as soon as possible. The principal will use this opportunity to inform the student of the reasons for being removed from class and provide an opportunity for the student to present his/her version of the situation. The principal will determine whether further investigation and/or action are needed before deciding upon placement options. The principal shall document each of the steps in this process. Prior to any final placement decision, the principal shall provide the parent with an opportunity to meet to discuss the student's situation.

The principal will keep the teacher informed of his/her actions and the student will remain out of the teacher's classroom unless the principal complete the investigation and takes official action to place the student back into the same classroom.

Documentation

The Code of Classroom Conduct Report Form that is appropriate to the grade level of the student shall be used when any student is removed from class under School Board Policy 6150.

Placement of the student shall occur only after this form is completed. The form will provide a record of the following information:

- Student demographic information
- Relevant teacher information
- Identification of the specific rule or code violation
- Specific information regarding the circumstances that lead to the referral
- Identification of intervention strategies that were used to address the learning needs of the student prior to the referral
- Documentation by the principal that provides relevant information regarding his/her investigation and response
- Statement of the principal's placement decision and his/her rationale
- Signature of the teacher who made the referral and the signature of the principal
- Documentation of parent contact by the teacher and principal

Placement Procedures

1. Placement Options

The building principal or designee shall place a student who has been removed from a class by a teacher in one of the following educational settings:

- a) An alternative education program approved by the Board. State law defines this as an instructional program approved by the Board of Education that utilizes successful alternative or adaptive school structures and teaching techniques and

SCHOOL DISTRICT OF WEST DE PERE 6150 (R) cont'd
ADMINISTRATIVE PROCEDURES IMPLEMENTING
CODE OF CLASSROOM CONDUCT POLICY

that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. The principal is responsible for identifying available alternative education programs and obtaining Board of Education approval to use them.

- b) Another class in the school or another appropriate place in the school.
- c) Another instructional setting.
- d) The class from which the student was removed if, after weighing the interests of the removed student, the other students in the class and the teacher, the principal or designee determines that readmission to the class is the best or most appropriate alternative.

2. Considerations

- a. When making placement decisions, the building principal or designee shall include but to be limited to a consideration of the following factors:
 - i. The reason the student was removed from the class (degree of offense).
 - ii. The type of placement options available for the student in that particular school and any limitations on such placement such as cost, space availability, and location.
 - iii. The estimated length of time of the placement.
 - iv. The student's individual needs and interests.
 - v. Whether the student has been removed from any teacher's class before.
 - vi. Evidence of change since any previous removal.
 - vii. The relationship of the placement to any other disciplinary action such as suspension from school.
- 3. The principal or designee may consult with other appropriate school personnel as the principal or designee deems necessary when making or evaluating placement decisions.
- 4. A student's parent/guardian will be provided the opportunity to meet and confer with the principal/designee and teacher regarding the removal from class before placement decision is made.
- 5. The placement decision will be recorded on the appropriate Code of Classroom Conduct Report Form. Copies of the form will be provided to the teacher, student's parent/guardian, counselor, and student.

Parent/Guardian Notification Procedures

Once a teacher removes a student from his or her classroom under the Classroom Code of Conduct, they shall make a good faith attempt to contact the parent by phone to inform them that this action has taken place. The teacher should also inform the parent that the principal will be contacting them regarding an opportunity to meet to discuss the matter prior to the final decision.

SCHOOL DISTRICT OF WEST DE PERE 6150 (R) cont'd
ADMINISTRATIVE PROCEDURES IMPLEMENTING
CODE OF CLASSROOM CONDUCT POLICY

The principal or his/her designee is required to notify the parent/guardian and teacher, in writing, of a student's placement under Board of Education Policy 6150. The notification shall include the reasons for the student's removal from class and the placement decision involving the student. The notice shall be given as soon as possible after the student's removal from a class and placement determination. A copy of the form that was created for use in this process will be enclosed with this written notice.

If the removal from class and change in educational placement involves a student with a disability, parent/guardian notification shall be made consistent with state and federal laws and regulations.

If the student removed from a class is also subject to disciplinary action for the particular classroom conduct (i.e. suspension or expulsion), the student's parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

ADOPTED: 7/15/99

DELETED

SCHOOL BOARD EVALUATION FORM

Use the following rating scale and check the appropriate box:

- 1 - Excellent
- 2 - Meets Expectations
- 3 - Improvement Needed (must include explanation)
- N - Need to Observe

Comments can also be written below each statement.

<u>A. DISTRICT MISSION/BOARD GOALS STRATEGIC PLAN</u>	1	2	3	N
1. The board goals priorities are focused on improving student achievement.				
2. The district has a clearly stated and lived vision and mission.				
3. The board has engaged in the necessary activities to accomplish its goals priorities for the year.				
4. The board implements an ongoing planning process.				
<u>B. SCHOOL BOARD MEETING</u>	1	2	3	N
1. The board projects a positive and courteous attitude and image to all present.				
2. The board builds trust through open and direct communication.				
3. The board models character and integrity in the performance of duties and responsibilities.				
4. The board establishes and maintains a high level of honesty, credibility, truthfulness, and avoids conflicts of interest.				
5. The board has specific policies which govern the development of the board agenda, the formal meeting procedure, including the hearing of delegations and citizens.				

<u>B. School Board Meeting con't.</u>	1	2	3	N
6. Meetings are scheduled at regular times and locations, with sufficient notice to encourage participation of board members, employees, press, and community.				
7. The Superintendent and board chairman prepare the agenda and back-up materials. The materials are received prior to the meeting with sufficient time for individual study and preparation.				
8. The board chairman begins meetings on time, provides orderly procedures, clarifies agenda items, and summarizes discussions and motions before a vote is taken.				
9. School board meetings discuss items related to the educational program and the priority of student achievement, with professional staff invited to address the board on programs of interest.				
10. Policy adoption, or items which are complex, controversial, or new issues, are first listed for discussion with action requested at future meetings.				
11. The board uses its time to devote to matters pertaining to policy, planning and evaluation and does not needlessly use time discussing administrative matters.				
12. Board members exchange ideas in an honest issue-oriented debate and abide by decisions made by the board as a whole.				
13. After the meetings, news releases are given to the media and report of the meeting is provided to the staff.				
14. Visitors to board meetings are made to feel welcome and provided information.				
15. The board promotes mutual respect by encouraging open minded exchange of ideas and opinions in a conscientious, courteous manner.				

<u>C. POLICY AND PLANNING</u>	1	2	3	N
1. The board maintains a comprehensive, codified, and up-to-date policy manual. The board keeps as a focus, the district mission and uses achievement data when making decisions.				
2. The board involves staff, students, and community when necessary.				
3. The board receives policy recommendations from the Superintendent and does not adopt policies without a thorough study and a first and second reading at board meetings.				
4. Policies are reviewed and updated on an on-going basis for need and effectiveness. Additions/deletions are made to conform to current laws, trends, and issues.				
5. The board adopts policies based on what is best for the students and assigns implementation and evaluation of policy to the administrative staff.				
6. The board guides and supports policy decision making and avoids micro-managing the operation of the school district.				
7. The policy manual contains the school system's Mission and Belief Statements, philosophy of education, and a process for long-and short-range planning, including the development of system wide goals, priorities and objectives.				
8. The district has a clearly stated and lived vision and mission.				
9. District goals, priorities are focused on improving student achievement.				
10. The board is actively involved in creating the goal-setting process, strategic plan.				
11. The board has engaged in the necessary activities to accomplish its goals for the year.				

<u>C. POLICY AND PLANNING con't.</u>	1	2	3	N
12. The board supports positively the pursuing of established district goals priorities.				
13. The board implements an ongoing planning process.				
14. The Board is actively involved in the evaluation of goals monitoring of the strategic plan.				
15. The Board responds effectively and timely to outcomes of the goals strategic planning process.				
16. The Board honors national, state, and local laws and regulations.				
<u>D. THE BOARD AND THE SUPERINTENDENT</u>	1	2	3	N
1. The board provides comparable compensation for the highest level administrative position in the school system.				
2. Budgetary provision is made and encouragement is given for the professional growth of the Superintendent.				
3. The board has an annual, systematic process for the evaluation of the Superintendent and job description.				
4. Areas of controversy and conflict are discussed openly with the Superintendent. The board and Superintendent disagree agreeably.				
5. The Superintendent recognizes the governance duties which belong to the board; the board recognizes the administrative duties which belong to the administrator.				
6. The board directs communication and questions concerning the school system to the Superintendent and not to other administrative personnel, unless requested to do so by the Superintendent.				
7. A working relationship of mutual trust, respect, and honesty exists between the board and Superintendent. Criticism of either is done in private.				
8. The board and Superintendent keep each other informed of current issues and no surprises occur at board meetings.				

<u>D. THE BOARD AND THE SUPERINTENDENT con't.</u>	1	2	3	N
9. The Superintendent and Board provide an operational program to acquaint new school board members with essential information needed to carry out their duties.				
10. The Superintendent and administrative staff continually update board members on new and current progress and operations of the school system.				
11. Inservice activities are provided in the school budget and are made available to school board members.				
12. Resources of related organizations (DPI, WASB, WASDA) are utilized when information is of value to school board members.				
<u>E. THE SCHOOL PROGRAM</u>	1	2	3	N
1. The board of education is continually made aware of the curriculum, organizational, and personnel requirements of DPI and State of Wisconsin Statutes.				
2. The professional staff--and community, when appropriate--are actively involved in developing the curriculum of the school system.				
3. The board has an established process, defined in policy, for the evaluation of the curriculum and receives reports on the instructional program from the school staff and uses achievement data when making decisions.				
4. Curriculum decisions are based upon what is best for students with the priority being student achievement and not upon pressure from special interest groups.				
5. The board attempts to keep up-to-date on the school program by attendance at workshops and reading of professional journals and books.				
6. An effective staff development and inservice program, focusing on the improvement of instruction, is in operation.				
7. The board provides adequate physical facilities for the school program.				

<u>F . SCHOOL-COMMUNITY RELATIONS</u>	1	2	3	N
1. The board projects a positive and courteous attitude and image to the staff, students, and community.				
2. The board has adopted a comprehensive school-community relations policy which authorizes an official spokesman for the board. Selected school personnel are assigned to release information and to communicate school activities, programs, and items of interest to the public.				
3. The board promotes community partnerships to enhance learning and achievement.				
4. Citizens participation in the schools is encouraged and citizen advisory committees are utilized, when appropriate.				
5. The board policies facilitate parent and community engagement.				
6. Media coverage is encouraged at board meetings and information concerning school programs and operations is routinely disseminated to the media.				
7. The board provides support and is involved with the PTO, various community groups, and other elected officials and advocates for students with local, state, and federal policymakers.				
8. Board members base decisions on what is best for the entire community and do not represent special districts or special interests group.				
<u>G. FINANCE</u>	1	2	3	N
1. The board has policies which insure efficient methods for purchasing of supplies and equipment for proper bookkeeping procedures, for adequate insurance coverage, and for investing of school funds.				
2. The board is aware of the financial base of the community, provides the best educational program from available funds, and ensures that the budget is based on achievement priorities.				

<u>G. FINANCE con't.</u>	1	2	3	N
3. The board requires the administration to actively seek alternative funding sources such as federal title money, <u>JTPA job training partnerships</u> , and <u>research grants</u> <u>and that</u> promotes the alignment of resources <u>to promote for</u> district initiatives.				
4. The community is kept aware of the financial status of the school system, and the board seeks and secures additional funding, when needed.				
5. Long-range financial planning considers building site, functional uses of school buildings, and equipment, furniture, and plant maintenance.				
<u>H. PERSONNEL RELATIONS</u>	1	2	3	N
1. The board maintains a harmonious and working relationship with employees of the school system through a communication system that focuses on improving learning and achievement.				
2. The board solicits the Superintendent's recommendation in the employment, non-renewal, and dismissal of school employees.				
3. Personnel policies provide clear guidelines for employment, employee grievances, and employee benefits.				
4. An effective evaluation system is in use for all employees, including the Administrative staff.				
5. A staff development program provides assistance in improving instructional practices and for employees professional growth experiences.				
6. The board provides comparable salaries for their employees.				
7. The board maintains a professional climate with staff, characterized by mutual respect, including in times of controversy.				
8. The board provides feedback and evaluation to the Superintendent through regular communication and through the formal review process.				

adopted 11/15/90
revised 8/19/93, 3/17/94, 9/21/95, 2/17/03, 5/11/10, 2/20/13
revised: 3/18/15

readopted: 4/16/15

SCHOOL DISTRICT OF WEST DE PERE
CURRICULUM and POLICY MEETING
West De Pere District Office-400 Reid St, Suite W
December 8, 2022
7:30 a.m.

- I. Call meeting to order - 7:30 a.m.
- II. Curriculum items - None were presented
- III. Review the following for Board adoption:
- 4005 Admission to School Activities
 - 4261 Substitute Caller-Aide
 - 5144 Discipline
 - 6150 Code of Classroom Conduct
 - 6150 (E) Code of Classroom Conduct Report Form (Delete)
 - 6150 (R) Administrative Procedures Implementing Code of Classroom Conduct Policy (Delete)
 - 8116 (E) School Board Evaluation Form
- Reviewed for **Adoption** on 12/14/2022
- IV. Review the following:
- First Reads:**
- 5135 Weapons
 - 5400.1 Early College Credit/Youth Options Programs
 - 5400.1 (R) Early College Credit Program Eligibility Guidelines
 - 6174 Summer School Instruction
- Committee discussed recommended revisions Present for **First Reading** on 12/14/2022
- V. Next meeting date: January 10, 2023
- VI. Adjourn meeting -7:38 a.m.

WEAPONS

It shall be the policy of the West De Pere Board of Education to vigorously maintain both federal and state laws regarding dangerous weapons and school programs and facilities.

No person shall unlawfully possess nor use a dangerous weapon or its facsimile on school premises, school buses or at any school-related activity. This policy applies to students, employees, volunteers, and the general public.

If any district personnel suspect or observe a person to be in possession of a dangerous weapon, they should exercise careful judgment and extreme caution to determine whether that person will voluntarily surrender the weapon to school personnel. If in the judgment of school personnel cooperation in surrendering the weapon is not evident, the individual should be kept under surveillance until law enforcement personnel arrive and disarm the suspect. Safety should be a prime concern when observing or intervening in the situation.

Any person violating this board policy on weapons shall be referred to law enforcement officials for possible prosecution for violation of state and/or federal laws and municipality ordinances within the district. Any person violating the policy to include use of an object designed for other purposes to inflict bodily harm and/or to intimidate shall be subject to suspension, notification of appropriate law enforcement agencies for possible prosecution for violation of state and/or federal laws and De Pere city ordinances, and possible recommendation for expulsion.

As per state and federal requirements, any student possessing a firearm on school premises or at school activities shall be subject to expulsion proceedings and will be expelled for not less than one year. Employees violating the policy will be subject to disciplinary sanctions up to and including termination of employment in accordance with the current employee agreement or other procedures established by the school board.

The administration is directed to serve notice of this policy via handbooks, newsletters, or other means deemed appropriate so as to establish strongly among the students, staff, and community that violence will not be tolerated.

LEGAL REFERENCE: Wisconsin Statute 120.13
Wisconsin Statute 939.22
Wisconsin Statute 941
Wisconsin Statute 948.605 ~~20 USC 7151~~ (Gun Free School Zone Act)
~~18 USC 921(a)(3)~~
Wisconsin Statute 948.61

CROSS REFERENCE: Student and Employee Handbooks

ADOPTED: 08/15/91

REVISED: 02/18/97, 3/15/04, 7/19/04, 8/16/05, 8/20/13

SCHOOL DISTRICT OF WEST DE PERE
EARLY COLLEGE CREDIT/YOUTH OPTIONS PROGRAM

5400.1

Recognizing the interest of recent legislation and encouraging students to pursue their fullest potential, it is policy of the West De Pere Board of Education to promote student involvement in post-secondary experiences during the high school years in accordance with Wisconsin Department of Public Instruction Administrative Rule PI40.

As such, the Board directs administration to establish administrative rules in compliance for, and enhancement of, post-secondary options. The High School Principal shall administer such rules, promote the programs and opportunities, and report annually to the Board of Education regarding student participation in, and improvement of, the program. The number of credits **taken at off-campus post-secondary institutions** for which the district will pay will not exceed 18 postsecondary semester credits per pupil.

For the purposes of clarifying student opportunities and involvement, students and/or parents shall first meet with the principal regarding program issues. Should further clarification be required, students/parents shall meet with the Superintendent. After such a meeting, students/parents may appeal to the Board of Education regarding post-secondary concerns.

LEGAL REFERENCE: Wisconsin Statutes, Section 118.55
DPI Administrative Rules PI40

CROSS REFERENCE: Student Handbooks

ADOPTED: 11/5/92

REVISED: 7/17/2000, 3/17/2002, 3/17/2003,6/14/2004, 12/18/2017, 8/18/2021

SCHOOL DISTRICT OF WEST DE PERE
EARLY COLLEGE CREDIT PROGRAM
ELIGIBILITY GUIDELINES

5400.1 (R)

1. The student must rank in the upper 50% of their class. In addition, the student needs to have achieved B or better grades in the selected area.
2. Attendance requirements of no unexcused absences.
3. The student must provide a career objective rationale for taking requested off-campus coursework at a college or technical college.
4. Students must provide their own transportation and maintain a minimum course load as outlined in the student handbook.
5. The student will be granted permission for continued participation in the program only if all previous semester/trimester coursework is successfully completed.
6. Final approval will be granted following DPI guidelines. Any student denied participation in the program will be given a copy of their appeal rights.

ADOPTED: 3/17/03

REVIEWED: 5/4/04

REVISED: 11/15/17, 12/18/17, 7/2020

SCHOOL DISTRICT OF WEST DE PERE
SUMMER SCHOOL INSTRUCTION

6174

The school district may conduct a summer school program each year. Its purpose is to provide additional opportunities for pupils to receive remedial instruction and participate in enrichment activities.

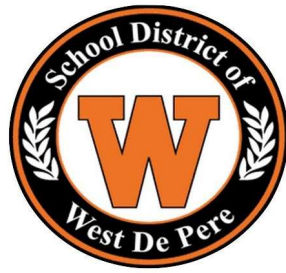
Summer school attendance does not in any way guarantee promotion for pupils. They may, however, earn credits toward high school graduation which may result in a revision of class placement in the high school.

As class attendance is vital to any learning experience, the Board has the following expectations relating to attendance:

1. Regular attendance is expected from students enrolled in summer school.
- ~~2. Students who plan trips, vacations, etc. during summer school are encouraged NOT to enroll.~~
- ~~3. 2. When a child is absent, the parent or guardian should notify the summer school office. Upon returning, the child should bring a written excuse from the parent or guardian to the teacher.~~
- ~~4. 3. Students attending classes for credit are required to meet DPI attendance requirements. Teachers will clearly identify these requirements on or before the first day. If students do not meet the course requirements they may be denied credit.~~ Students exceeding more than five absences will be denied credit.


ADOPTED: 11/20/72
REVISED: 4/17/89

2021-22 State Report Card




West De Pere School Board
Presentation

A New Look Last Year (2020-21)



West De Pere
 District Report Card | 2018-19 | Summary

Overall Score



75.8

★★★★★
Exceeds Expectations

Priority Areas	District Score	Max Score	State Score	Max Score
Student Achievement	72.4/100		62.3/100	
English Language Arts (ELA) Achievement	36.2/50		31.6/50	
Mathematics Achievement	36.2/50		30.7/50	
District Growth	65.1/100		66.0/100	
English Language Arts (ELA) Growth	31.1/50		33.0/50	
Mathematics Growth	34.0/50		33.0/50	
Closing Gaps	71.8/100		68.8/100	
English Language Arts (ELA) Achievement Gaps	16.8/25		18.1/25	
Mathematics Achievement Gaps	16.1/25		18.0/25	
Graduation Rate Gaps	38.9/50		32.7/50	
On-Track and Postsecondary Readiness	91.3/100		84.8/100	
Graduation Rate	39.2/40		36.3/40	
Attendance Rate	37.9/40		36.6/40	
3rd Grade English Language Arts (ELA) Achievement	7.0/10		6.2/10	
8th Grade Mathematics Achievement	7.2/10		5.7/10	

Overall Accountability Ratings

Rating	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

District Information

Grades	K4-12
Enrollment	3,556
Within District Mobility	0.3%
Between District Mobility	2.2%
Race/Ethnicity	
American Indian or Alaskan Native	3.8%
Asian	3.9%
Black or African American	2.6%
Hispanic/Latino	5.1%
Native Hawaiian or Other Pacific Islander	0.0%
White	79.3%
Two or More Races	5.3%
Student Groups	
Students with Disabilities	10.5%
Economically Disadvantaged	22.1%
English Learners	1.3%

Priority Area Weights

Priority Area	Percentage Weight
Student Achievement	33.6%
District Growth	16.4%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: https://oes-dpi.shinyapps.io/overall_weighting_calculator/

Student Engagement Indicators Total Deductions: 0

Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Test Participation Information

Includes Forward Exam (grades 3-8), ACT Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (8-11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	98.8%	98.9%	98.9%	98.9%
Lowest Subgroup Rate: SWD	94.2%	96.2%	94.6%	96.1%

^ denotes at least a 10-point Overall Score change in a single year when present. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

Wisconsin Department of Public Instruction | dpi.wi.gov

Report cards for different types of schools or districts should not be directly compared.

Page **1**

West De Pere
 District Report Card

Report Card, 2021-22
Final score report
Not for public release


OVERVIEW

District Details

Grades: K4-12
 Enrollment: 3,586
 Percent open enrollment: 0.5%

We have a vision of pride and excellence at West De Pere, and have been recognized for many years as a high performing district. Our 3600+ students and 250+ teachers create safe, comprehensive, educational and social environments that produce life-long learners with the capacity to succeed in the local and global community. We encourage you to explore our district and contact us with any questions.

The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

Student Groups



Group	Percentage
American Indian or Alaskan Native	3.8%
Asian	3.9%
Black or African American	2.6%
Hispanic or Latino	5.1%
Native Hawaiian or Pacific Islander	0.1%
White	77.9%
Two or More Races	6.6%

STUDENTS WITH DISABILITIES



11.7%

ECONOMICALLY DISADVANTAGED



23.6%

ENGLISH LEARNERS



1.9%

Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

Overall Score

77.2

Exceeds Expectations

★★★★★

PRIORITY AREA WEIGHTS



- ACHIEVEMENT: 32.6%
- GROWTH: 17.4%
- TARGET GROUP OUTCOMES: 25.0%
- ON-TRACK TO GRADUATION: 25.0%

Priority Area Scores

ACHIEVEMENT

Overall Score: 68.5



Subject Area Scores:

English Language Arts	69.2
Mathematics	67.8

GROWTH

Overall Score: 83.1



Subject Area Scores:

English Language Arts	79.3
Mathematics	86.0

TARGET GROUP OUTCOMES

Overall Score: 71.9



Group Scores:

Achievement	75.1
Growth	72.7
Chronic Absenteeism	60.2
Graduation	64.7

ON-TRACK TO GRADUATION

Overall Score: 89.7



Area Scores:

Chronic Absenteeism	93.3
Graduation	97.0
3rd Grade English Language Arts	62.5
8th Grade Mathematics	67.9

Wisconsin Department of Public Instruction | District Report Card
For more information, visit <https://dpi.wi.gov/accountability/resources>

Page 1 of 10



OVERVIEW

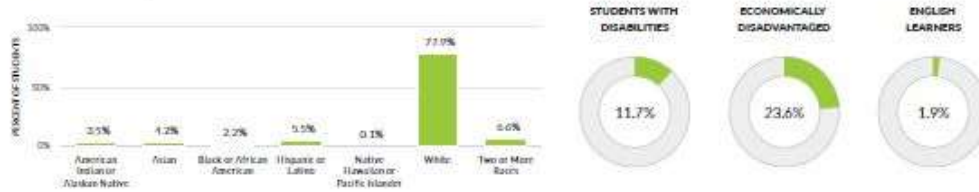
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Student Groups



Score Summary

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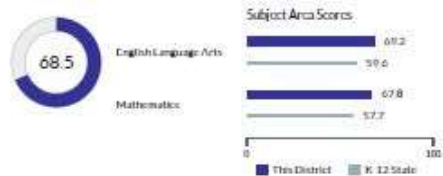
Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS



Priority Area Scores

ACHIEVEMENT



GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



1. Overview and District/School Statement



2. Demographic makeup of District/School



3. Overall Score and Priority Weights

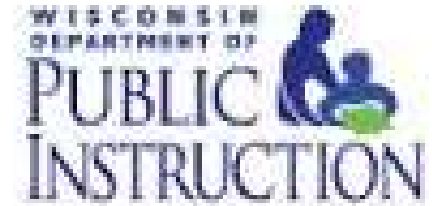


4. Priority Area Scores

- Achievement
- Growth
- Target Group Outcomes
- On Track to Graduation



WSAS Overview



The WSAS includes:

The Wisconsin Forward Exam (3-8, 10)

- Grades 3-8 covering English Language Arts and Mathematics
- Grades 4 and 8 in Social Studies and Science
- Grade 10 in Social Studies



The ACT (HS)

- The ACT + Writing in Grades 11 covering reading, English, math, science and writing



The ACT Aspire (HS)

- Grades 9 and 10 covering Reading, Math, English, Science and Writing. j



Dynamic Learning Maps (Students With Disabilities; <1% of total)

- Grades 3-11 covering ELA and mathematics
- Grades 4 and 8 - 11 in Science
- Grades 4, 8, and 10 in Social Studies



Our District Results



	2017-18	2018-19	19-20	2020-21	2021-22
★ Overall score	76.5	75.8	N/A	75.5	77.2
Achievement Score	74.3	72.4	N/A	69.5	68.5
Student Growth	62.2	65.1	N/A	76.5	83.1
Target Group	72.2	71.8	N/A	66.7	71.9
On Track to Graduation	92.1	91.3	N/A	91.0	89.7

★ West De Pere has rated Exceeds Expectations every year.

83-100 = Significantly Exceeds Expectations

70-82.9 = Exceeds Expectations

58-69.9 = Meets Expectations

48-57.9 = Meets Few Expectations

0-47.9 = Fails to Meet Expectations

School Scores



School	2017-18	2018-19	2019-20	2020-21	2021-22
Westwood	70.3	69.1	N/A	70.6	67
Hemlock Creek	79.2	79.9	N/A	76.5	71.4
Intermediate School	---	---	---	---	Alt. Acc.
Middle School	73.7	73.3	N/A	73.4	77.5
High School	73.0	77.8	N/A	79.0	82.8
Phantom Knight	Alt. Acc.	Alt.Acc.	N/A	Alt.Acc.	Alt. Acc.

ELA Achievement Data



	WDP 2017-18	WDP 2018-19	WDP 2019-20	WDP 2020-21	WDP 2021-22	State Average 2021-22
All Students Adv.or Prof.	51.2%	45.4%	N/A	45.2%	47.1%	37.9%
<i>Advanced</i>	9.6%	9.8%	N/A	9.7%	9.5%	7.1%
<i>Proficient</i>	41.6%	35.6%	N/A	35.5%	37.6%	30.8%
<i>Basic</i>	34.3%	37.2%	N/A	37.3%	35.6%	33.9%
<i>Below Basic</i>	14.6%	17.4	N/A	17.6%	17.3%	28.2%

Math Achievement Data



	WDP 2017-18	WDP 2018-19	WDP 2019-20	WDP 2020-21	WDP 2021-22	State Average 2021-22
All Students Adv. or Prof.	52.4%	46.9%	N/A	41.8%	46.8%	37.5%
<i>Advanced</i>	11.9%	10.3%	N/A	8.3%	12%	9.3%
<i>Proficient</i>	40.5%	36.6%	N/A	33.5%	34.8%	28.2%
<i>Basic</i>	32.1%	34.9%	N/A	37.5%	32.4%	29.1%
<i>Below Basic</i>	15.6%	18.1%	N/A	20.7%	20.8%	33.3%

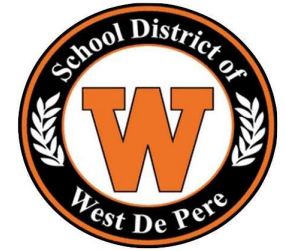
ACT Success

(CESA 7 rankings out of 37)



	SCHOOL_NAME	AVERAGE COMPOSITE SCORE
1	Oostburg High	23.05
2	Sevastopol High	22.33
3	East De Pere High	21.98
4	Wrightstown High	21.93
5	Cedar Grove-Belgium	21.88
6	West De Pere High	21.66
7	Random Lake	21.15
8	Kohler	20.96
9	Gibraltar	20.77
10	Howards Grove	20.27

On Track to Graduation



Attendance rate = 94.3%

Graduation rate = 97.0% (four year cohort)

Third Grade English = 63.5

Eighth Grade Mathematics = 67.9

Demographic Shifts



	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22
White	81.8%	80.4%	79.9%	79.3%	78.3%	77.9%
*ECD	23.7%	21.5%	19.5%	22.1%	25.2%	23.6%
*Hispanic/ Latino	3.4%	4.7%	4.6%	5.1%	5.3%	5.5%
*Two or More Races	2.4%	4.6%	4.8%	5.3%	5.7%	6.6%

Achievement gaps exist for all three groups of students in addition to persistent gaps for Students with Disabilities.

Moving Forward

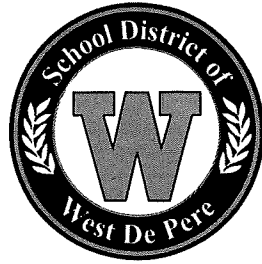


- Our students will take the Forward Exam, PreACT, ACT, and DLM again in Spring 2023.
- Schools have goals that have been written in relation to these results with an eye toward data driven improvement.
- There are many sources of data and the report card and the standardized data it is based on are just one outside indicator of achievement.

A Vision of Pride and Excellence



Questions?



On Thursday, Nov 17, 2022, the teachers at West De Pere High School went over our Action Plan regarding various situations including Intruder Lockdown and A.L.I.C.E. The teachers were given a form to lead a discussion regarding situational awareness, scenario identification and response options. Included in this discussion was the A.L.I.C.E. response protocol and what open conversation between the teacher and students about what they were to do in the event of an armed intruder on campus.

Successful highlights:

Teachers and students were able to discuss levels of situational awareness and what an appropriate type of response was for given scenarios. The importance of being in the “yellow” level of situational awareness was addressed, as well as a review of A.L.I.C.E. response and what the term “Lockdown” means.

Focus for next drill:

The focus of our next drill will be a review of the evacuation plans and further scenario discussions.

Certification:

Our School Board will meet to discuss the drill during the December 2022 School Board Meeting.

Our school certifies that this drill was conducted on November 17, 2022, and this written evaluation was sent to and reviewed by the school board in December of 2022.

Principal Signature: Just - K. Henry

Superintendent Signature: Dennis Kruger

School Board President Signature: _____



West De Pere Middle School
1177 S. 9th Street, De Pere WI 54115
(920) 337-1099 | Fax (920) 337-1380
wdpsd.com

James L. Finley, PhD, Principal
Jason R. Zielinski, Associate Principal

November 22, 2022

TO: Dennis Krueger, Superintendent
Board of Education

FM: Jason Zielinski, Middle School Associate Principal

REF: ACT 143 School Safety Plan Drill Notification

It is common practice at the middle school that teachers discuss our ALICE safety plan after every fire drill. Immediately upon return from a fire drill, teachers talk to their classes about what they would do had the just completed fire drill been an intruder or active shooter event instead. To date, fire drills and corresponding ALICE safety plan reviews have occurred on September 7, October 4 and October 27, 2022.

On November 22, 2022 we conducted a 25-minute school wide ALICE drill. The building went to lock-down and students were to remain secure in their classrooms. The De Pere Police Department was notified. During the drill, the students and staff were given a scenario of an intruder to our building. Students then had time to process the scenario with their teacher and discussed how they would respond using the ALICE protocols if a real event were to occur. Students were not given permission to evacuate, leave the classroom, or practice barricading. They were simply part of a formal discussion with the class about how they would respond. During our drill, Advisory teachers discussed the Middle School's two designated rally point locations – Lamer's Bus Lines Depot on 9th and Grant, and RR Donnelley on 9th and Scheuring.

The rest of the staff will practice an "all call" on our ½ day of school on 11/23/22. Staff will use the phone at their desk after the students are dismissed. This will better prepare everyone to make an all call page should they need to do so in the event of a real emergency in our building.

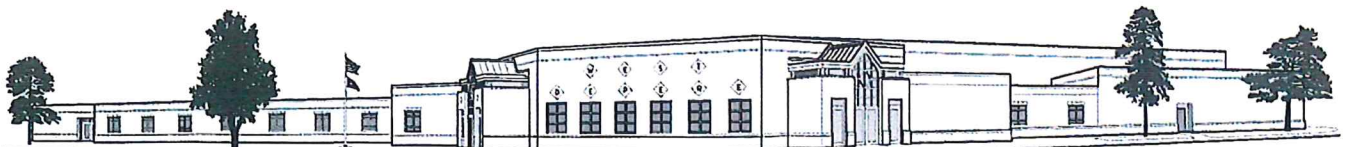
Total Students Present: 456

Total Staff Present: 57

Principal Signature _____ 

Superintendent Signature _____ 

School Board President Signature _____





WEST DE PERE INTERMEDIATE SCHOOL

901 S Ninth Street ~ De Pere, WI 54115

Mr. Scott Marsden - Principal ~ Mr. Chuck Brehm - Associate Principal ~ (920) 425-1901 ~ FAX (920) 425-1902

www.wdpsd.com

On November 17, 2022 West De Pere Intermediate School conducted meetings and drills with the students in 5th and 6th grade regarding an active shooter incident. Teachers and students all met as houses in the cafeteria and were addressed by Mr. Brehm (Associate Principal) and Mr. Zietlow (School Resource Officer). Students were instructed as to the steps and actions that would be necessary in the event of an active shooter in our building. The ALICE Framework was discussed: Alert, Lockdown, Inform, Counter, Evacuate along with notifying the students of our school rally points (Lamers Bus Lines and Our Lady of Lourdes).

After the meetings concluded each group walked out of the building in the direction of each rally point. Students were shown the tower at Our Lady of Lourdes and walked in the direction of Lamers Bus Lines as well. After the sessions each classroom debriefed and reiterated key concepts within their classrooms. The teachers also took the time to practice an active shooter situation in their classrooms discussing and practicing ways in which they would lockdown their classroom and also practiced evacuating their rooms and showing the direction of both rally points for the Intermediate School.

They also discussed any additional questions that came up and referred back to Mr. Brehm and Mr. Zietlow if they had further questions.

There were 550 students and 65 adults present throughout all the sessions.

Successful highlights:

The students at the Intermediate School approached the topic of an active shooter with maturity and an appropriate level of seriousness. The students were also extremely respectful during the presentations. Getting the students out of the building and able to go in the direction of the rally points was very beneficial for all students.

Focus areas for the next drill:

For our next ALICE drill it has been discussed that we would present the information to the students as we did this year and then conduct and practice a whole school drill after having the classes return to their individual classrooms. In doing so, it would make it a little more representative of where the students would actually be in the event of an intruder in our school.

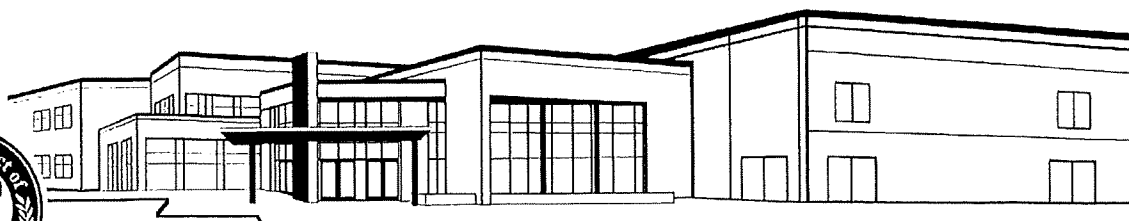
Certifications:

Our school certifies that this drill was conducted on November 17, 2022, and this written evaluation was sent to and reviewed by the school board on December 14, 2022.

Principal Signature: 

Superintendent Signature: 

School Board President Signature: _____



HEMLOCK CREEK ELEMENTARY

1900 Williams Grant Drive • De Pere, WI 54115

Kathleen Held — Principal • Michael Kowalczyk — Associate Principal • (920) 425-1900 • FAX (920) 425-1914

November 28, 2022

TO: Board of Education, Mr. Krueger

FROM: K. Held/M. Kowalczyk

RE: ACT 143 School Safety Plan Drill Notification

On November 28, 2022 at 1:30 PM Hemlock Creek Elementary school conducted a school safety drill. Teachers and students were notified of the drill over our public address system and we worked with Officer Manning, our school liaison officer, and the Hobart/Lawrence Police Department to set up and conduct the drill. Since the start of school, Officer Sarah has worked with each classroom and reviewed the book "I'm Not Scared, I'm Prepared" and practiced ALICE procedures which included Alert, Lockdown, Inform, Counter, and Evacuate.

On November 28, 2022 at 1:30 PM, I announced the following to start our safety drill over the PA system: "This is a drill. This is a drill. This is a drill. Please practice your lockdown procedure. This is a drill. This is a drill. This is a drill." Administration, Officer Sarah, and two other Hobart-Lawrence Police Officers checked classroom doors and hallways during the drill.

We debriefed after the drill with the Hobart/Lawrence Police Department.

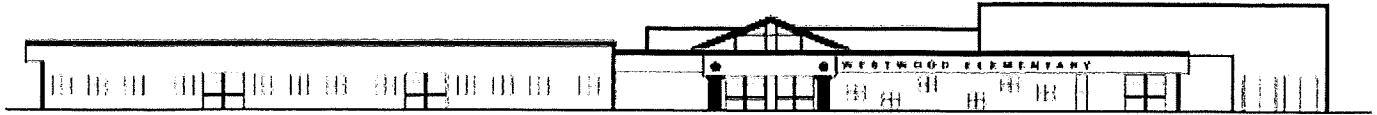
Parents were also sent a message before the end of the school day notifying them that there was a practice drill and if they had any questions to contact Officer Sarah or the school.

Our school certifies that this drill was conducted on November 28, 2022, and this written evaluation was sent to the school board for review.

Principal Signature: Kathleen Held

Superintendent Signature: David Krueger

School Board President Signature: _____



WESTWOOD ELEMENTARY

1155 Westwood Street • De Pere, WI 54115

Dr. Jason Lau - Principal • Mrs. Kristin Krahn – Associate Principal • (920) 337-1087 • FAX (920) 337-1091

www.wdpsd.com

October 13, 2022

Our school implements the ALICE protocol during all active shooter drills. Our students and staff are trained to leave the building if possible and barricade if necessary. If barricaded, they are also trained to be prepared to throw and distract should the intruder gain access to their classroom. Then they run and get away as quickly as possible.

On October 13, 2022, Westwood Elementary conducted an active shooter drill. Teachers were notified of the window of time the drill would occur in advance. Before the drill, our staff took time with students to identify the "rally point", should they decide to leave the building, and also identified what they would do, should they lockdown. In addition, the staff reread the "I'm Not Scared, I'm Prepared" book with students to make sure they remembered procedures for an active shooter and had our SLO, Andy Zietlow come in to meet with all grade levels.

When the drill was announced by a staff member over the school PA, the staff immediately took action and either instructed the students to leave the building and meet at the rally point or instructed their students to lockdown. The intruder was located in the main office area to encourage an evacuation of the building. A majority of the building evacuated within 60 seconds and the classrooms near the intruder's location were locked down. The doors to these classrooms were checked within 60 seconds of the drill's start and all were impenetrable. Teachers in these classrooms also discussed, with their students, how they would go out the window to leave the building and find safety.

After the drill concluded each classroom debriefed the drill. They discussed the purpose of the drill, the observed outcomes, and any additional issues that came up for that specific class. We sent out an FAQ form after the drill to capture questions or concerns the staff had for future drills.

Successful highlights:

Most of the building was evacuated within 60 seconds. The remaining classrooms were successfully barricaded within 30 seconds.

Focus areas for the next drill:

We will not give as much information to teachers ahead of time in order to make the drill more spontaneous. We will make sure the teachers think about sightlines as they leave the building both inside and out.

A written evaluation was sent to and reviewed by the school board on Dec. 14, 2022.

Principal Signature: _____

Superintendent Signature: _____

School Board President Signature: _____

P H A N T O M  K N I G H T
s c h o o l o f o p p o r t u n i t y

400 Reid Street, Suite W, De Pere, WI 54115 | Phone: (920) 425-1915 | Fax: (920) 337-1398 | www.wdpsd.com/phantomknight

December 8, 2022

Our school implements the ALICE protocol during all active shooter drills. Our students and staff are trained to leave the building if possible and barricade if necessary. If barricaded, they are also trained to be prepared to throw and distract should the intruder gain access to their classroom. Then they are to run and get away as quickly as possible.

On December 8, 2022, Phantom Knight Charter School conducted an active shooter tabletop drill. During the drill, our staff took time with students to identify the "rally point", should they decide to leave the building, and also identified what they would do, should they lockdown.

After the drill, we discussed the purpose of the drill, the observed outcomes, and any additional issues that came up for that specific class.

Our school certifies that this drill was conducted on December 8, 2022, and this written evaluation was sent to and reviewed by the school board on December 14, 2022.

Principal Signature:  _____

Superintendent Signature:  _____

School Board President Signature: _____

Erica Stindt
Advisor

Marcie Jefferson
Advisor



MEMO

TO: Board of Education

FROM: Dennis Krueger, Superintendent

DATE: December 1, 2022

Please consider appointing Dawn LaBoy, District Business Manager, as the Deputy Clerk for the upcoming 2023 Spring School Board Elections.

Thank you,

Dennis Krueger
Superintendent



School District of West De Pere

A Vision of Pride and Excellence

Board Update

December 2022

MS Fall Dance

The Middle School had their first dance of the school year and everyone enjoyed the pajama themed night of fun!



Westwood Storybook Parade

Kindergarten finished up their very first unit in Reader's Workshop. They have become storybook readers! To celebrate this, they had a Storybook Parade. The students picked their favorite storybook and marched through the halls while students lined the halls to show their support.



HS Senior Signs

Havana Brockington signed with Michigan Tech University to play soccer.



IS STEM Class

5th-grade STEM students were introduced to [Sphero Bolts](#). They practiced their driving skills through obstacle courses created by their classmates.



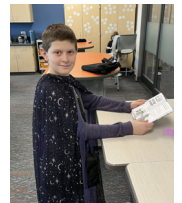
WW Word Detectives

First graders at Westwood Elementary have become Word Detectives! They had a visit from Rex Reader today and received their official detective badge!



IS Read-a-Thon

On Nov.23rd the students at the Intermediate School dressed up like superheroes and did a school wide read-a-thon.



MS French Forensics

WDPMS earned the Lillian Trottier Award for 2022 for the Concours Oral (French Forensics) Competition. They were the middle school with the greatest number of students to earn "A" rating medals in the entire state of Wisconsin. This is the 8th year for WDPMS to earn this award!



MS Choir

Twelve Middle School choir students attended the Singing in Wisconsin festival which was held at Appleton North High School. This is an event that takes place in four sites on the same day. The choirs work to learn music that they are given and then perform that music later that same day.



MS Science Club

The Science Club put their minds to work! Students tested their understanding of density by filling a container with sand while keeping it floating in water. They then constructed a boat using straws, duct tape and plastic wrap that would keep the most marbles (people) afloat.



House of Hope

The Intermediate School collected 115 pairs of pajamas for House of Hope in Green Bay. Thank you to all students and families who were able to make a donation, and the IS Student Council for their work on the pajama drive.



WW Stuff the Turkey

Part of Westwood Week involved a very exciting "Stuff the Turkey" relay of Team Lau vs Team Krahn. The students loved seeing the staff compete against each other.



IS Science Club Egg Drop

The IS Science Club took part in an egg drop experiment. Students tried to build a structure that would prevent a raw egg from breaking when dropped from the balcony. No eggs were harmed in this experiment!



IS Musical - Jungle Book

Over 100 students took part in this year's musical. The students and staff did a wonderful job!



Christmas Store

More than 70 families in our district were able to participate in the De Pere Christian Outreach Christmas Store on Dec. 6 and 7 to help create a brighter holiday season for their families. We are thankful for this city-wide partnership.



MS Dance Team

The MS Dance Team competed in their first competition. They placed 9 out of 13 teams in the middle school division. The girls gave their best performance yet! It was an eye opener for the girls to see what competition is really all about and just how competitive dance is in our state. It was a great learning experience for the team!



Upcoming Events

- Dec.15th- Intermediate School Choir Concerts; 5th Grade at 6pm and 6th Grade at 7:30pm in the High School auditorium.
- Dec.16th-Westwood Kindergarten Holiday Concert at 1:45pm in the gym.
- Dec.18th- High School Band at 7pm in the High School auditorium.
- Dec.20-7-12th Grade Choir at 6:30pm in the High School auditorium.
- Dec. 21st- Middle School Band Concert at 7pm in the High School Auditorium.

