

**SCHOOL DISTRICT OF WEST DE PERE**  
**REGULAR BOARD MEETING**  
**West De Pere Intermediate School**  
**901 S. Ninth Street**  
**December 11, 2024**  
**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 13, 2024 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:
    - 1251.1 Vandalism
    - 5119 Bullying
    - 6131 (E1) Internet Use Letter to Parent or Guardian (Delete Policy)
    - 6131 (R) Guidelines for Using West De Pere's Computer Network and Internet
    - 6131 (R2) District Employee Guidelines for Use of Social Media and Electronic Communications
    - 6150 Code of Classroom Conduct
    - 6151 Artificial Intelligence (New Policy)
- X. New Business
  - A. Finance Committee Report
  - B. Curriculum and Policy Committee Report and First Readings
    - 4219.2 Custodial Staff (New Policy)
    - 4219.3 Electrician (New Policy)
  - C. Summary of the 2023-2024 State Report Card
  - D. 4K Update
  - E. Consider Neola Policy Platform
  - F. Consider Summer School Dates
  - G. Consider Parent Transportation Contracts
  - H. Consider Hiring of Additional Special Education Aide Due to Student Need
  - I. Consider Appointment of Deputy Clerk for School Board Elections
  - J. 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 Schaetz at 920-337-1393 x8025.

Join Zoom Meeting: <https://zoom.us/j/96356110955?pwd=iyRrbWuayvs3KQvbmMjVXb1tBzLvZ.1>

By Phone: 312-626-6799

Meeting Id: 96356110955

Passcode: 921737

**SCHOOL DISTRICT OF WEST DE PERE  
REGULAR BOARD MEETING  
WEST DE PERE HIGH SCHOOL TECH ED AUTO SHOP  
November 13, 2024  
5:30 PM**

Board members present: Fuss, Borley, Van Den Heuvel, Dorn, Van Deurzen  
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 Scott Borley and seconded by Barbara Van Deurzen to accept the agenda. Voting Yes: 5 Voting No: 0 Motion carried.

The board recognized and congratulated two High School students who competed at State for Cross Country; Kate Schmoll and Carson Samson.

The meeting was opened to the floor to enable district residents to bring items of general concern to the attention of the Board. No concerns were presented.

It was moved by Scott Borley and seconded by Ryan Van Den Heuvel that the October 16, 2024 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 Ryan Van Den Heuvel that the Treasurer's Report be approved. Voting Yes: 5 Voting No: 0 Motion carried.

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

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

- 5400.1 Early College Credit/Youth Options Program
- 54001. (R) Early College Credit Program Eligibility Guidelines

Voting Yes: 5 Voting No: 0 Motion carried.

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

Committee Chair, Barbara Van Deurzen reviewed the November 7, 2024 Curriculum and Policy Committee report.

Jean Born, Neola Representative, gave the Board an overview of the Nelo Program, which assists school districts with cooperative policy development. Discussion ensued. The Board requested to revisit the topic at its December regular meeting.

The Principals reviewed their 2023-2024 year-end goals with the Board. The Board thanked them for the update and all their hard work.

The Board was given an update on the School Nutrition Programs Fall Health Inspections. Dr. Lau stated his appreciation for a perfect inspection and the staffs continued commitment to the students.

The Board was given an update on the Driver's Education Program. Due to cost and limited availability, the behind the wheel portion will no longer be offered. The classroom portion of driver's education online, will still be available as part of the summer school program.

It was moved by Ryan Van Den Heuvel and seconded by Scott Borely to approve the Annual Safety Drill memos as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Barbara Van Deurzen and seconded by Scott Borely to approve the High School AP Biology Course as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Scott Borley and seconded by Ryan Van Den Heuvel to approve the High School Business/Marketing Courses as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Ryan Van Den Heuvel and seconded by Barbara Van Deurzen to approve the memo regarding van purchases as presented. Voting Yes: 5 Voting No: 0 Motion carried.

President Fuss read the Initial Resolution authorizing general obligation bonds in an amount not to exceed \$9,925,000.

*BE IT RESOLVED by the School Board of the School District of West De Pere, Brown and Outagamie Counties, Wisconsin that there shall be issued pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in the amount not to exceed \$9,925,000 for the public purpose of paying the cost of a school building and facility improvement project consisting of: construction of an addition for technical education space, renovations and site improvements at the High School; district-wide capital maintenance and building infrastructure improvements; and acquisition of furnishings, fixtures and equipment.*

It was moved by Ryan Van Den Heuvel and seconded by Barbara Van Deurzen to approve the Initial Resolution authorizing general obligation bond in the amount not to exceed \$9,925,000 as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Scott Borley and seconded by Ryan Van Den Heuvel to approve the Resolution providing for a Referendum Election on the question of the approval of an Initial Resolution authorizing the issuance of general obligation bonds in the amount not to exceed \$9,925,000 as presented. Voting Yes: 5 Voting No: 0 Motion carried.

Megan Prestebak from Miron Construction shared an update on the communication plan for the approved referendum for the High School Tech Ed Project. Discussion ensued.

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

The Board discussed preparation for the upcoming 2025 Wisconsin State Education Convention. President Fuss offered to be the delegate and Barbara Van Deurzen agreed to be the alternate delegate.

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 Scott Borley at 6:52 PM that the Board adjourn into closed session as previously stated. Voting Yes: 5 Voting No: 0 Motion carried.

The Board reconvened at 7:50 PM.

It was moved by Scott Borley and seconded by Jennifer Fuss at 7:51 PM that the meeting be adjourned. Voting Yes: 5 Voting No: 0 Motion carried

Barbara Van Deurzen  
Clerk



**SCHOOL DISTRICT OF WEST DE PERE**  
**VANDALISM**

**1251.1**

Every citizen of the district, students, and members of the police department are urged by the Board of Education to cooperate in reporting any incidents of vandalism to property belonging to the district and the name(s) of the person or persons believed to be responsible. Each employee of the district shall report to the principal of the school every incident of vandalism known and the names of those responsible. Persons reporting vandalism will remain anonymous at their request.

The Superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property, and to delegate authority to sign complaints and to press charges.

Any student found guilty of any form of vandalism or defacement of school property may be suspended and restitution will be sought. A parent conference and/or legal referral will determine the final resolution.

Parents and students will be made aware of the legal implications involved. Wisconsin law provides that a parent is liable for the willful destruction of property by a minor within their custody or control.

**This policy also applies to cybervandalism. Cybervandalism is the deliberate malicious destruction of digital property to cause damage or disruption with no monetary gain.**

LEGAL REFERENCE: Wis. Stat. S. 895.035 City of De Pere Ordinance

APPROVED: 10/15/80

REVISED: 1/18/90, 7/16/98, 8/20/98

REVIEWED: 4/11

REVISED: 9/25/2023

**SCHOOL DISTRICT OF WEST DE PERE**  
**BULLYING**

**5119**

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation.

Bullying behavior is prohibited in all schools, buildings, property, and educational environments, including any property or vehicle owned, leased, or used by the school district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision. Instances of bullying that occur outside of regular school hours or outside of school sponsored activities that are reported to school district officials will be referred to local law enforcement.

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical or emotional well being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status, but may not be motivated by these characteristics. Bullying is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing. Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and text messages, instant messaging (IM), defamatory personal websites, defamatory online personal polling websites and all forms of Social Media.

**SCHOOL DISTRICT OF WEST DE PERE**  
**BULLYING**

**5119 cont'd**

E. Impersonation- Students and staff may not impersonate others on social media or any other electronic communication. Students and staff may not create a fake account of the school, a staff member, or other students, or school-related organizations. Students and staff who are found to be creators of or in possession of login information of fake accounts and students and staff who knowingly interact with fake accounts of the school, a staff member, another student, or school-related organization may be subject to school discipline. Examples include (but not limited to): name, image, voice, etc. Students and staff who bring their own devices to school are subject to reasonable search if suspicion arises that the device contains evidence of a violation of this policy or the law.

Any student that believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Every student is encouraged to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or assistant principal, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this policy shall be investigated promptly by the building Principal or his or her designee. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

Parents and/or guardians of each pupil involved in the bullying report will be notified prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

**SCHOOL DISTRICT OF WEST DE PERE**  
**BULLYING**

**5119 cont'd**

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student reprimand, suspension, or possible expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position or resignation for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making a false report may result in disciplinary action as indicated above.

**Privacy/Confidentiality**

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law. To the extent appropriate in conducting a thorough investigation and/or as legally permitted, confidentiality will be maintained during the investigation process.

**Notification**

Notice of this policy will be annually distributed to all students enrolled in the school district, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will

**SCHOOL DISTRICT OF WEST DE PERE**  
**BULLYING**

**5119 cont'd**

be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. The school district will also provide a copy of the policy to any person who requests it.

**Records & Reports**

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the school board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

**Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator or designee shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate. The complaint procedure established by the District Administrator and set forth in Administrative Guidelines shall be followed.

LEGAL REFERENCE:        Wisconsin Statute 118.46

CROSS REFERENCE:        5117-Student Nondiscrimination  
                                  4117-Staff Nondiscrimination  
                                  4117(E) / 5117(E)-Discrimination Complaint Form

ADOPTED: 9/20/10

REVISED:7/17/2020, 8/12/2020

**SCHOOL DISTRICT OF WEST DE PERE**  
**INTERNET USE LETTER TO PARENT OR GUARDIAN**

**6131 (E1)**

[Date]

Dear Parent or Guardian,

Students of the School District of West De Pere have access to a wide variety of information via the internet through the use of devices at school. To gain access to this information, a student must first obtain the permission of a parent/guardian. Permission is granted by the school district when the Acceptable Use Permission and Release Agreement form is signed by the student and the Parent/Guardian and returned to the student's principal.

Using the internet, devices allow access to libraries, databases, bulletin boards, and other users, on a worldwide basis. You should be aware that some of the material (via the internet) may not be considered to be of educational value in the context of the school setting and curricular standards and objectives. It is possible students may find access to information that may be inaccurate, defamatory, offensive, or illegal.

The school district requests parents/guardians to grant permission to the district to provide access to computer software and networks and, in addition, to release the school district from any liability arising from such access.

The school district feels student access to the information, resources, and other students around the world, far exceeds potential disadvantages to the use of computer technology. Parents, guardians, and students are responsible for supporting the proper ethical and legal standards all students must follow which are in accordance with School District of West De Pere policies and school rules and procedures. Please read the attached materials and review them with your child(ren).

The school district requires your signature on the permission and release form before your child will be given access to computer software and networks available through the School District of West De Pere.

Please contact your principal if you have any questions concerning this matter.

Sincerely,

Superintendent

**SCHOOL DISTRICT OF WEST DE PERE** **6131 (R)**  
**GUIDELINES FOR USING WEST DE PERE'S COMPUTER NETWORK AND INTERNET**

West De Pere's computer network and internet access are provided for the benefit of students and staff for academic purposes. Users are responsible for their behavior and communications while using District technology. A *Computer Use Acceptance* screen acknowledging adherence to this policy appears on all computers prior to logging on. In addition, all families sign a document acknowledging adherence before being issued a chromebook or being allowed to utilize district technology. The following guidelines have been established so that devices can be used freely, safely, and efficiently:

- a. Respect others.
- b. Use shared resources wisely. Diligent effort must be made to conserve resources. (i.e. frequently delete emails and unused files and turn off unused equipment).
- c. Use language that is appropriate in the school community.
- d. Purchase of products or services online is prohibited unless they are for educational purposes and prior approval is received.
- e. Use of the network for commercial activity, product advertisement, political lobbying, or harassment of students, staff or others is strictly prohibited.

School devices interact with West De Pere's network infrastructure in invisible but carefully designed ways. Therefore:

- a. No alterations should be made to the hard drives of any school devices or servers: don't change administrative settings, add or delete programs, change operating systems; and don't run programs from media (e.g. disks, CD/DVD's, USB drives) without permission of the network system administrators.
- b. The use of *non-educational* sites, including but not limited to, games, internet chats, blogs, wikis, and unmoderated forums is an inappropriate use of computer resources and is not allowed.
- c. It is improper and illegal to copy programs, tamper with hardware, alter files, or enter certain areas of West De Pere's computer network without authorization.
- d. Any and all software or internet subscriptions must be approved for compatibility with West De Pere's computer network before purchasing.
- e. Do not disrupt the use of the network (e.g. downloading or uploading files of any type including, but not limited to, streaming music, video, or applications).
- f. No unauthorized access, including so-called 'hacking' and other unlawful activities.
- g. No unauthorized disclosure, use, and/or dissemination of personal identification regarding minors.
- h. Prohibited activity includes, but is not limited to, access to material deemed "obscene", "child pornography", or "harmful to minors".

**SCHOOL DISTRICT OF WEST DE PERE      6131 (R) cont'd**  
**GUIDELINES FOR USING WEST DE PERE'S COMPUTER NETWORK AND INTERNET**

- i. Individually assigned devices are to be used by that individual only (staff may not allow students to use staff devices). Users are responsible for damage that may be incurred by another user, as outlined in the device handbook.
- j. Off-site use of any district-owned device must be primarily for an educational purpose (integral, immediate, and proximate to the education of students).

**Consequences of Misuse:** Any user in violation of this policy will be subject to disciplinary action, which may include, but not limited to restitution for any and all damages, loss of device use privileges, suspension, expulsion, and referral to local authorities for further legal action. Any user denied access due to misuse will be responsible for finding alternatives for completing their tasks.

**Passwords:** Respect the confidentiality of passwords. Do not attempt to log on as anyone else. Users will keep all passwords confidential and not accessible to others. Staff will change passwords regularly as required. Change your password or ask to have your password changed when you think someone else may know it, and notify a teacher or administrator if you suspect passwords are being abused.

**Electronic Communication:** The same rules of civility for speaking or writing apply. Before you send a message, read it over to be sure it communicates the content and tone you want the receiver to read. Don't send unnecessary messages that waste the receiver's time, and don't use up unnecessary paper printing your messages unless you need them for a class.

- a. The School District of West De Pere pays for staff email accounts, which are provided for you to conduct your work. Limited use of email for personal reasons is acceptable.
- b. District administered student email accounts are provided for students in grades 4-12 and are to be used only for educational related purposes.
- c. Your messages and account-associated content are property of the school district. The District retains the right to review, audit, intercept, access and disclose all messages created, sent, and received over the email system as necessary.
- d. Unacceptable use of the email system would include passing on chain mail, jokes, links to non-educational websites, spam, animations, hoax virus warnings, etc.
- e. Chat room access or direct electronic messaging (including instant messaging) is prohibited unless there is a direct educational purpose and approval is granted by a school system administrator.
- f. The safety and security of minors must be considered when engaged in any of the above.

**Privacy:** Privacy is valued and respected in the School District of West De Pere and to track internet usage with security software capable of recording any and all sites visited to maintain system integrity and ensure responsible use of the system. ALL email, internal and external, both sent and received, is recorded on a read-only server accessible for administration purposes.



**SCHOOL DISTRICT OF WEST DE PERE      6131 (R) cont'd**  
**GUIDELINES FOR USING WEST DE PERE'S COMPUTER NETWORK AND INTERNET**

In order to foster independent thought, creativity, and intellectual development, the school will only examine files when there is reason to suspect any activity or material that violates the school's code of conduct or law. This includes criminal activity; material that is obscene; material that is violent or actively encourages violent behavior; plagiarism or violation of intellectual rights or copyright laws; activity that endangers, demeans, threatens, or libels a person or persons; and material that denigrates people based on gender, race, ethnicity, disability, religious beliefs, or sexual identity.

**Software:**

- a. The unauthorized installation of software or files is prohibited.
  - 1. Licensing agreements will be upheld for copyrighted software.
  - 2. Privately owned software is prohibited.
- b. All software selection, approval, and budgeting must follow established procedures.

**Hardware:**

- a. Personal hardware, such as printers and monitors, is not acceptable.
- b. All hardware selection, approval, and budgeting must follow established procedures.

**Cyber-bullying:** The district's computer network and district owned equipment may not be used for the purpose of harassment. All forms of harassment are unacceptable and viewed as a violation of the District's acceptable use policy and procedures.

Cyber-bullying includes; harassing, teasing, intimidating, threatening, **impersonating**, or terrorizing another person by sending or posting inappropriate and hurtful email or text messages, digital pictures, or web site postings, including blogs, social networking sites, and any other web tools.

Students and community members; who believe they have been the victims of such misuse of technology, as described in this policy, should print out a copy of the offending material and bring it to the attention of a staff member or principal.

**Use of Web Tools:** The use of web tools is considered an extension of your classroom. Therefore, any speech that is considered inappropriate in the classroom is also inappropriate in any web tools. Students are not permitted to create social media pages that represent school sponsored clubs, sports, events, etc.

Students using any web tools are expected to act safely by keeping ALL personal information out of their posts.

**SCHOOL DISTRICT OF WEST DE PERE      6131 (R) cont'd**  
**GUIDELINES FOR USING WEST DE PERE'S COMPUTER NETWORK AND INTERNET**

Students using such tools agree to not share their username or password with anyone other than their teachers and parents.

**Internet Access:** Freedom of access to the wealth of resources available on the internet outweighs the risks of accessing material that is inappropriate. Internet users must accept their responsibility for this freedom of access. Computer and internet usage will be monitored for compliance.

**Supervision and Monitoring:** It shall be the responsibility of all members of the West De Pere School staff to supervise and monitor usage of the computer network and access to the internet at school in accordance with this policy and the Children's Internet Protection Act. In addition, content filtering will follow a device, even offsite. Procedures for modifying any technology protection measures shall be the responsibility of the Technology Department.

**Safety:** Parents, students, staff, and administration should be aware that the School District of West De Pere has no control over the content of the information residing on other computers connected with the internet, or control over the identity of individuals having access to the internet. Parents, students, and the adult community are therefore advised that the internet may contain material that is illegal, defamatory, obscene, profane, inaccurate, abusive or threatening, racial or ethnically offensive, or inappropriate. The administration and staff of West De Pere do not condone or permit the use or viewing of such materials, and persons are prohibited from bringing such material into the school environment. The School District of West De Pere will educate about appropriate online behavior, including interacting with other individuals on social networking websites, in chat rooms, and cyber-bullying awareness and response.

**Disclaimers:**

- a. The school district cannot guarantee network functionality or accuracy of information.
- b. The school district does not guarantee the effectiveness of internet filtering.

**Student and Parent/Guardian Responsibilities:** All students using the District's computer network or accessing the internet through the District's network must indicate that they and their parent or guardian understand the responsibilities of exercising this access by signing a user agreement, and that failure to follow it may result in loss of their network privileges and possible further disciplinary action.

**The Acceptable Use Permission and Release Agreement Form:** Students and their parent(s) and guardian(s) must sign during the annual registration process.

**The Acceptable Use Permission and Release Agreement Form:**  
Staff/volunteers/substitutes/student teachers must sign annually.

**SCHOOL DISTRICT OF WEST DE PERE      6131 (R) cont'd**  
**GUIDELINES FOR USING WEST DE PERE'S COMPUTER NETWORK AND INTERNET**

**CIPA (Child Information Protection Act) definitions of terms:**

**TECHNOLOGY PROTECTION MEASURE.** The term "technology protection measure" means a specific technology that blocks or filters internet access to visual depictions that are:

1. **OBSCENE**, AS THE TERM IS DEFINED IN SECTION 1460 OF TITLE 18, United States Code;
2. **CHILD PORNOGRAPHY**, AS ~~THAT~~ **THE** TERM IS DEFINED IN SECTION 2256 OF TITLE 18, United States Code; or
3. Harmful to minors

**HARMFUL TO MINORS.** The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.

**SEXUAL ACT; SEXUAL CONTACT.** The terms "sexual act" and "sexual contract" have the meanings given such terms in section 2246 of title 18, United States Code.

ADOPTED: 1/2/97

REVISED: 6/21/01, 5/19/03, 3/15/06, 10/15/08, 4/15/09, 7/10/10, 3/20/12, 5/9/18, 6/6/18, 6/27/2022, 6/21/2023

**SCHOOL DISTRICT OF WEST DE PERE** **6131 (R2)**  
**DISTRICT EMPLOYEE GUIDELINES FOR USE OF SOCIAL MEDIA AND**  
**ELECTRONIC COMMUNICATION**

**Philosophy**

Social media has created a complex online environment that has blurred the lines between professional and recreational communication. Because this confusion of roles has the potential to produce contradictory messages and identities, the School District of West De Pere advocates a dual-identity social networking strategy for employees interested in social media for professional purposes. A dual-identity social networking strategy clearly distinguishes recreational social media use from professional social media use by creating separate accounts for each purpose.

Therefore, all district-related social networking use must take place on a separate professional account. Likewise, all non-teaching social networking must take place on a separate, recreational social networking account.

**Recreational Social Media Account**

*Definition*

A recreational social media account is a profile that is used to network for personal purposes such as keeping in touch with friends creating online photo albums of non-teaching related events, or other personal, social activities. A recreational social media account is not affiliated with the School District of West De Pere in any way.

Employees who use social media for personal purposes shall observe the following principles when communicating through social networking sites:

- Employees may not connect (friend, follow, or subscribe) to current students with their social accounts. However, an employee may communicate with a student using personal social media networks to the extent the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, sport or religious organization. In these instances, employees who choose to connect to current students must understand that they are still considered a mandated reporter in this online environment.
- Employees shall not post confidential information about students, employees, or school system business.
- Employees shall not knowingly allow students access to any portions of their personal social networking sites that are not accessible to the general public. For example, any content on a personal social media site that is protected with privacy settings should not be made available to students.
- Employees shall be professional in all internet postings related to or referencing the school system, students, and other employees.
- Employees shall not use the school district's logo or other material of the district as part of a personal social media presence without express written consent from the Board.
- Employees shall not post images of a student or student's family without permission from the student and the student's parent or legal guardian.
- Employees shall not use internet postings to libel or defame the Board, individual Board members, students, or other school employees.

**SCHOOL DISTRICT OF WEST DE PERE      6131 (R2) cont'd**  
**DISTRICT EMPLOYEE GUIDELINES FOR USE OF SOCIAL MEDIA AND**  
**ELECTRONIC COMMUNICATION**

- Employees shall not use internet postings to harass, bully, or intimidate other employees or students.
- Employees shall not use internet postings to engage in any other conduct that violates Board policy and administrative procedures or state and federal laws.

**Professional Social Media Account**

*Definition*

A professional social media account is a profile that is created for the sole purpose of accomplishing teaching-related tasks such as communicating school-related information to parents and students. A professional social media account is a direct extension of the School District of West De Pere, and thus, the professional profile must adhere to all district guidelines for online publications.

Employees who use social media for professional purposes shall observe the following principles when communicating through social networking sites:

- Employees may connect to current students and parents only on a professional media account.
  - Employees who choose to connect to current students must understand that they are still considered a mandated reporter in this online environment.
- All communication between students and parents via the professional social media account shall be directly related to professional, school-related business; a professional social media account is an online extension of a district employee.
- Communication between students and parents needs to be in a medium that can be documented.
  - Documented Communication Tools include, but are not limited to:
    - Wall Posts
    - Discussion Forums
    - Inbox Messages
    - Emails
    - Public Tweets
- Employees may create an account for organizations, clubs, or classes
- All content posted on school-related accounts must adhere to School District of West De Pere guidelines for online publications.

**Electronic Communications**

All employee members' electronic communications, including but not limited to email and texting, is considered a public record, regardless of its professional or personal nature, and is subject to disclosure as allowed by law. Further, all employee members are bound by mandated reporting requirements at all times.

**Social Media Influencer Presence**

West De Pere understands that some employees may wish to create social media content that builds a popular following, however content related to the work an employee is doing at school and/or the school building location may not be used for personal gain (e.g., affiliate links, ads, etc).

**Impersonation**

Staff may not impersonate others on social media or any other electronic communication. Staff may not create a fake account of the school, another staff member, students, or school-related organizations. Staff who are found to be creators of or in possession of login information of fake accounts and staff who

**SCHOOL DISTRICT OF WEST DE PERE      6131 (R2) cont'd**  
**DISTRICT EMPLOYEE GUIDELINES FOR USE OF SOCIAL MEDIA AND**  
**ELECTRONIC COMMUNICATION**

knowingly interact with fake accounts of the school, another staff member, a student, or school-related organization may be subject to school discipline. Examples include (but not limited to): name, image, voice, video, etc. Staff who bring their own devices to school are subject to reasonable search if suspicion arises that the device contains evidence of a violation of this policy or law.

Legal References: Wisconsin Statute 118.125 Federal FERPA Statute 20 U.S.C. Sec 1232g; 34 CFR Part 99

ADOPTED: 12/20/11

REVISED: 4/18/16, 6/27/2022, 6/21/2023

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

**6150**

**Philosophy**

In the 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 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**

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 school staff in a firm, and consistent manner. The building administrators shall assist and supervise 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.

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.

Following are examples of such behavior:

- Violation of Board of Education Policies:
  - 1335- Tobacco/Nicotine Use on School Premises
  - 1251.1- Vandalism
  - 5117 - Student Nondiscrimination
  - 1336 - Drug-Free Schools

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

**6150 cont'd**

- 5131.6 - Controlled Substances
  - 5135- Weapons
  - 5138- Explosive Devices/Threats of Explosion
  - **6151 Artificial Intelligence**
  - 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
  - **Impersonation of the school, a staff member, other students, or school-related organizations.**
- 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 2004 or accommodations under Section 504. In these cases, state and federal laws and regulations regarding special education and Section 504 have precedence.

**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 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

**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	<b>6151- Artificial Intelligence</b>

ADOPTED: 7/15/99

REVISED: 4/16/13, 12/14/2022



**SCHOOL DISTRICT OF WEST DE PERE**  
**ARTIFICIAL INTELLIGENCE**

**6151**

The Board recognizes the positive impact that artificial intelligence (AI) technology may have in the District's educational program and operations. The District Administrator is authorized to support the use of artificial intelligence technology when its use is consistent with the District's mission, goals, and operational integrity.

Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies.

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. Staff may be disciplined for violations, up to and including suspension or termination of employment. The Administration will refer any illegal acts to law enforcement.

ADOPTED:

**SCHOOL DISTRICT OF WEST DE PERE**  
**CURRICULUM and POLICY MEETING**  
**West De Pere District Office-400 Reid St, Suite W**  
**December 5, 2024**  
**7:30 a.m.**

I. Call meeting to order - 7:30 a.m.

II. Curriculum items

- Act 20 Update
- Act 266 Update
- Neola Update

Director of Curriculum, Amy LaPierre gave an update on Act 20 and Act 266. Dr. Lau gave an update on Neola.

III. Review the following for Board adoption:

- 1251.1 Vandalism
- 5119 Bullying
- 6131 (E1) Internet Use Letter to Parent or Guardian (Delete Policy)
- 6131 (R) Guidelines for Using West De Pere's Computer Network and Internet (added letter "j" since last meeting)
- 6131 (R2) District Employee Guidelines for Use of Social Media and Electronic Communications
- 6150 Code of Classroom Conduct
- 6151 Artificial Intelligence (New Policy)

Reviewed for Adoption on 12/11/2024

IV. Review the following:

**First Reads:**

- 4219.2 Custodial Staff (New Policy)
- 4219.3 Electrician (New Policy)

Committee reviewed and suggested changes on Policy 4219.3.  
Present for First Reading on 12/11/2024

V. Next meeting date: January 9, 2025

VI. Adjourn meeting -7:46 a.m.

**SCHOOL DISTRICT OF WEST DE PERE**  
**CUSTODIAL STAFF**

**4219.2**

**QUALIFICATIONS:**

1. High School diploma or equivalent.
2. Possess and demonstrate strong interpersonal communication skills and project a positive and courteous attitude and image to the staff, students and community.
3. Ideal candidates must be a self-starter that can work efficiently, independently and pay strong attention to detail.
4. Must have the ability to lift up to 50 pounds
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** Custodial personnel are immediately responsible to the Principal of the building to which they are assigned and are under the general supervision of the Maintenance Manager/Director of Grounds.

**JOB GOAL:** To provide services necessary to maintain buildings and grounds and help the school function smoothly for the administration, teachers, support staff, students and parents 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. Identify and initiate any non-major repair and preventative maintenance of buildings, furniture, and custodial equipment. Perform those jobs necessary to keep the school buildings and grounds safe, clean, sanitary, and presentable in appearance.
4. Perform other such jobs as are generally expected of custodial staff and such other tasks assigned by the Building Principal and/or Maintenance Manager/Director of Grounds.
5. Complete all tasks in a timely manner and with a high level of quality.
6. Assist other building maintenance and custodial staff as necessary.
7. Carry on such activities as required or ordered to create the best possible conditions for the education of the children.
8. Maintain professional competence through staff development provided by the District and in compliance with Wisconsin law.
9. Some hours may be flexible based on district and personal needs.
10. Perform other duties as assigned or as judgment or necessity dictates.

**TERMS OF EMPLOYMENT:** 12 months.

Compensation and other working conditions will be delineated in the employee handbook.

**EVALUATION:** Performance to be evaluated at least once every three years by the Building Principal and/or Maintenance Manager/Director of Grounds.

**ADOPTED:**

**SCHOOL DISTRICT OF WEST DE PERE**  
**ELECTRICIAN**

**4219.3**

**QUALIFICATIONS:**

1. Journeyman or master license preferred, but not required.
2. 24-hour continued education as required for license.
3. 5-10 years minimum experience required.
4. Continually possess a valid Wisconsin driver's license and a good driving record.
5. OSHA 10 preferred, but not required.
6. Scissors and boom lift certification preferred.
7. Testing for qualifications may be given.
8. Possess and demonstrate strong interpersonal communication skills and project a positive and courteous attitude and image to the staff, students and community.
9. Ideal candidates must be a self-starter that can work efficiently, independently and pay strong attention to detail.
10. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** Electrician personnel are immediately responsible to and are under the general supervision of the Maintenance Manager/Director of Grounds.

**JOB GOAL:** Under the direction of the Director of Facilities the Electrician is responsible for performing all functions associated with maintaining and repairing electrical systems and equipment and the installation of new systems and equipment. To provide services necessary to maintain buildings and grounds and help the school function smoothly for the administration, teachers, support staff, students and parents 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. Performs rewiring and makes repairs to existing wiring.
4. Maintains and repairs electrical controls for boilers and furnaces.
5. Troubleshoot and maintain all types of electrical equipment including, but not limited to, fluorescent, multi-vapor, and incandescent light fixtures, ballasts, outlets, switches, interior-exterior scoreboards, electrical motors, controlling pumps, air handling units, boilers, power tools, emergency lighting and generators, lighting control panels, circuit breaker panels, fuse boxes, elevator control panels, limit switches including boiler low water cut-off switches.
6. Requisitions, orders and procures materials, parts and equipment needed to accomplish necessary action to provide prompt repair service.

**SCHOOL DISTRICT OF WEST DE PERE**  
**ELECTRICIAN**

**4219.3 cont'd**

7. Maintains and repairs voltage 120, 208, 240, 277 and 480-volt lines, single and three phase systems.
8. Assist and maintain fire alarm control panels, fire and smoke alarm systems and detectors.
9. Works with and assists in maintaining district fiber systems as needed.
10. Assist and maintain scoreboard systems and electronic sound systems.
11. Responds to emergency calls during and after normal working hours.
12. Maintains control over assigned tools and equipment to insure proper safety, inventory, maintenance and replacement.
13. Makes efficient use of time and assigned resources.
14. Understands the principles, equipment, materials and work methods that are directly or indirectly involved in the work.
15. Perform jobs necessary to keep the school buildings and grounds safe, clean, sanitary and presentable in appearance.
16. Assist other maintenance staff when appropriate.
17. Maintain "flex" hours which will be coordinated by the Maintenance Manager/Director of Grounds and dependent on the projects scheduled within the district as needed.
18. Perform other duties as assigned or as judgment or necessity dictates.

**EXPERIENCE:**

1. Experience in maintenance and repair of electrical equipment and devices.
2. Experience in maintenance and repair of electrical components of heating and ventilating equipment.
3. Experience in maintenance and repair of various low voltage alarm and control systems.
4. Experience in general electrical installation and repairs.
5. Experience in new construction of electrical systems and equipment.

**SKILLS, KNOWLEDGE, ABILITIES:**

1. Determines by regular inspections the repair and maintenance work necessary to prevent breakdowns and major overhauls of all District electrical equipment.
2. Must have working knowledge of and be able to install and repair electrical systems and component systems.
3. Checks and calibrates control systems after installation and makes necessary changes, adjustments, and modifications to obtain desired results, using blueprints, sketches and manufacturer's specifications and manuals to obtain locations and details.
4. Must be able to effectively follow oral and written instructions.
5. Must be able to handle materials and hand tools as well as electrically operated equipment including electrical test equipment.

**SCHOOL DISTRICT OF WEST DE PERE**  
**ELECTRICIAN**

**4219.3 cont'd**

6. Must be in good physical condition and capable of working from ladders, scaffolding and high-lift equipment.
7. Must be able to wear respirator and protective clothing of standard sizes.
8. Must be able to perform heaving lifting.
9. Must be able to develop and maintain harmonious working relationships and follow supervisory direct.

**WORK ENVIRONMENT:**

The work is performed directly on the grounds of the School District of West De Pere.

**PHYSICAL AND SENSORY REQUIREMENTS:**

The position requires incumbents to:

1. Stand/walk/sit: Constantly
2. Lift/carry: Constantly
3. Push/pull: up to 82 pounds
4. Climb stairs/ladders: Occasionally
5. Stoop/kneel/bend: Occasionally
6. Reach high/low: Occasionally
7. Crawl on occasion
8. Repetitive finger movement, twisting or pressure involving wrists or hands: Occasionally
9. Both hands/both legs required, ability to speak, hear and see. Must not be colored blind.

**TERMS OF EMPLOYMENT:** 12 months.

**EVALUATION:** Performance to be evaluated at least once every three years by the Maintenance Manager/Director of Grounds.

**ADOPTED:**



# **State Accountability Reports**

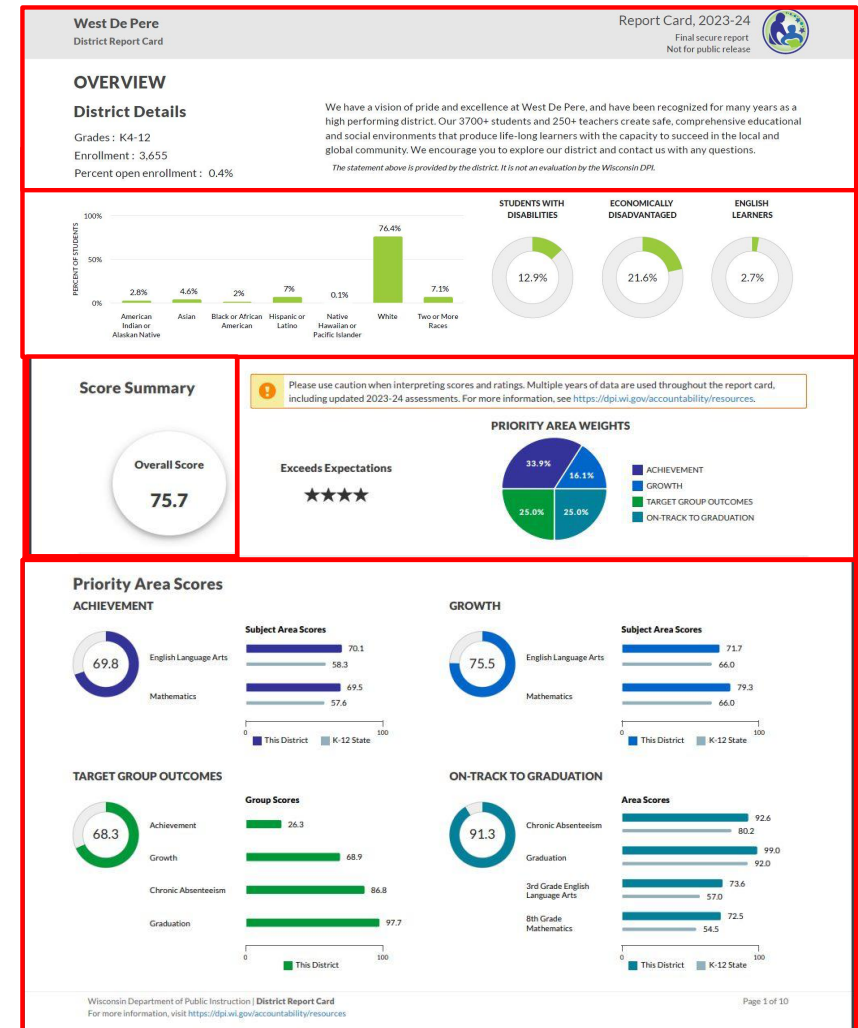
*School District of West De Pere*



# Page 1 - Overview

## Five Components

1. District Details - grades, enrollment, etc.
2. Student Groups - demographic makeup
3. Score Summary - result of combination of Priority Area Scores
4. Priority Area Weights - determines how much Priority areas are weighted
5. Priority Area Scores - breakdown of each area

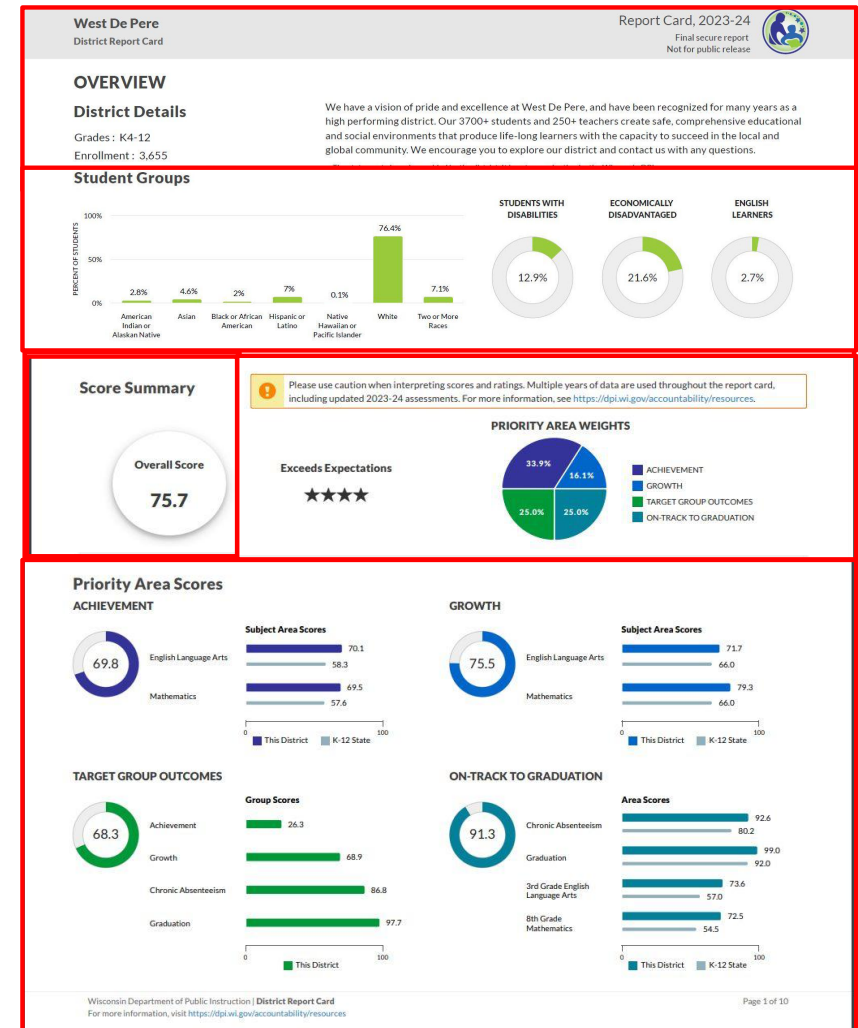


# Page 1 - Overview

## Five Components

### 4. Priority Area Weights

- ECD pop. of 35% means achievement and growth are equal
- West De Pere District = 21.4 (tips scale to achievement)



## **Priority Area: Achievement**

**Provides comparison to other schools (same level) statewide**

**Identifies achievement by group and change from last year**

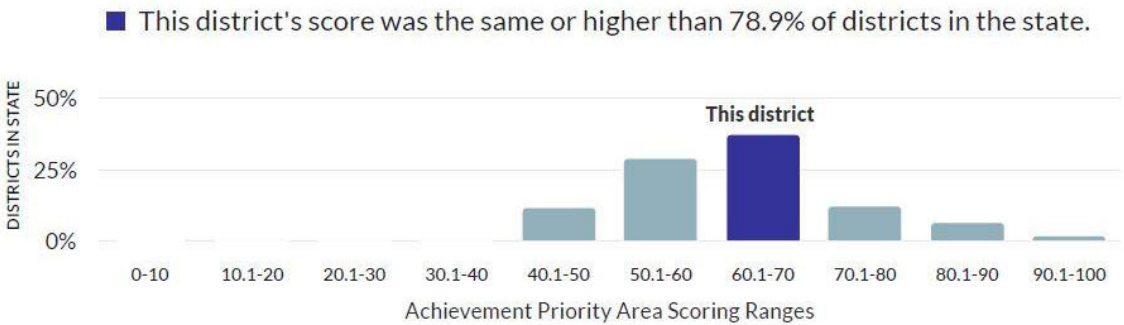
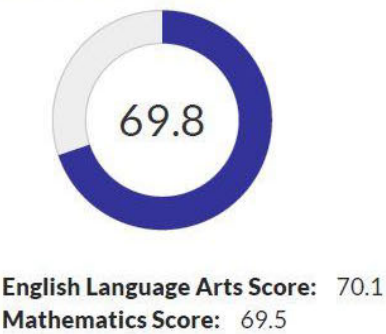
**Achievement score includes three years of data.**

# Achievement

## ACHIEVEMENT

This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component scores.

### Priority Area Score

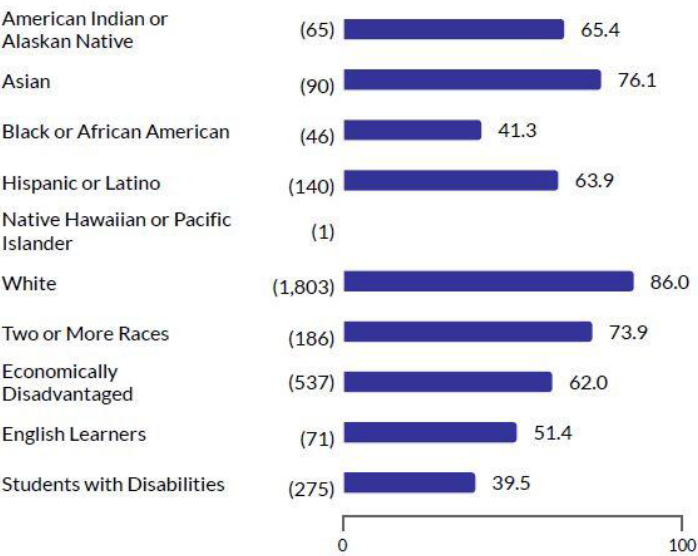


# Achievement: Group Dynamics

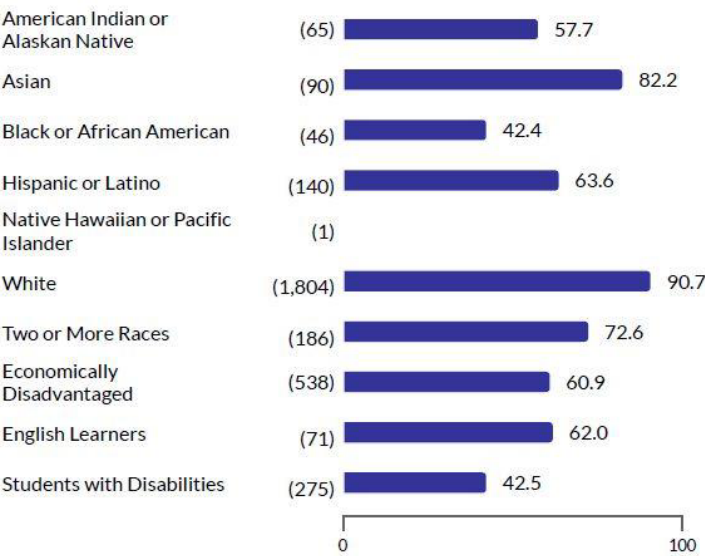
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



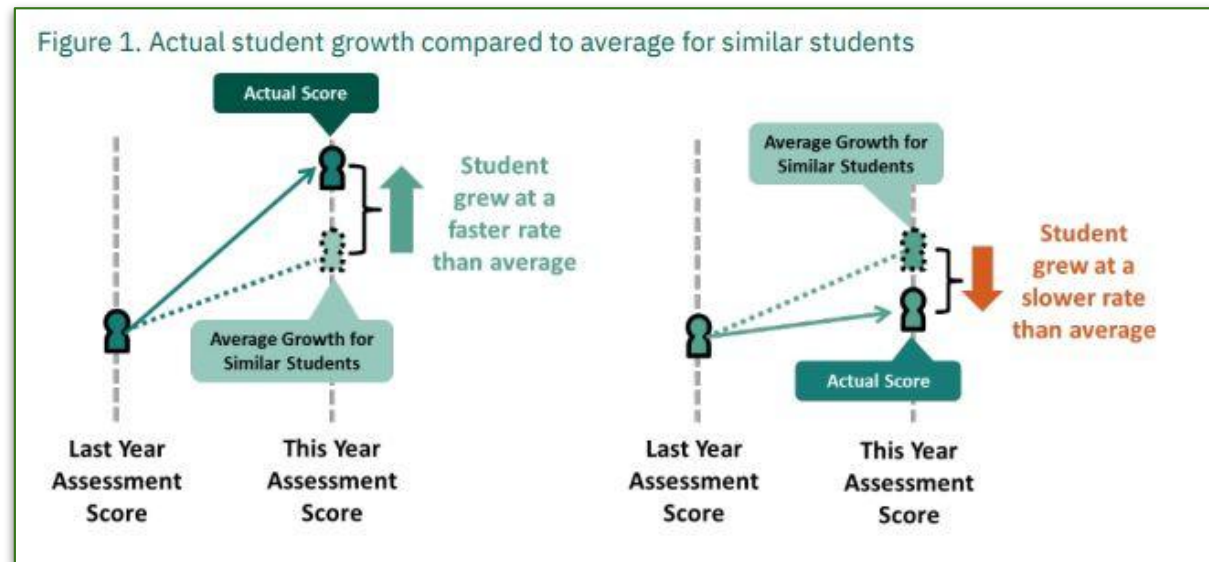
### MATHEMATICS



# Priority Area: Growth

Wisconsin uses a Value-added model that compares students to similar students across the state  
ECD status, disability status, EL proficiency level, gender and race/ethnicity

Three year average score

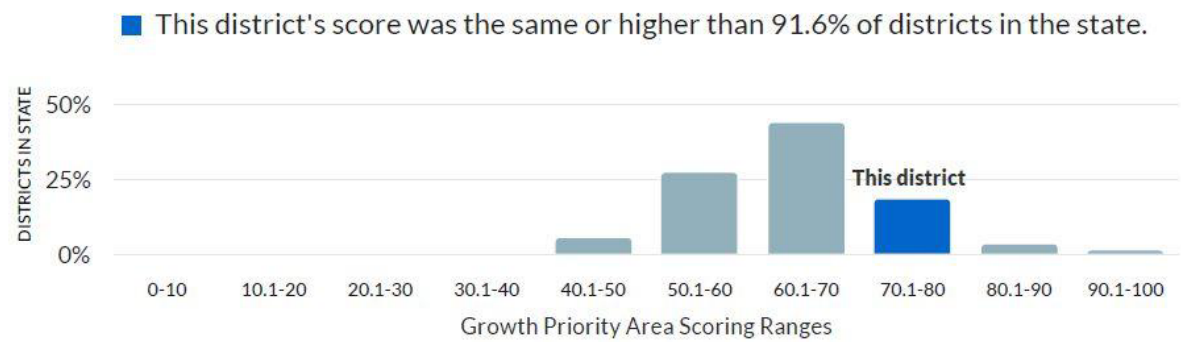
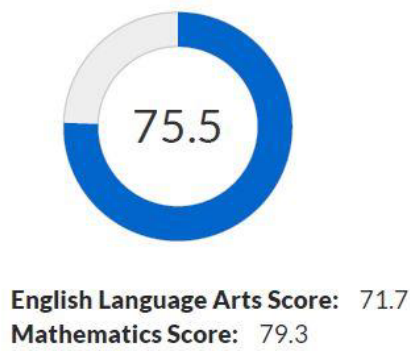


# Growth

## GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

### Priority Area Score

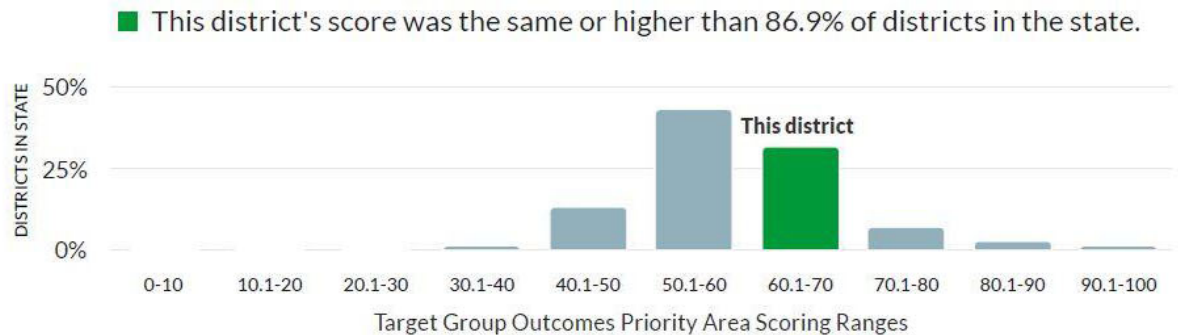


# Target Group Outcomes

## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping districts focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



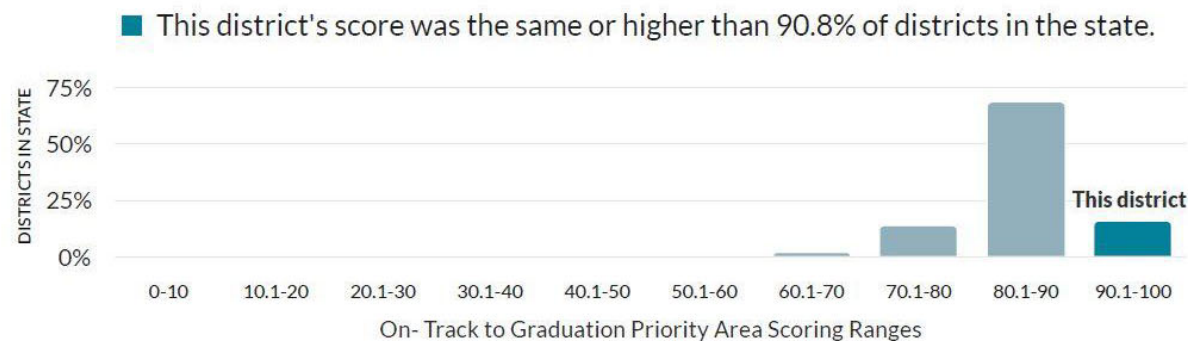
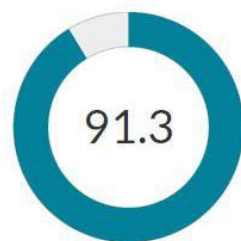


# On Track to Graduation

## ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

### Priority Area Score



# State Accountability Reports: District Level Takeaways

Key Insights (Challenges and Celebrations)
● Trend toward increasing diversity continues for 11th straight year.
● Overall percentiles are very high relative to the rest of the state.
● Despite high percentile, Growth trend is concerning.
● Gaps between groups are opportunity to improve scores.

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- Overall percentiles are very high relative to the rest of the state.
- Despite high percentile, Growth trend is concerning.
- Gaps between groups are opportunity to improve scores.



**2023 - 2024  
State Accountability  
Report for**

**West De Pere  
High School**



## OVERVIEW

### School Details

Grades : 9-12

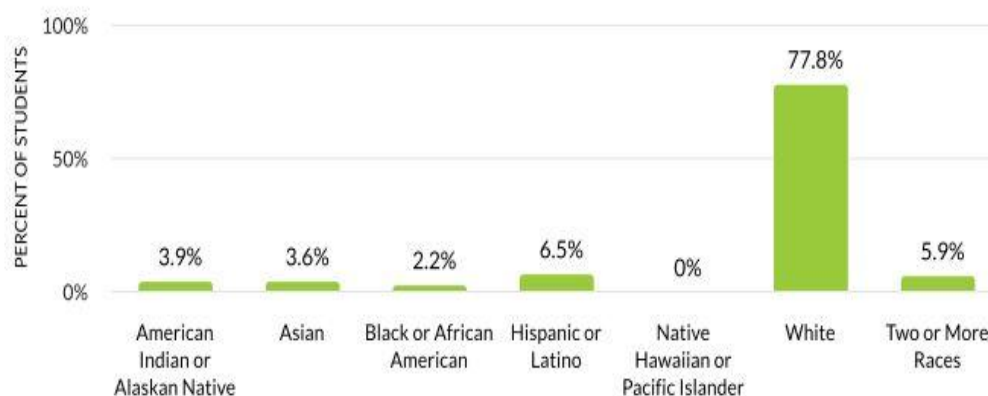
Enrollment : 1,078

Percent open enrollment : 0.9%

As part of West De Pere's commitment to a vision of pride and excellence, West De Pere High School strives to remain among the top high schools in the state. Proof of this success can be found in our expansive College Credit and AP course offerings, our leadership in moving to a 5x3 block schedule, our continued high scores on the ACT, and our nearly perfect graduation rate year after year.

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

### Student Groups



STUDENTS WITH  
DISABILITIES



ECONOMICALLY  
DISADVANTAGED



ENGLISH  
LEARNERS



## Score Summary



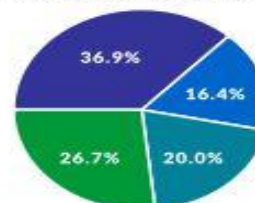
Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations



## PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

## Priority Area Scores

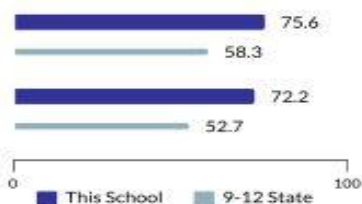
### ACHIEVEMENT



English Language Arts

Mathematics

#### Subject Area Scores



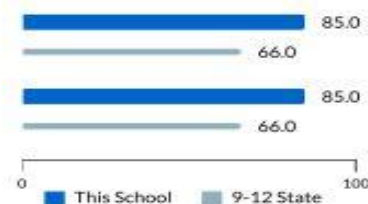
### GROWTH



English Language Arts

Mathematics

#### Subject Area Scores



### TARGET GROUP OUTCOMES



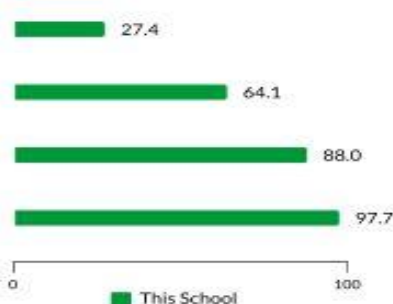
Achievement

Growth

Chronic Absenteeism

Graduation

#### Group Scores



### ON-TRACK TO GRADUATION



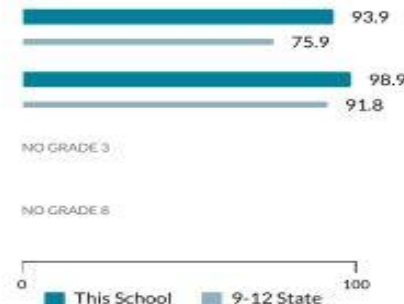
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

#### Area Scores



# **West De Pere High School: Achievement**

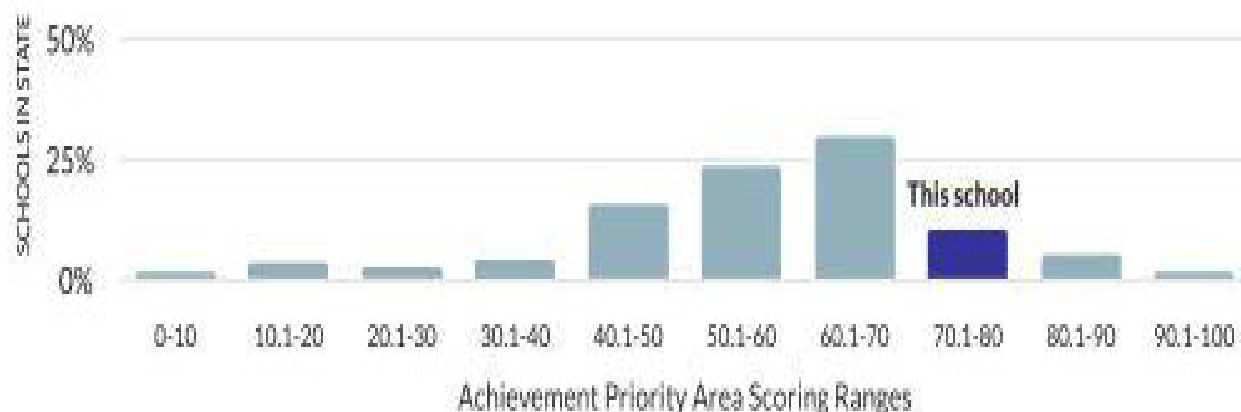
## Priority Area Score



English Language Arts Score: 75.6

Mathematics Score: 72.2

■ This school's score was the same or higher than 87.3% of 9-12 schools in the state.



# **West De Pere High School: Growth**

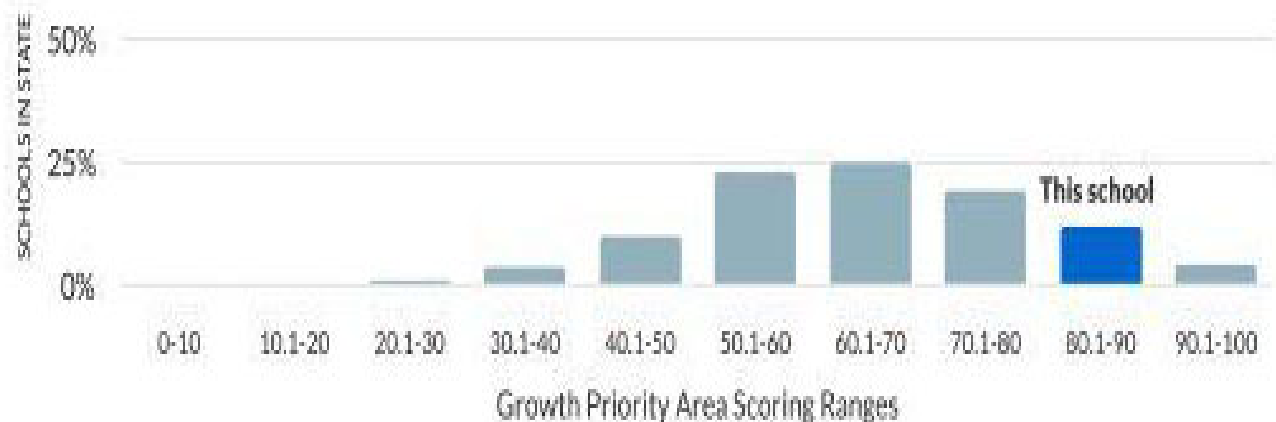
## Priority Area Score



English Language Arts Score: 85.0

Mathematics Score: 85.0

■ This school's score was the same or higher than 91.2% of 9-12 schools in the state.



## **West De Pere High School : Target Group Outcomes**

### Priority Area Score



■ This school's score was the same or higher than 72.7% of 9-12 schools in the state.



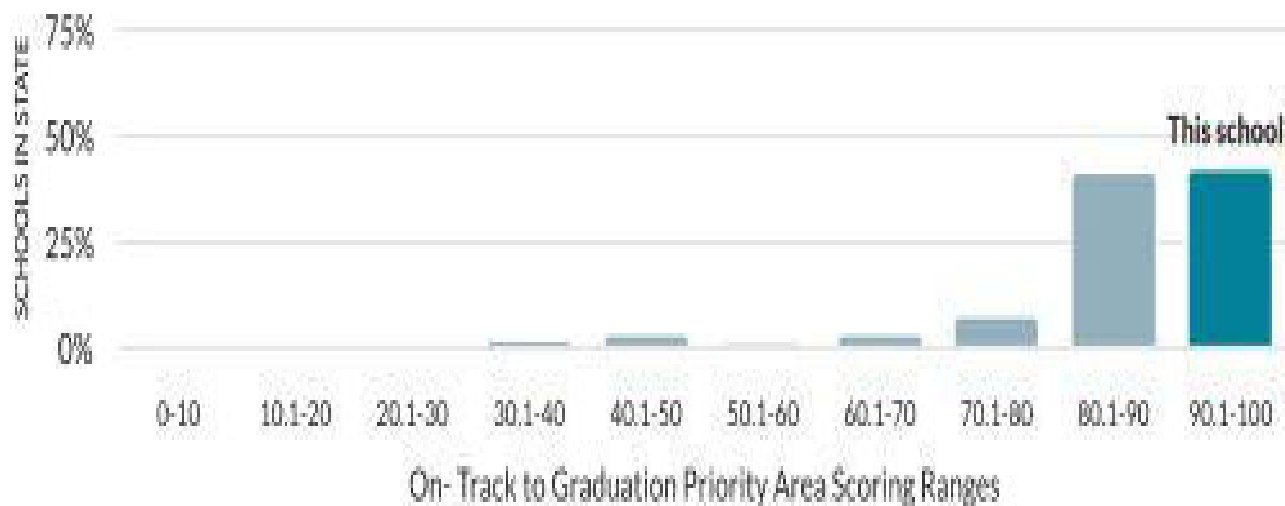


# West De Pere High School : On Track to Graduation

## Priority Area Score



■ This school's score was the same or higher than 95.9% of 9-12 schools in the state.



## **Key Takeaways & Focus: Strategies for Improving Target Group Outcomes**

Math Seminar - Pre Math 1 class in which students are enrolled first trimester freshman year to prep for Math 1.

Align English 9, 10 & \*11 - Team taught with Special Education teachers and regular Education teacher.

Regular Education Teachers and Special Education Teachers are team teaching in multiple regular education classes.

## **Participation by Type of Postsecondary Preparation**

### **Advanced Courses**

<b><u>School</u></b>	<b><u>State</u></b>
<b>18.2%</b>	<b>21.1%</b>

194 students successfully completed at least one Advanced Placement or International Baccalaureate course.

### **Dual Enrollment**

<b><u>School</u></b>	<b><u>State</u></b>
<b>54.1%</b>	<b>25.7%</b>

577 students successfully completed at least one dual enrollment course.

### **Industry-Recognized Credentials**

<b><u>School</u></b>	<b><u>State</u></b>
<b>5.7%</b>	<b>4.7%</b>

61 students earned at least one industry-recognized credential.

### **Work-Based Learning**

<b><u>School</u></b>	<b><u>State</u></b>
<b>5.2%</b>	<b>8.5%</b>

55 students participated in a work-based learning program.



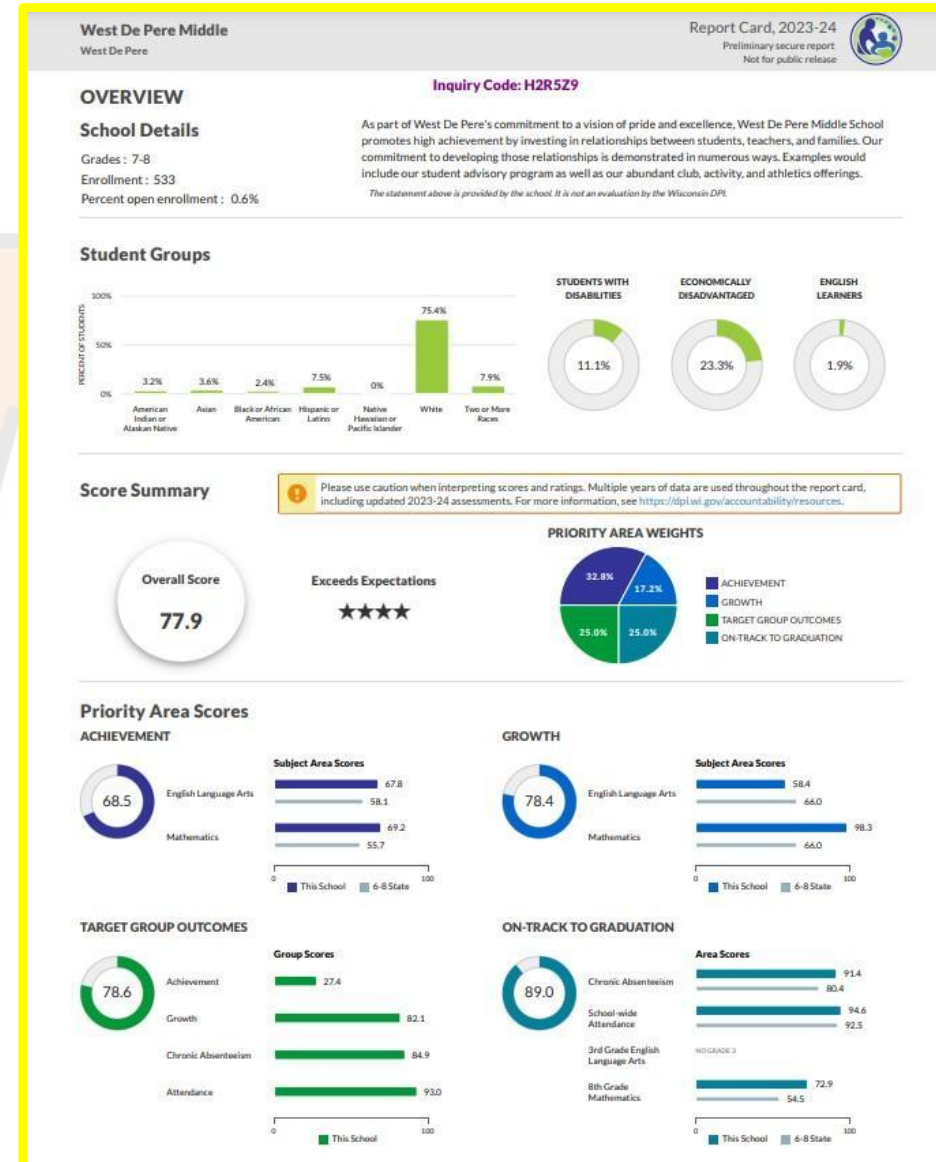
# **State Accountability Reports**

*West De Pere Middle School*

# Page 1 - Overview

## Five Components

1. District Details - grades, enrollment, etc.
2. Student Groups - demographic makeup
3. Score Summary - result of combination of Priority Area Scores
4. Priority Area Weights - determines how much Priority areas are weighted
5. Priority Area Scores - breakdown of each area



# Page 1 - Overview

West De Pere Middle  
West De Pere

Report Card, 2023-24  
Preliminary secure report  
Not for public release



## OVERVIEW

### School Details

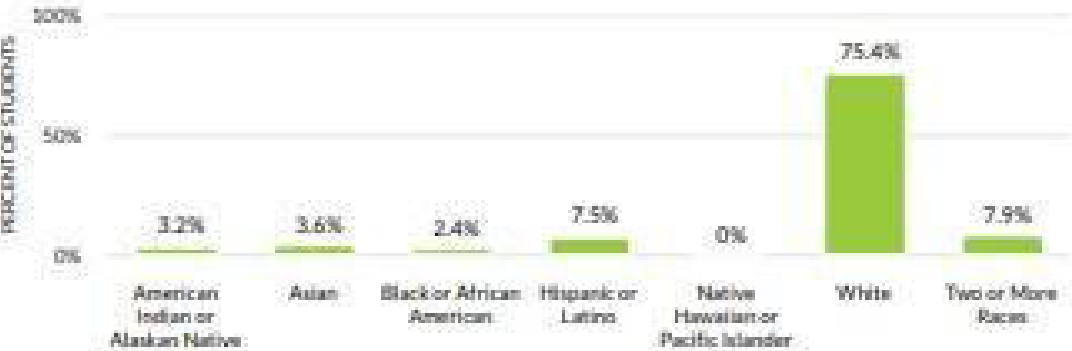
Grades : 7-8  
Enrollment : 533  
Percent open enrollment : 0.6%

**Inquiry Code: H2R5Z9**

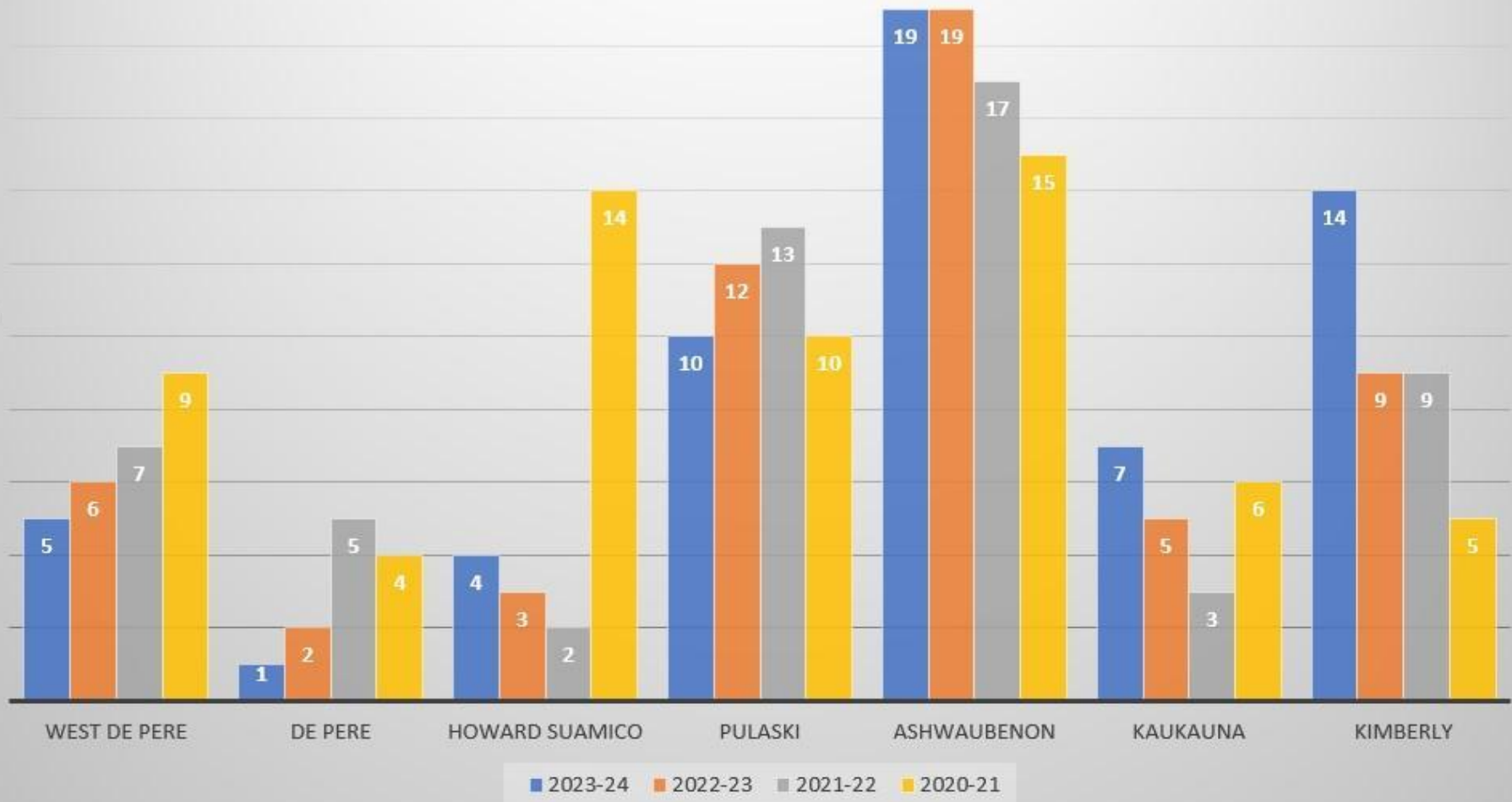
As part of West De Pere's commitment to a vision of pride and excellence, West De Pere Middle School promotes high achievement by investing in relationships between students, teachers, and families. Our commitment to developing those relationships is demonstrated in numerous ways. Examples would include our student advisory program as well as our abundant club, activity, and athletics offerings.

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

### Student Groups



## Last four years of report card score rankings among caparable area middle schools (7 of 24)



## Priority Area: Achievement

- Provides comparison to other schools (same level) statewide
- Identifies achievement by group and change from last year
- Achievement score includes three years of data.
- Normally has three year trend. \*This year there is only one score because of cut score changes.

## Priority Area Weights

- ECD pop. of 35% means achievement and growth are equal
- West De Pere District = 21.4 (tips scale to achievement)
- WDP Middle School = 23.3%





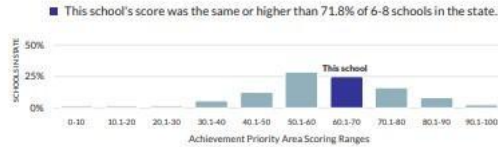
## ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component scores.

### Priority Area Score



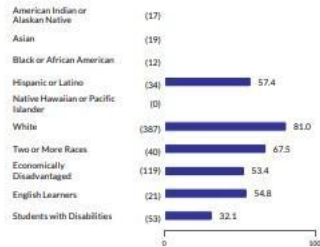
English Language Arts Score: 67.8  
Mathematics Score: 69.2



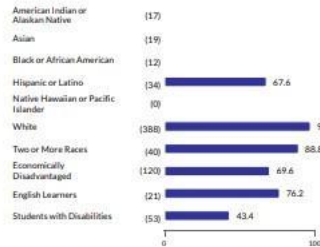
### Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS



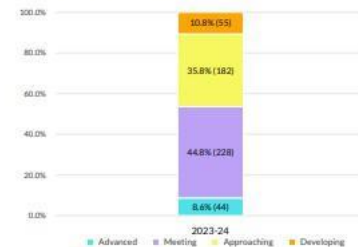
#### MATHEMATICS



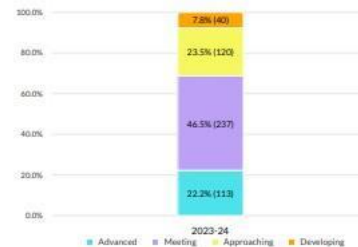
### Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS



## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	97.7%
Lowest-participating group: Students with Disabilities	87.1%

#### MATHEMATICS

All students	97.9%
Lowest-participating group: Students with Disabilities	87.1%

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	183,052	7.2%	29.0%	35.8%	28.0%	180,600	8.7%	30.4%	34.9%	26.1%	178,449	11.5%	39.7%	30.2%	18.5%
All Students	494	6.7%	36.0%	41.5%	15.8%	488	8.2%	34.0%	43.0%	14.8%	509	8.6%	44.8%	35.8%	10.8%
American Indian or Alaskan Native	14	0.0%	35.7%	35.7%	28.6%	15	6.7%	26.7%	60.0%	6.7%	17	0.0%	29.4%	41.2%	29.4%
Asian	14	21.4%	42.9%	7.1%	28.6%	16	18.8%	12.5%	43.8%	25.0%	19	5.3%	42.1%	47.4%	5.3%
Black or African American	11	0.0%	18.2%	36.4%	45.5%	13	0.0%	7.7%	61.5%	30.8%	12	0.0%	0.0%	41.7%	58.3%
Hispanic or Latino	28	10.7%	32.1%	46.4%	10.7%	27	0.0%	22.2%	55.6%	22.2%	34	2.9%	32.4%	41.2%	23.5%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	395	5.8%	38.2%	42.3%	13.7%	377	9.5%	37.9%	39.3%	13.3%	387	10.1%	49.6%	32.6%	7.8%
Two or More Races	32	12.5%	15.6%	46.9%	25.0%	40	0.0%	25.0%	57.5%	17.5%	40	7.5%	30.0%	52.5%	10.0%
Economically Disadvantaged	131	3.8%	22.9%	45.0%	28.2%	120	4.2%	16.7%	55.0%	24.2%	119	3.4%	25.2%	46.2%	25.2%
English Learners	15	13.3%	20.0%	40.0%	26.7%	13	7.7%	7.7%	53.8%	30.8%	21	0.0%	28.6%	52.4%	19.0%
Students with Disabilities	73	1.4%	8.2%	37.0%	53.4%	65	4.6%	10.8%	36.9%	47.7%	53	0.0%	13.2%	37.7%	49.1%

#### MATHEMATICS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	183,382	5.3%	28.6%	30.6%	35.5%	181,022	5.9%	29.7%	31.1%	33.3%	178,283	20.1%	32.4%	26.3%	21.3%
All Students	493	6.7%	35.9%	38.1%	19.3%	487	5.5%	39.6%	33.9%	20.9%	510	22.2%	46.5%	23.5%	7.8%
American Indian or Alaskan Native	14	0.0%	14.3%	64.3%	21.4%	15	0.0%	33.3%	40.0%	26.7%	17	5.9%	23.5%	41.2%	29.4%
Asian	14	7.1%	42.9%	28.6%	21.4%	16	18.8%	12.5%	43.8%	25.0%	19	21.1%	63.2%	10.5%	5.3%
Black or African American	11	0.0%	9.1%	9.1%	81.8%	13	0.0%	7.7%	38.5%	53.8%	12	0.0%	25.0%	16.7%	58.3%
Hispanic or Latino	28	3.6%	25.0%	50.0%	21.4%	27	0.0%	25.9%	40.7%	33.3%	34	5.9%	44.1%	29.4%	20.6%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	394	7.6%	38.8%	37.3%	16.2%	377	6.4%	44.8%	32.1%	17.0%	388	25.8%	47.2%	22.2%	4.9%
Two or More Races	32	3.1%	25.0%	40.6%	31.3%	39	0.0%	25.8%	38.5%	35.9%	40	15.0%	50.0%	32.5%	2.5%
Economically Disadvantaged	130	0.8%	21.5%	42.3%	35.4%	120	0.8%	21.7%	39.2%	38.3%	120	7.5%	44.2%	28.3%	20.0%
English Learners	15	6.7%	26.7%	40.0%	26.7%	13	7.7%	7.7%	46.2%	38.5%	21	4.8%	61.9%	14.3%	19.0%
Students with Disabilities	72	0.0%	8.3%	19.4%	72.2%	64	0.0%	17.2%	15.6%	67.2%	53	5.7%	22.6%	24.5%	47.2%

Demographic Group	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
White	395	5.8%	38.2%	42.3%	13.7%	377	9.5%	37.9%	39.3%	13.3%	387	10.1%	49.6%	32.6%	7.8%
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## MATHEMATICS

	2021-22					2022-23					2023-24				
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Black or African American	11	0.0%	9.1%	9.1%	81.8%	13	0.0%	7.7%	38.5%	53.8%	12	0.0%	25.0%	16.7%	58.3%
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Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	394	7.6%	38.8%	37.3%	16.2%	377	6.4%	44.6%	32.1%	17.0%	388	25.8%	47.2%	22.2%	4.9%
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English Learners	15	6.7%	26.7%	40.0%	26.7%	13	7.7%	7.7%	46.2%	38.5%	21	4.8%	61.9%	14.3%	19.0%
Students with Disabilities	72	0.0%	8.3%	19.4%	72.2%	64	0.0%	17.2%	15.6%	67.2%	53	5.7%	22.6%	24.5%	47.2%

## Achievement observations

- Our score was the same or higher than 71.8% of 6-8 schools in the state.

### **Middle School Goal for 2023-24**

*We will leverage relationship building so that at least 70% of the total ECD student population of each grade level will score at basic (approaching) or above on both the ELA and math portions of the WI Forward Exam by the end of the 23-24 school year.*

Percentage of ECD students scoring below basic (developing)			
	2021-22	2022-23	2023-24
ELA	28.2%	24.2%	25.2%
Math	35.4%	38.3%	20%

# Priority Area: Growth

Wisconsin uses a Value-added model that compares students to similar students across the state

ECD status, disability status, EL proficiency level, gender and race/ethnicity

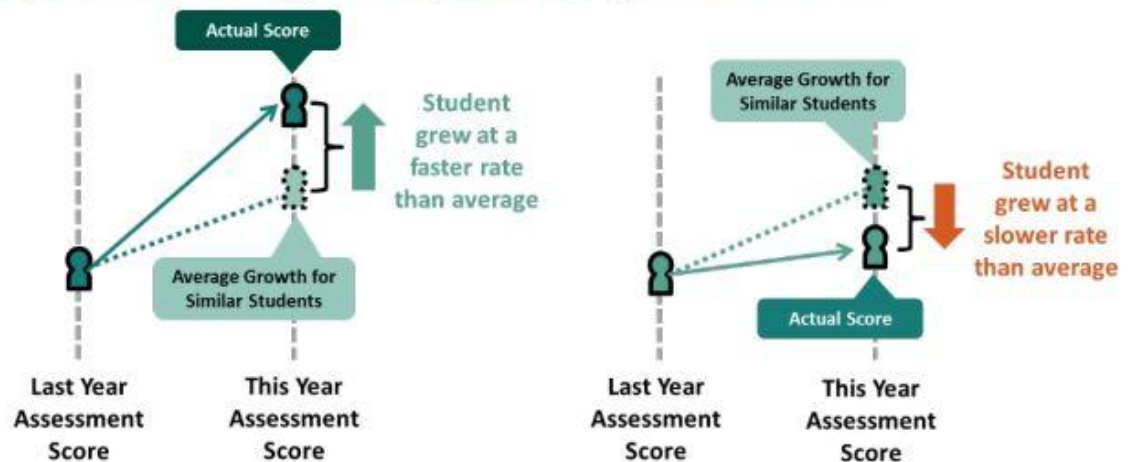
Scores are normed

On the report card graph (pg 4)

Average growth score is set to 3

Size of group is in ( )

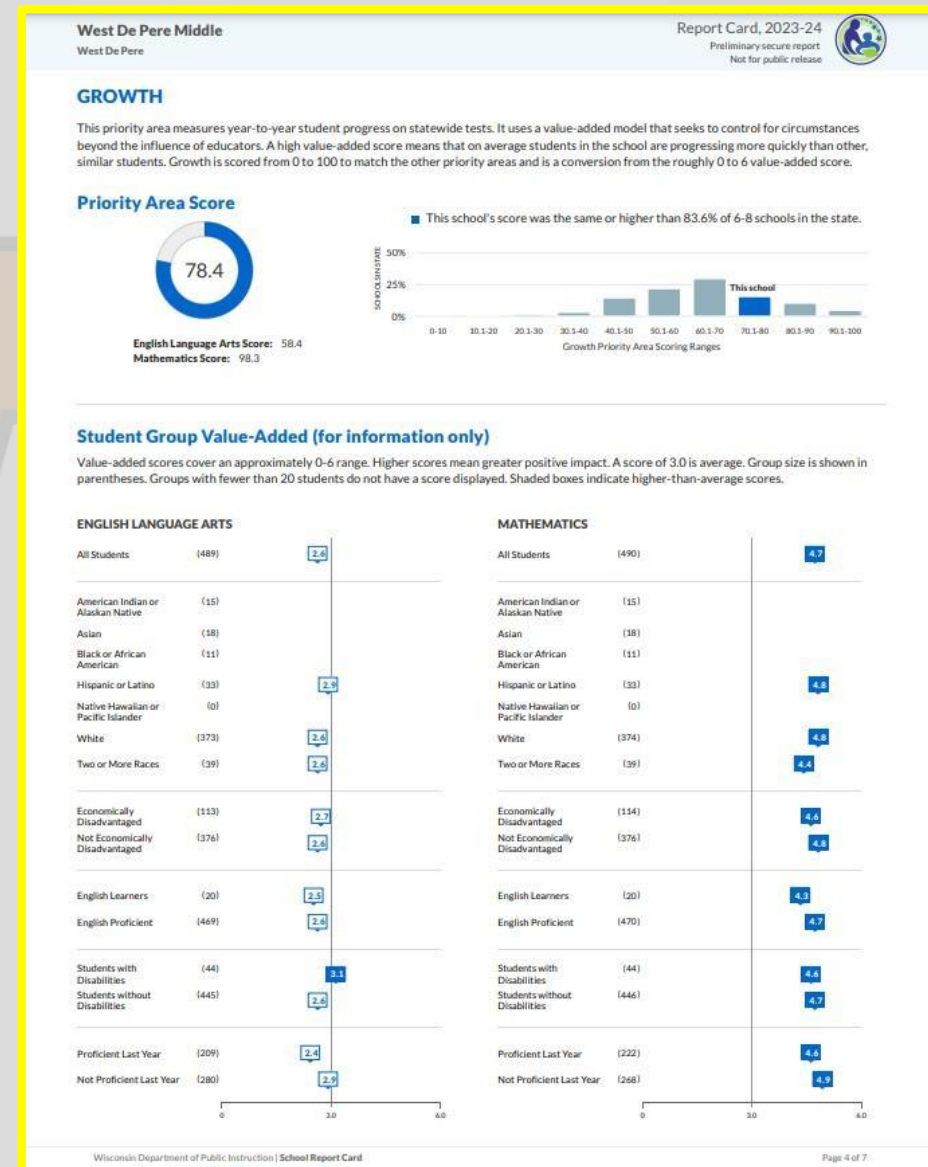
Figure 1. Actual student growth compared to average for similar students



# Growth at WDP Middle School

- Our score was the same or higher than 83.6% of 6-8 schools in the state.
- Mathematics - every single subgroup significantly exceeded the average score (3.0).
- ELA - all with the exception of one subgroup falls below the average score.

2022-23	2021-22	2020-21
Math - all above ELA - most above	Math - all above ELA- most above	Same as 2023-24



# Priority Area: Target Group Outcomes

The Target Group is comprised of students in the bottom 25%ile on last year's test along with any students scoring less than proficient on the DLM.

Provides a “mini accountability report” for the lowest scoring students in the school

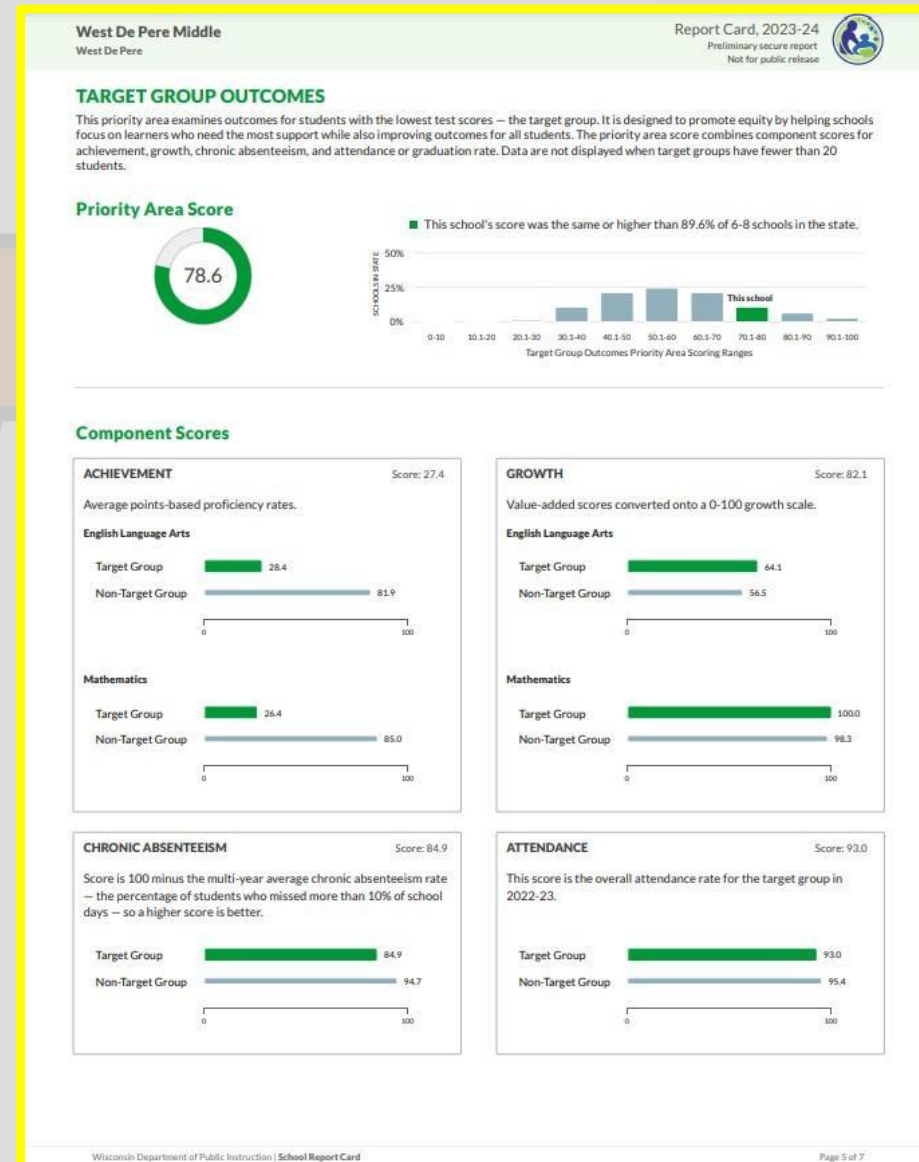
- Achievement
- Value-added Growth
- Chronic Absenteeism (focused on number of students who miss > 10% of school days)
- Attendance (focused on total number of days attended by all students)

**\*\*Designed to spotlight the systems a school has in place to assist struggling students.**



# Target Group Outcomes at WDP Middle School

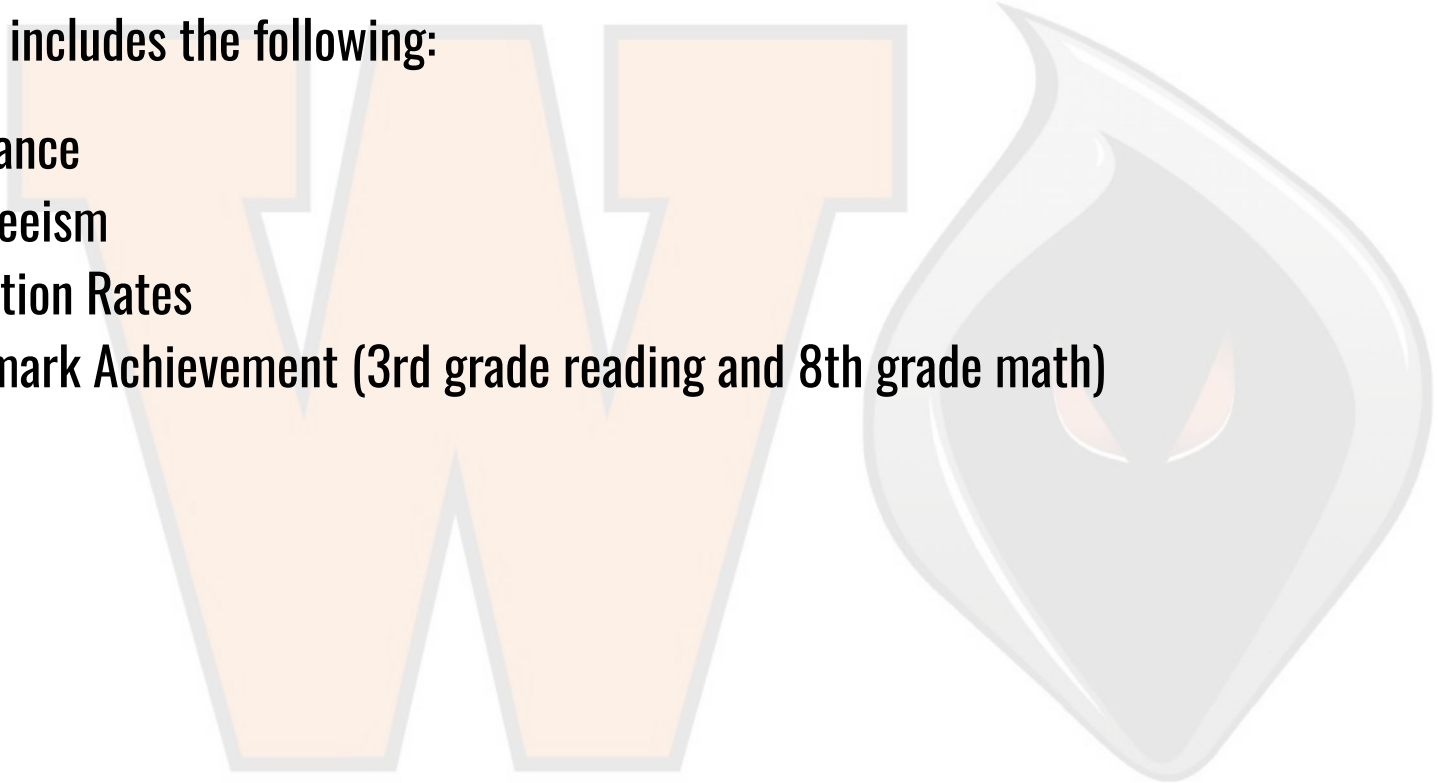
- Our score was the same or higher than 89.6% of 6-8 schools in the state.
- Mathematics target group score - 100, which is considered unusually good and a **perfect** score. We theorize a strong correlation between this score and the deployment of a middle school math interventionist for the past 2.5 years.



# Priority Area: On Track To Graduation

On Track to Graduation indicates how successfully students are progressing toward completing K-12 education. It includes the following:

- Attendance
- Absenteeism
- Graduation Rates
- Benchmark Achievement (3rd grade reading and 8th grade math)





# On Track to Graduation At WDP Middle School



## Priority Area: On Track To Graduation

- Our score was the same or higher than 78.4% of 6-8 schools in the state.

2023-24	2022-23	2021-22	2020-21
89.0	88.7	89.4	90.9

# Conclusion - HEAT maps

Wisconsin Forward 7th ELA									
Standard Codes	Content Area	Grade	Reporting Category	Standard Code	23-24	Average Per Standard	23-24 DOK Levels	Language - Reading (R) or Writing (W)	Correct
<b>R.7.1-R.7.3</b>	<b>READING</b>								
RI = Reading Information	ELA	7	Key Ideas & Details	R.7.1	2	2.00	1,3		33.2%
RL = Reading Literature	ELA	7	Key Ideas & Details	R.7.2	2	2.00	3,2		62.1%
	ELA	7	Key Ideas & Details	R.7.3.RI	3	3.00	3,3,2		53.2%
	ELA	7	Key Ideas & Details	R.7.3.RL	1	1.00	3		64.2%
<b>R.7.4 - R.7.6</b>									
RI = Reading Information	ELA	7	Craft & Structure	R.7.4	2	2.00	2,2		61.2%
RL = Reading Literature	ELA	7	Craft & Structure	R.7.5.RI	2	2.00	2,2		49.3%
	ELA	7	Craft & Structure	R.7.6.RI	0	0.00			
	ELA	7	Craft & Structure	R.7.5.RL	0	0.00			
	ELA	7	Craft & Structure	R.7.6.RL	2	2.00	2,3		69.9%
<b>R.7.7-R.7.9</b>									
RI = Reading Information	ELA	7	Integration of Knowledge & Ideas	R.7.7	0	0.00			
RL = Reading Literature	ELA	7	Integration of Knowledge & Ideas	R.7.8	0	0.00			
	ELA	7	Integration of Knowledge & Ideas	R.7.9	3	3.00	2,2,2		61.1%
<b>&lt;=1</b>									
<b>&gt;1 &amp; &lt;2</b>	<b>W.7.1-W.7.3</b>	<b>WRITING</b>							
<b>2 &amp; &lt;3</b>	ELA	7	Text Types & Purposes	W.7.1	0	0.00			
<b>3+</b>	ELA	7	Text Types & Purposes	W.7.2.a b c	2	2.00	3		72.2%
	ELA	7	Text Types & Purposes	W.7.2.a	1	1.00	2		57.5%

## Conclusion - 🔥 HEAT maps 🔥

- November - Joe led presentation to core teachers
- December - teacher review/study
- January - meeting with Jim to review/plan
- February/March - targeted effort toward those standards coded blue, green, or yellow
- March/April - 2024/2025 test



2023 - 2024  
State Accountability  
Report for  
**West De Pere**  
**Intermediate**  
**School**

## West De Pere Intermediate School

West De Pere

Report Card, 2023-24

Final secure report  
Not for public release



## OVERVIEW

### School Details

Grades : 5-6

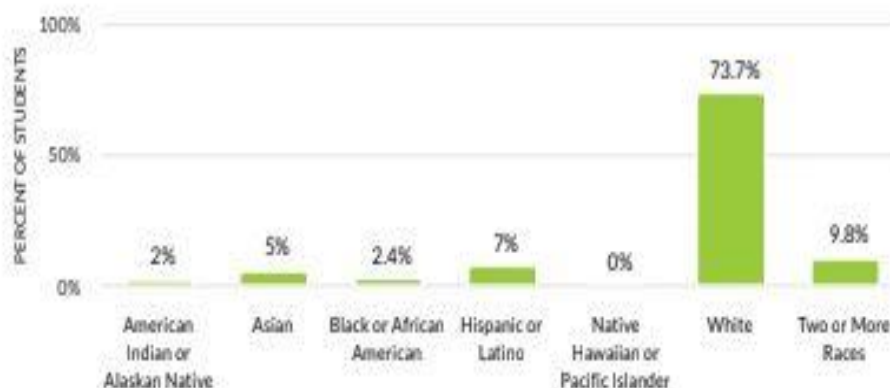
Enrollment : 540

Percent open enrollment : 0%

As part of West De Pere's commitment to a vision of pride and excellence, West De Pere Intermediate School takes over 550 students from our strong elementary schools and prepares them for success in middle and high school. At the Intermediate School, students are placed in houses thereby experiencing several teachers while maintaining the consistency of staying with the same peers each school day.

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

### Student Groups



STUDENTS WITH  
DISABILITIES



ECONOMICALLY  
DISADVANTAGED



ENGLISH  
LEARNERS



## Score Summary



Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

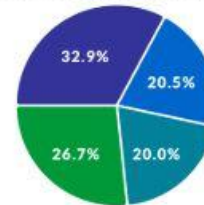
Overall Score

70.2

Exceeds Expectations



### PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

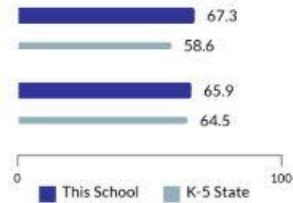
## Priority Area Scores

### ACHIEVEMENT



English Language Arts  
Mathematics

#### Subject Area Scores

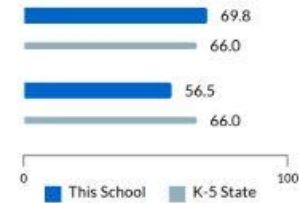


### GROWTH



English Language Arts  
Mathematics

#### Subject Area Scores

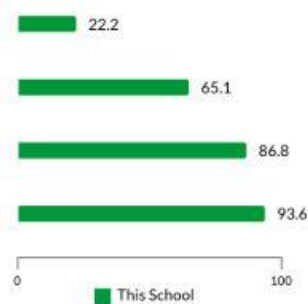


### TARGET GROUP OUTCOMES



Achievement  
Growth  
Chronic Absenteeism  
Attendance

#### Group Scores

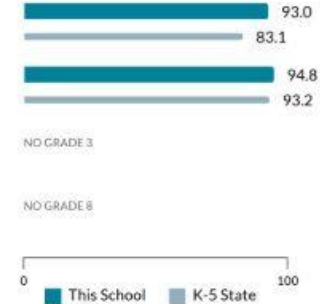


### ON-TRACK TO GRADUATION



Chronic Absenteeism  
School-wide Attendance  
3rd Grade English Language Arts  
8th Grade Mathematics

#### Area Scores





# West De Pere Intermediate School: Achievement

West De Pere Intermediate School

West De Pere

Report Card, 2023-24

Final secure report  
Not for public release



## ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component scores.

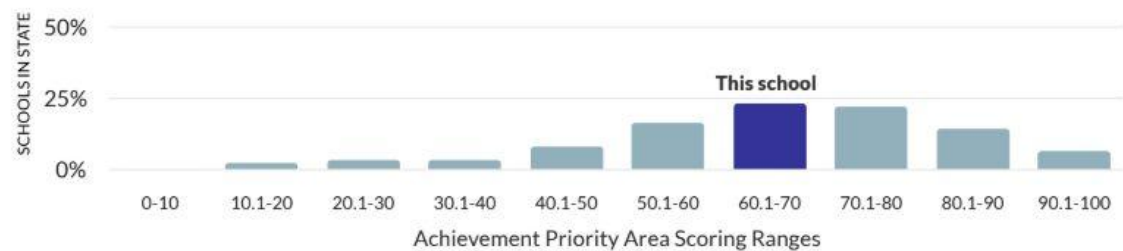
### Priority Area Score



English Language Arts Score: 67.3

Mathematics Score: 65.9

■ This school's score was the same or higher than 47.7% of K-5 schools in the state.





# West De Pere Intermediate School: Growth

West De Pere Intermediate School  
West De Pere

Report Card, 2023-24  
Final secure report  
Not for public release



## GROWTH

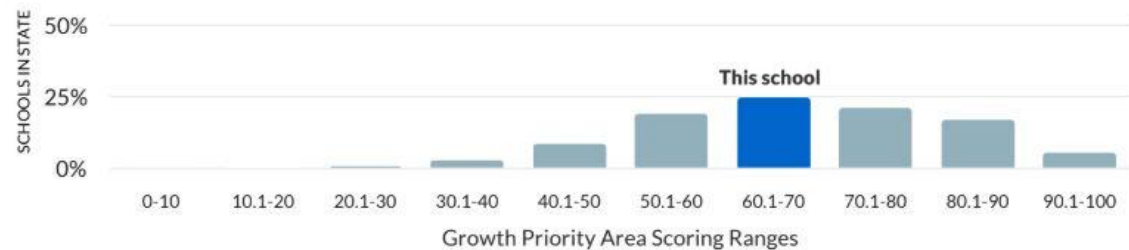
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

## Priority Area Score



English Language Arts Score: 69.8  
Mathematics Score: 56.5

■ This school's score was the same or higher than 40.5% of K-5 schools in the state.



# West De Pere Intermediate School: Target Groups

West De Pere Intermediate School  
West De Pere

Report Card, 2023-24

Final secure report  
Not for public release



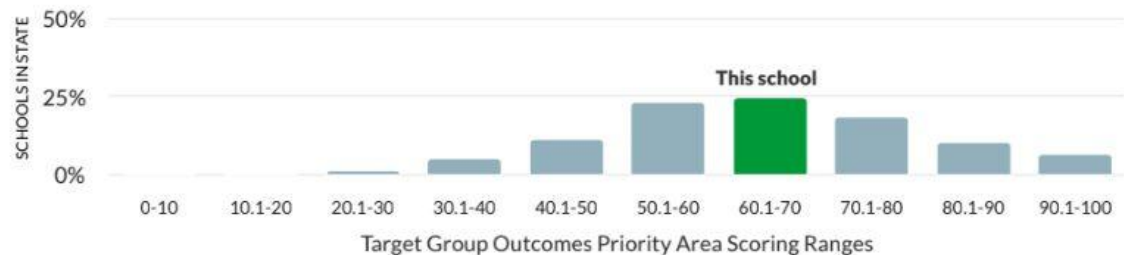
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



■ This school's score was the same or higher than 46.8% of K-5 schools in the state.



# West De Pere Intermediate School: On-Track to Graduation

**West De Pere Intermediate School**  
West De Pere

Report Card, 2023-24  
Final secure report  
Not for public release



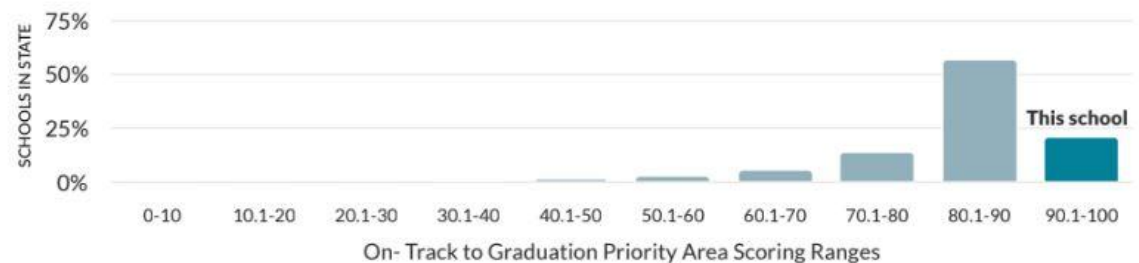
## ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

### Priority Area Score



■ This school's score was the same or higher than 96.2% of K-5 schools in the state.



# State Accountability Reports: Intermediate School Takeaways

Key Insights (Challenges and Celebrations)
<ul style="list-style-type: none"><li>• Growth Scores in ELA out-paced 7 of 10 schools in Wisconsin.</li></ul>
<ul style="list-style-type: none"><li>• Our achievement and growth in Math needs investigating. (Was it an implementation dip or was there another cause?)</li></ul>
<ul style="list-style-type: none"><li>• Focusing on our Target Groups during Seminar time to see if we can boost the lowest 25th percentile.</li></ul>
<ul style="list-style-type: none"><li>• Comparing Forward data to local testing data to see if there is correlation. (FastBridge testing and Common Assessments)</li></ul>

- Growth Scores in ELA out-paced 7 of 10 schools in Wisconsin.

- Our achievement and growth in Math needs investigating. (Was it an implementation dip or was there another cause?)

- Focusing on our Target Groups during Seminar time to see if we can boost the lowest 25th percentile.

- Comparing Forward data to local testing data to see if there is correlation. (FastBridge testing and Common Assessments)

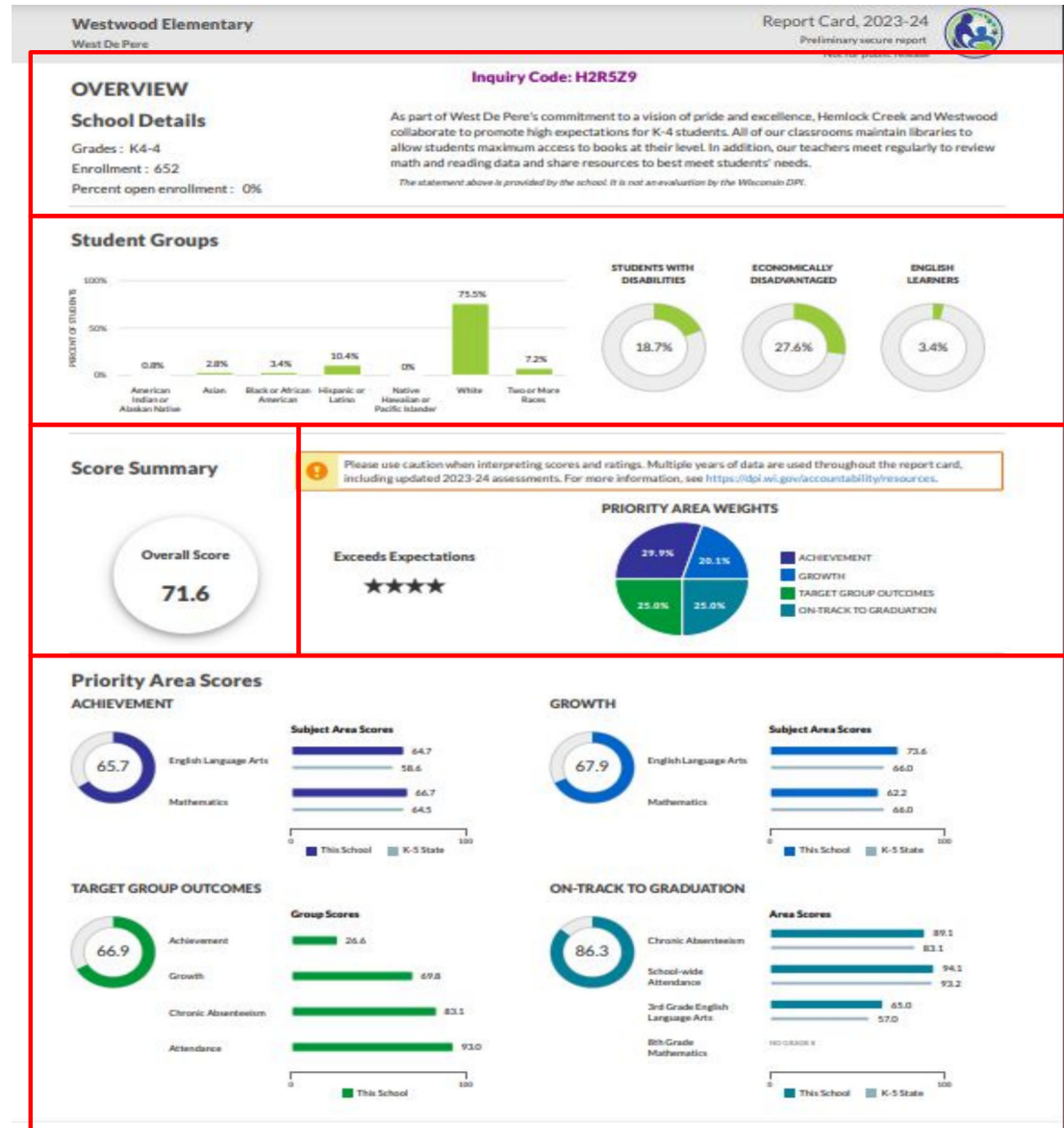
# **State Accountability Reports**

*Westwood Elementary School*

# Page 1 - Overview: Westwood Elementary

## Five Components

1. District Details -  
grades,  
enrollment, etc.
2. Student Groups -  
demographic  
makeup
3. Score Summary -  
result of  
combination of  
Priority Area  
Scores

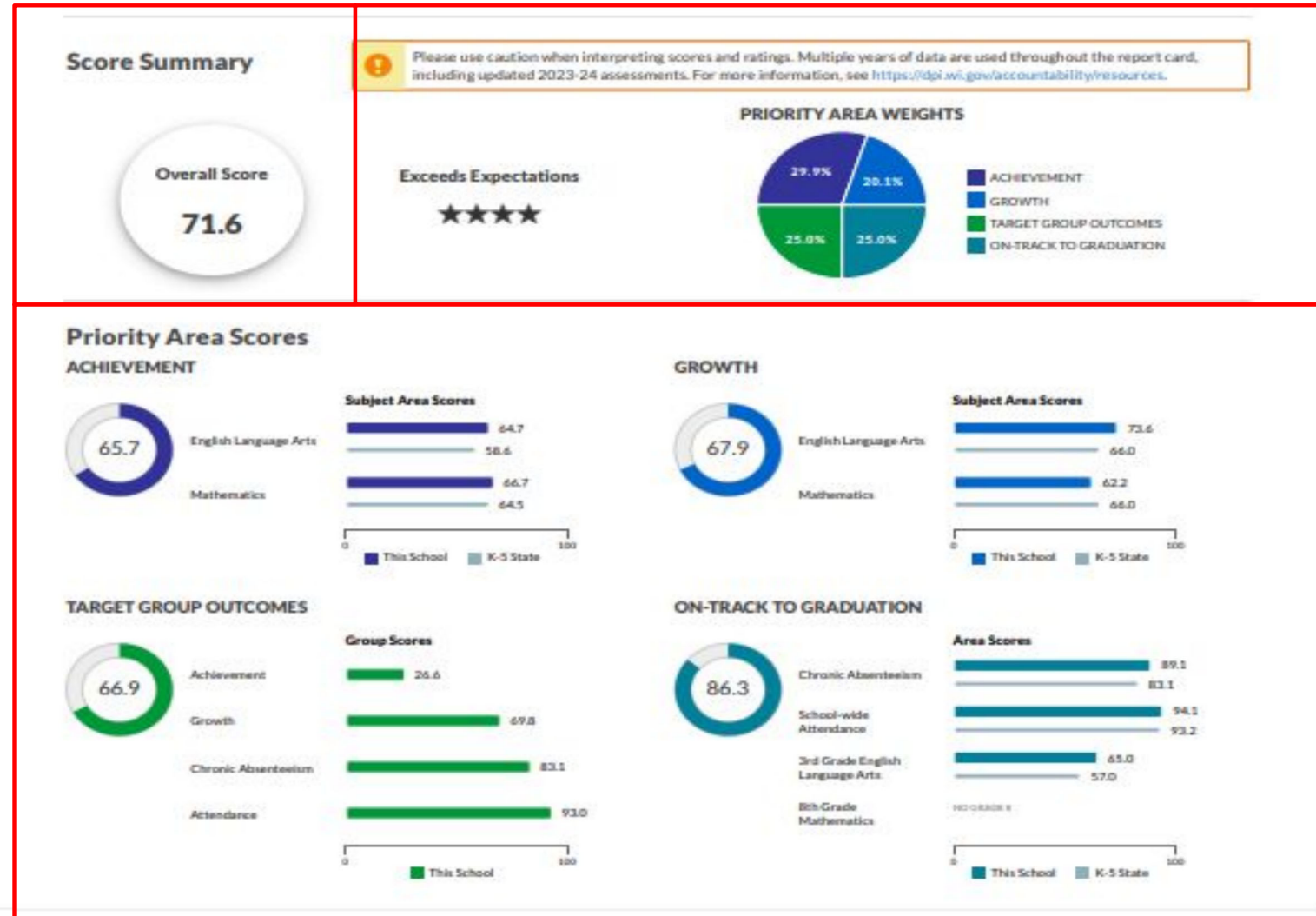


# Page 1 - Overview - Westwood Elementary

Five Components,  
con't.

4. Priority Area  
Weights - determines  
how much Priority  
areas are weighted

5. Priority Area  
Scores - breakdown of  
each area

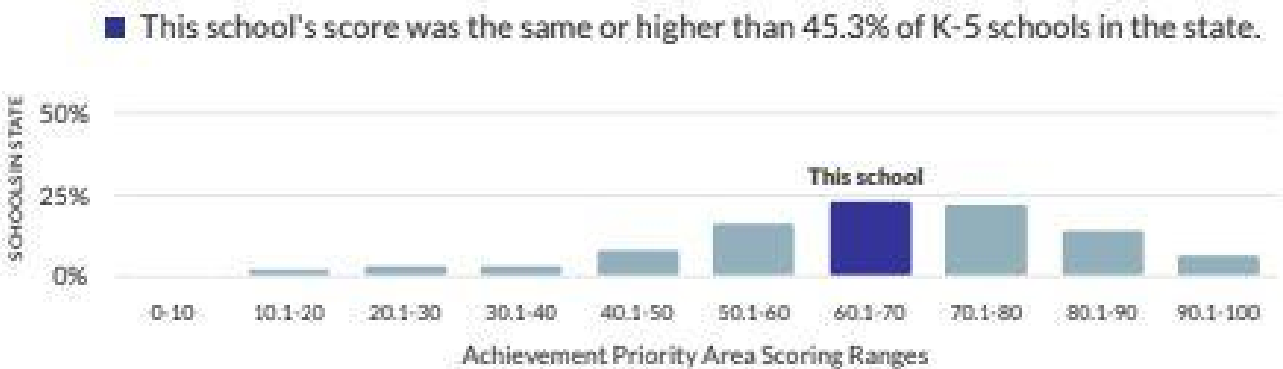


# Achievement at Westwood Elementary

## ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component scores.

### Priority Area Score



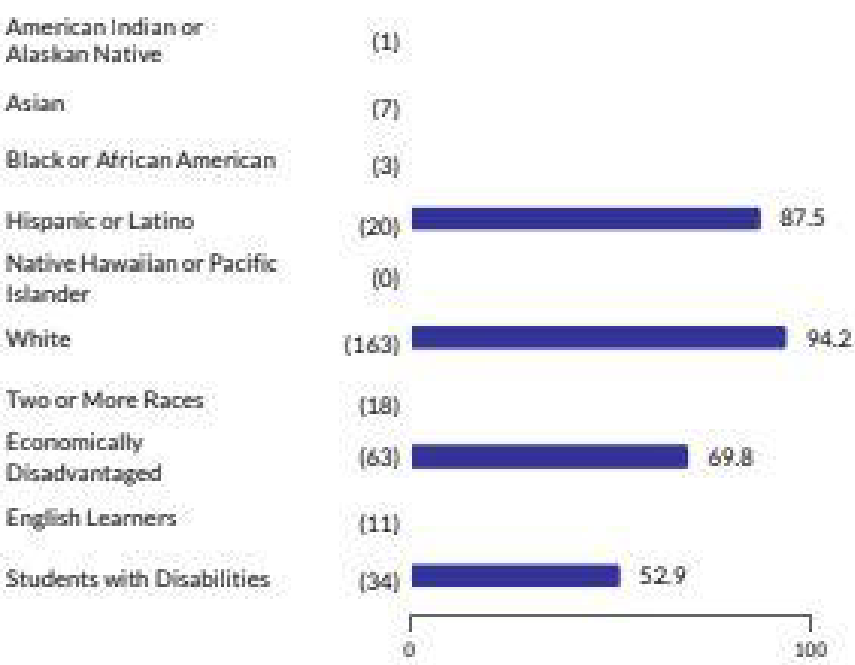


# Achievement at *Westwood Elementary*

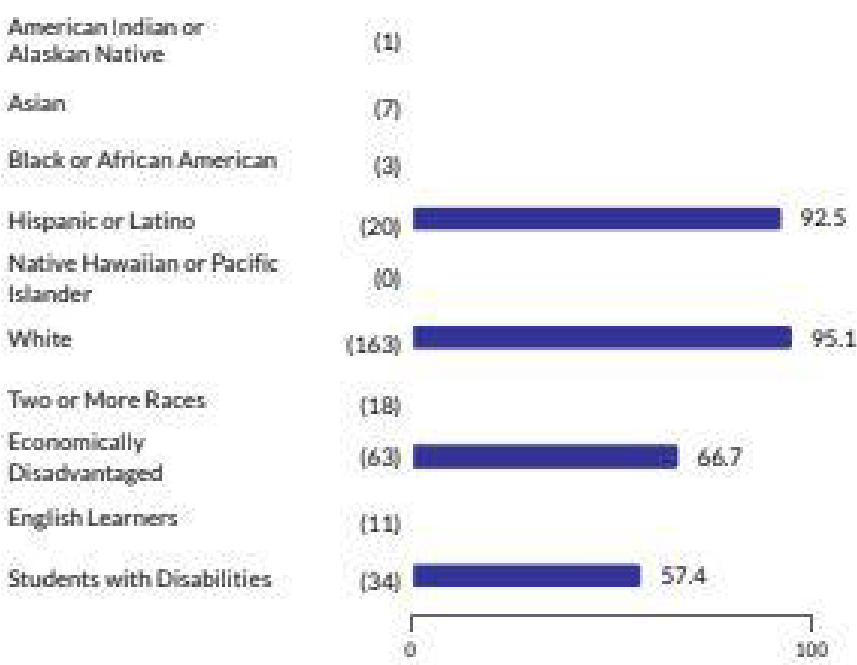
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS



# Priority Area: Growth

Wisconsin uses a Value-added model that compares students to similar students across the state

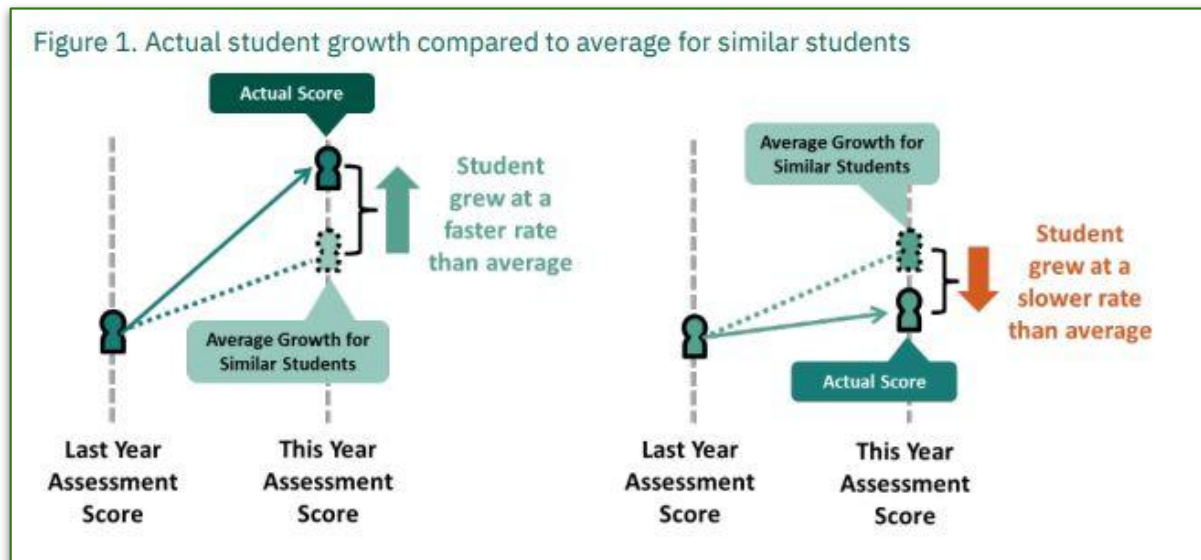
ECD status, disability status, EL proficiency level, gender and race/ethnicity

Scores are normed

On the report card graph (pg 4)

Average growth score is set to 3

Size of group is in ( )



# Growth at Westwood Elementary

## GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

### Priority Area Score



English Language Arts Score: 73.6  
Mathematics Score: 62.2

■ This school's score was the same or higher than 52.2% of K-5 schools in the state.



# Growth at Westwood Elementary

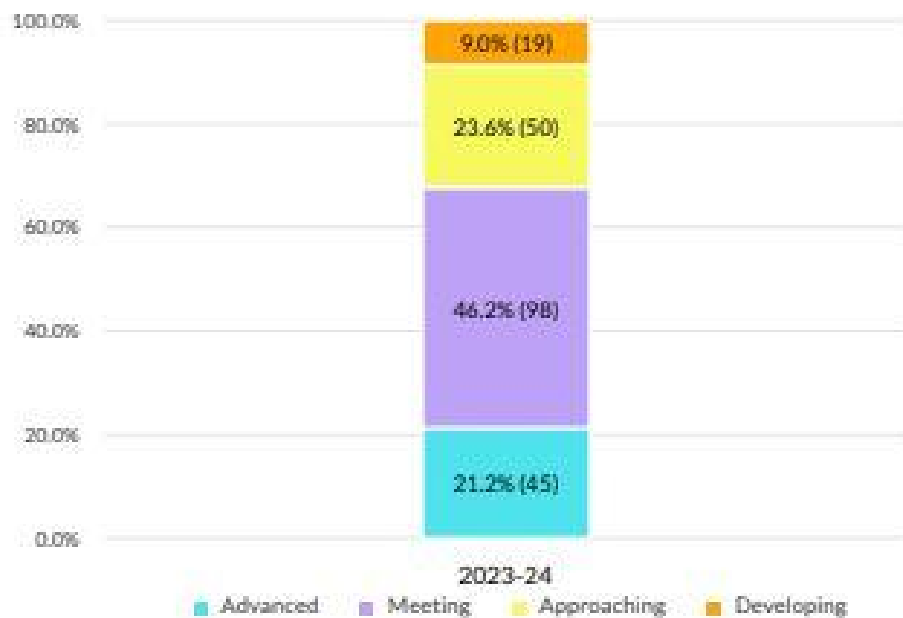
## Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS



# Growth at Westwood Elementary

- 3 is the state average

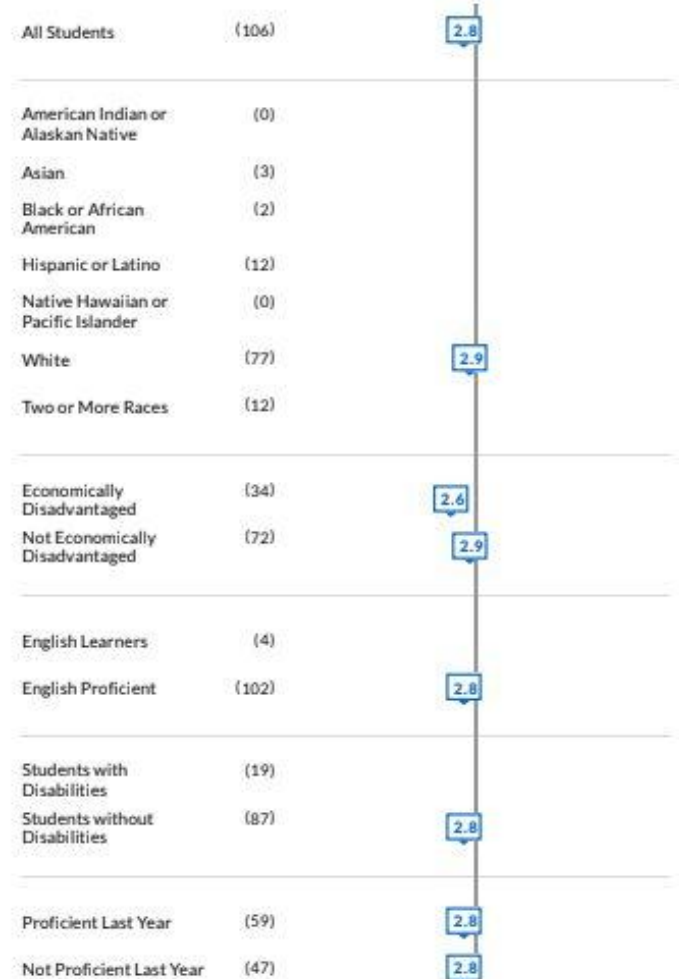
## Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS



# Target Group Outcomes at Westwood Elementary

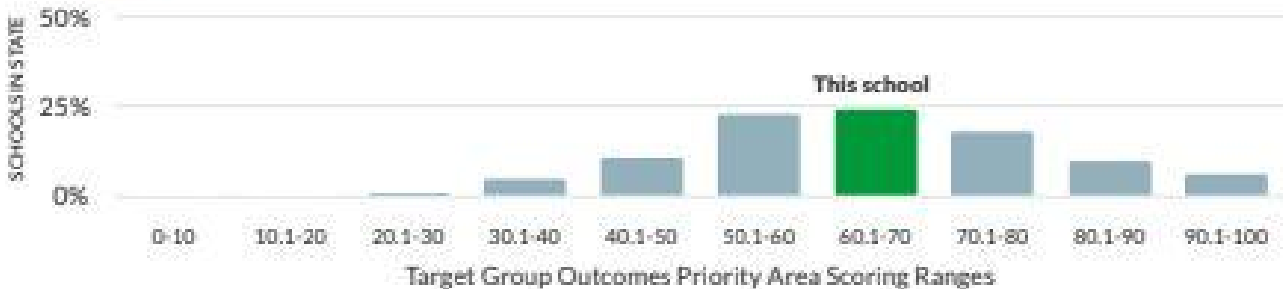
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



■ This school's score was the same or higher than 58.3% of K-5 schools in the state.



## Component Scores

### ACHIEVEMENT

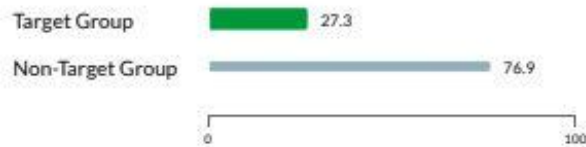
Score: 26.6

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

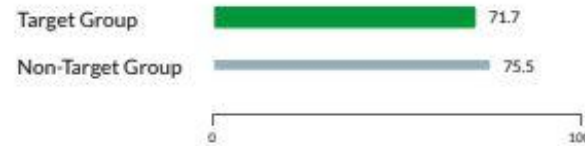


### GROWTH

Score: 69.8

Value-added scores converted onto a 0-100 growth scale.

#### English Language Arts



#### Mathematics



### CHRONIC ABSENTEEISM

Score: 83.1

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### ATTENDANCE

Score: 93.0

This score is the overall attendance rate for the target group in 2022-23.



Target Group  
Outcomes at  
*Westwood*  
*Elementary*

# On Track to Graduation at Westwood Elementary

## ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

### Priority Area Score



■ This school's score was the same or higher than 54.9% of K-5 schools in the state.





# On Track to Graduation at Westwood Elementary

## Component Scores

### CHRONIC ABSENTEEISM

Score: 89.1

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 94.1

This score is the overall attendance rate for the school in 2022-23.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 65.0

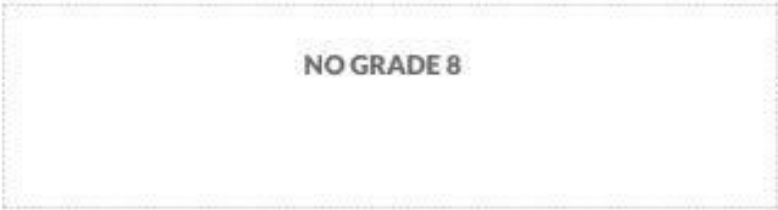
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.



# What's we're working on at Westwood

Key Insights (Challenges and Celebrations)	Our Response
Scored well in ELA in the Positive Growth Impact, Math is close to being at state average--(within .2 of the state average)	Continue to learn and get better at new math curriculum and utilize literacy strategies that will continue to enhance learning
Improve Chronic Absenteeism--Currently below 90% --Chronic Absenteeism is an issue (students that are missing 10% or more of the days)	We have incentives for classes with the best attendance and the classes with most improved attendance rate; work with social worker and liaison officer. Teachers and office are consistently in contact with families with attendance concerns.
Concerned about Student Growth	Use PLCs to drive instruction. Identify gaps using data to help drive instruction to improve student learning. Collaboration will be the guiding factor in doing this. See where ACT 20 takes us.
Westwood was at Exceeds Expectations	Continue to create positive testing environments that encourage our students to be successful. Maintain high expectations for all. Continue to drive learning with new curriculum for both literacy and math and support teachers in PD.



# 2023-2024 State Accountability Report for

*Hemlock Creek Elementary School*

# Reminders

## The Legislative *Why*

The Department of Public Instruction publishes Wisconsin's Accountability Report Cards, which fulfill the **federal requirement** that every state annually publish state and local reports. **State law** requires that DPI annually publish a school district and school report card for every school district and every public school, independent charter school, and private school participating in the statewide or Milwaukee Parental Choice program. Under state law, both school and school district reports are required to include: (1) **measures of school performance**; (2) an assigned "**performance category**"; (3) program **participation data** for districts and high schools.

# Reminders

Accountability provides us with:

***Mirror*** - showing us how are students perform

***Flashlight*** - highlighting opportunities to deepen our understanding of our data

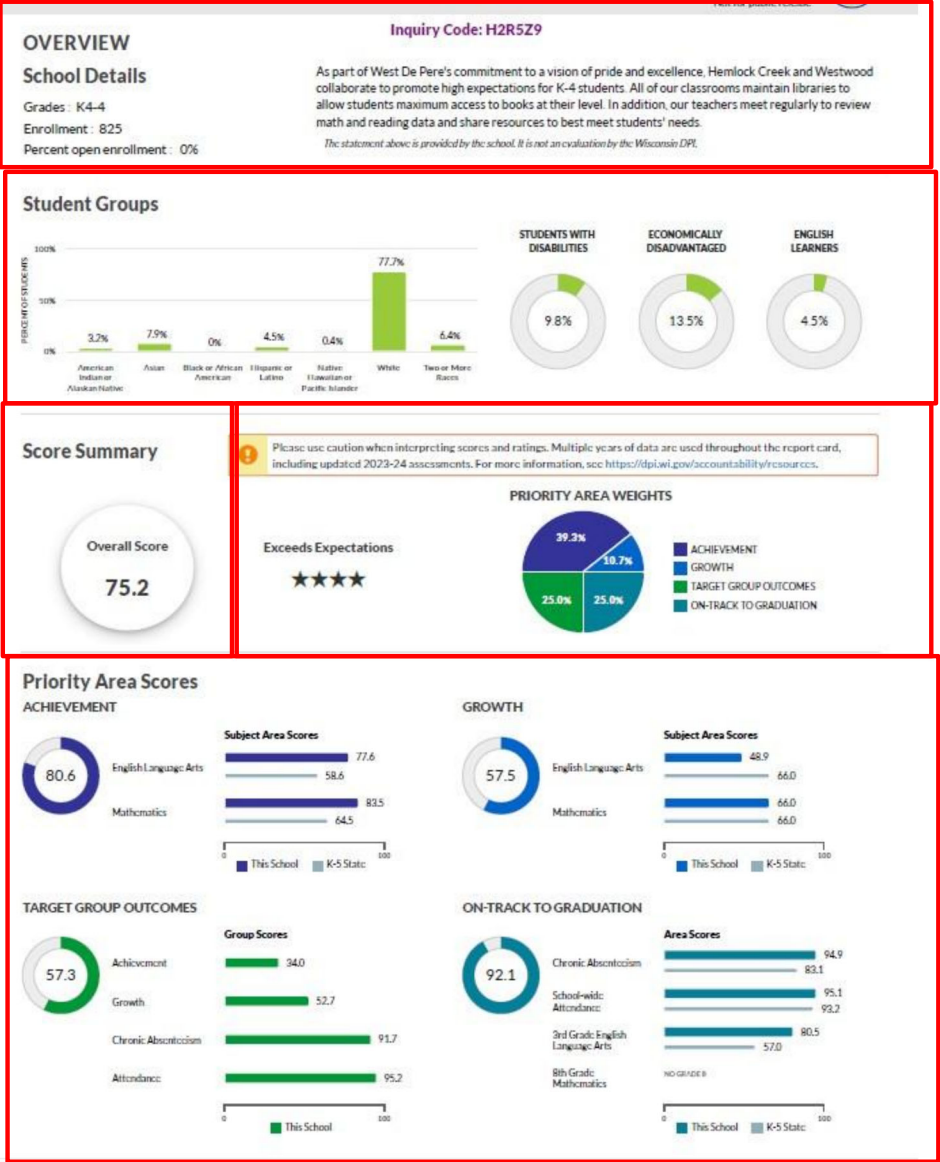
***History*** - including multiple years of data influencing our current scores

***Road Map*** - making the report cards actionable data sets empowers us to leverage our practices to predict and influence future ratings.

Page 1 - Overview Hemlock Creek Elem.

Five Components

- 1. District Details - grades, enrollment, etc.
- 2. Student Groups - demographic makeup
- 3. Score Summary - result of combination of Priority Area Scores
- 4. Priority Area Weights - determines how much Priority areas are weighted
- 5. Priority Area Scores - breakdown of each area



Overview Hemlock Creek Elementary

OVERVIEW

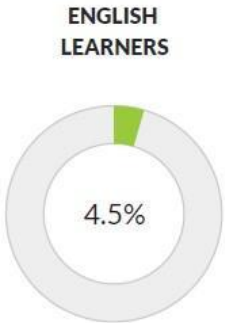
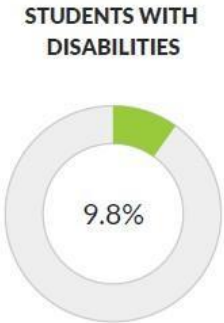
School Details

Grades : K4-4  
Enrollment : 825  
Percent open enrollment : 0%

As part of West De Pere's commitment to a vision of pride and excellence, Hemlock Creek and Westwood collaborate to promote high expectations for K-4 students. All of our classrooms maintain libraries to allow students maximum access to books at their level. In addition, our teachers meet regularly to review math and reading data and share resources to best meet students' needs.

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

Student Groups



## Score Summary



Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

Overall Score

75.2

Exceeds Expectations



### PRIORITY AREA WEIGHTS

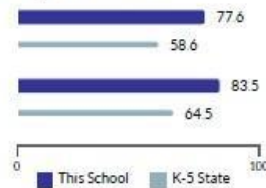


## Priority Area Scores

### ACHIEVEMENT



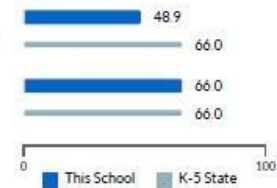
#### Subject Area Scores



### GROWTH



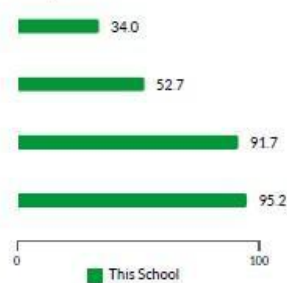
#### Subject Area Scores



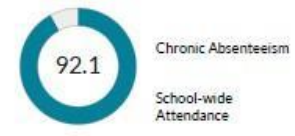
### TARGET GROUP OUTCOMES



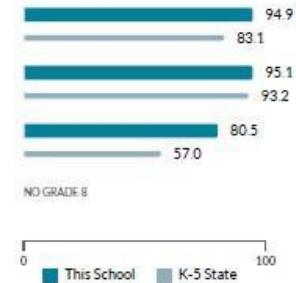
#### Group Scores



### ON-TRACK TO GRADUATION



#### Area Scores





## Priority Area: Achievement

Math and ELA are calculated separately, then combined.

Points are assigned for each student's content score, then the total of those scores is divided by the total number of students.

<i>Level</i>	<i>Points Assigned</i>	<i>Number of Students</i>	<i>Points</i>
Developing	0	17	0
Approaching	.5	81	40.5
Meeting	1.0	88	88
Advanced	1.5	60	90
		246	$218.5/246 = .888$

## Priority Area: Achievement

Provides comparison to other schools (same level) statewide

Identifies achievement by group and change from last year

Achievement score includes three years of data.

Normally has three year trend \*\*\*this year there is only one score because of cut score changes.

- This year scores are “scale adjusted” to align with 2022-23 (score x .97 + 4.37)
- Because this could cause scores to artificially dip, all scores are set to 2022-23 or higher

## Achievement at Hemlock Creek Elementary

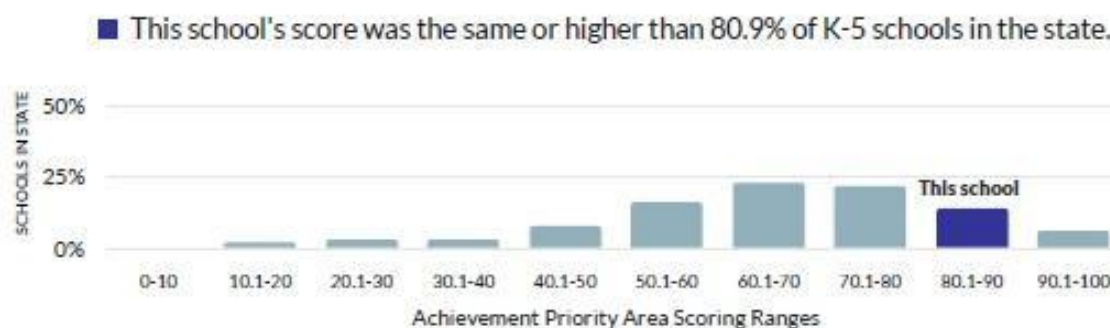
### ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component scores.

#### Priority Area Score



English Language Arts Score: 77.6  
Mathematics Score: 83.5

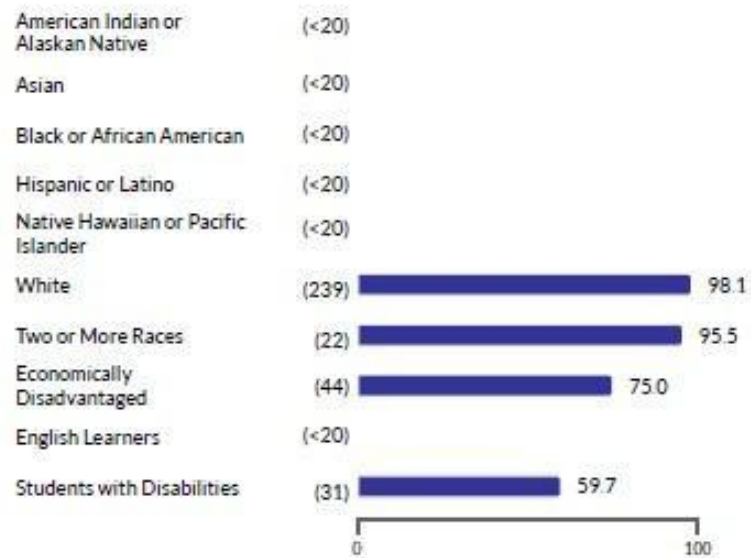


# Student Achievement Groups

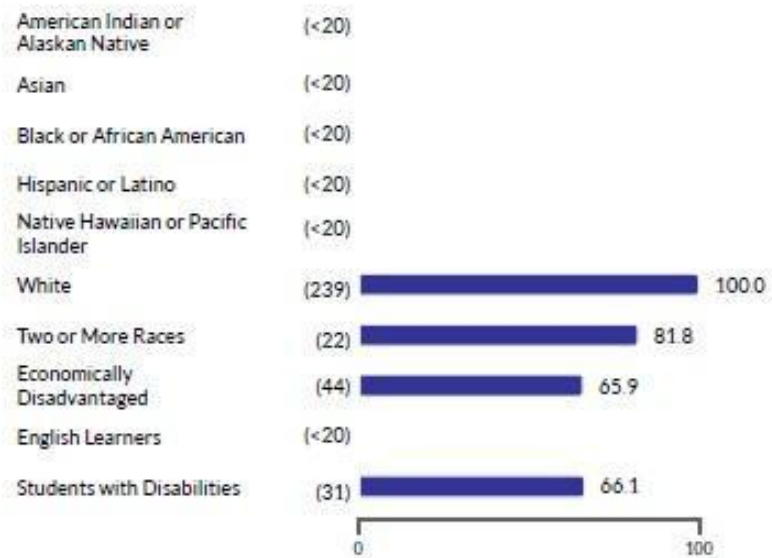
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS










### MATHEMATICS



## Achievement at Hemlock Creek Elementary

ELA	Developing	Approaching	Meeting	Advanced
# of students	16 (5.5%)	53 (18.2%)	162 (55.7%)	60 (20.6%)
Points	0 (0)	.5 (26.50)	1.0 (162)	1.5 (90)
			<b>Total points 278.50</b>	<b>points/students 278.50/291 = .95</b>
MATH	Developing	Approaching	Meeting	Advanced
# of students	19 (6.5%)	62 (21.3%)	129 (44.3%)	81 (27.8%)
Points	0 (0)	.5 (31)	1.0 (129)	1.5 (121.50)
			<b>Total points 281.50</b>	<b>points/students 281.50/291 = .96</b>

# Achievement: Takeaways

 Key Insights (Challenges and Celebrations)	Our Response
 We do very well in achievement. 100 % of white scored perfect in math!	Continue with what we are doing!
 Two or more races scored 14 points higher in ELA than Math!	
 We had 100% of students participate in state testing!	
 We are in the 80% statewide	
 We are better than the state K-5 in both ELA and Math!	
 ECD students scored 65.9 in math	Work on developing vocabulary and creating background knowledge for a shared experience to level the “playing field”.

# Priority Area: Growth

Wisconsin uses a Value-added model that compares students to similar students across the state

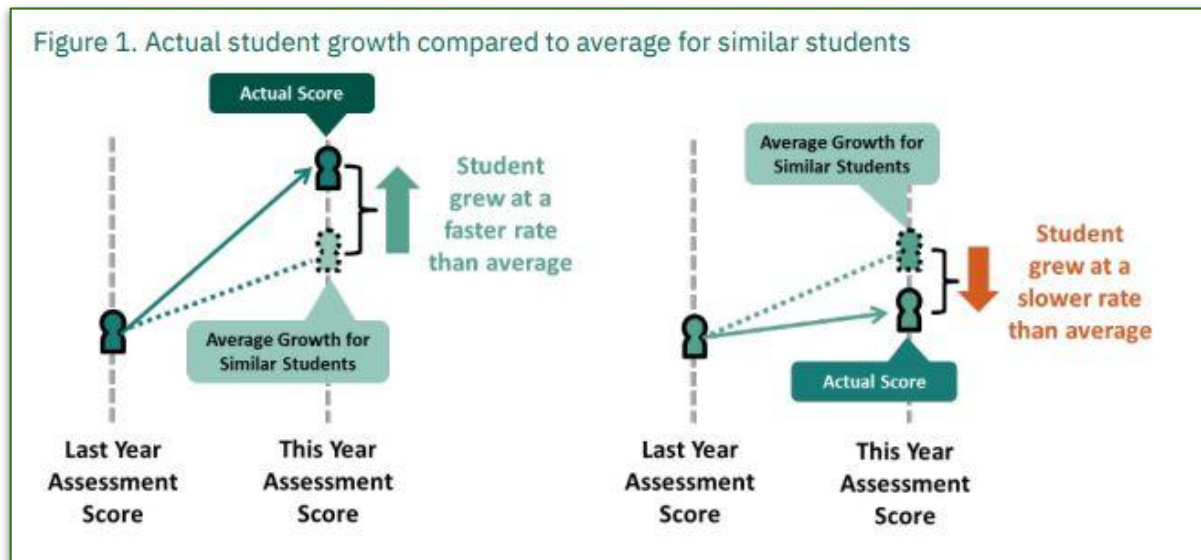
ECD status, disability status, EL proficiency level, gender and race/ethnicity

Scores are normed

On the report card graph (pg 4)

Average growth score is set to 3

Size of group is in ( )



# Growth at Hemlock Creek Elementary

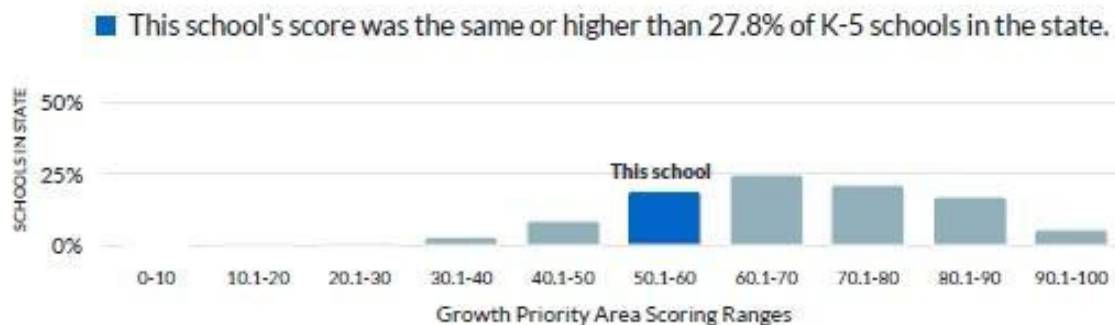
## GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

### Priority Area Score



English Language Arts Score: 48.9  
Mathematics Score: 66.0





# Growth at *Hemlock Creek Elementary*

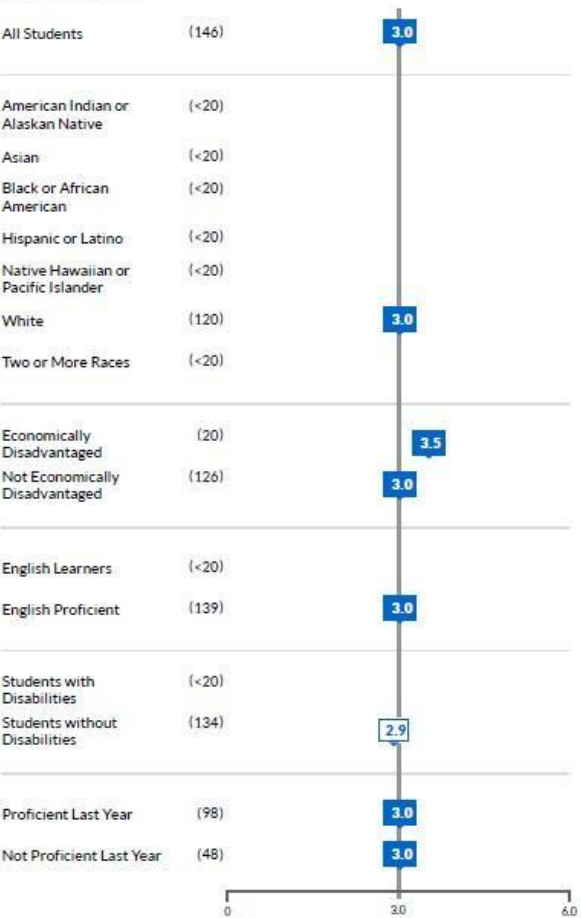
## Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS



## Growth: Takeaways

Key Insights (Challenges and Celebrations)	Our Response
<p>👉 Math is higher than ELA. ELA is lower than the state K-5. Math is the same as the state.</p>	<ul style="list-style-type: none"> <li>• We have been concerned with growth. Monitor growth with other assessments such as Fastbridge and the upcoming AimsWeb with Act 20 requirements.</li> <li>• Develop PLC model for grade level discussions to include - Work and time to identifying essential standards. Create common formative assessments. Review the data and create a plan for those who have learned it and those who still need work in it.</li> </ul>
<p>👉 Concerning that high achieving students are not growing at what could be their potential.</p>	<p>Are we challenging them enough? Be sure to track/update our students in the TD Watch List. Review and plan at grade levels at minimum 3x/ year</p>
<p>👉 Concerning that ELA is not growing at state average given the amount of resources devoted to that content.</p>	<p>Do we have any hypothesis as to possibly why's? Will monitor growth with Fastbridge @ Gr 2-4 to see if kids are growing.</p>
<p>☀️ Economically disadvantaged did better in growth for ELA and MATH than not.</p>	<p>Continue to build that background knowledge with Interactive Read alouds to “level the playing field”.</p>

## Priority Area: Target Group Outcomes

The Target Group is comprised of students in the bottom 25%ile on last year's test along with any students scoring less than proficient on the DLM.

Provides a “mini accountability report” for the lowest scoring students in the school

- Achievement
- Value-added Growth
- Chronic Absenteeism (focused on number of students who miss > 10% of school days)
- Attendance (focused on total number of days attended by all students)

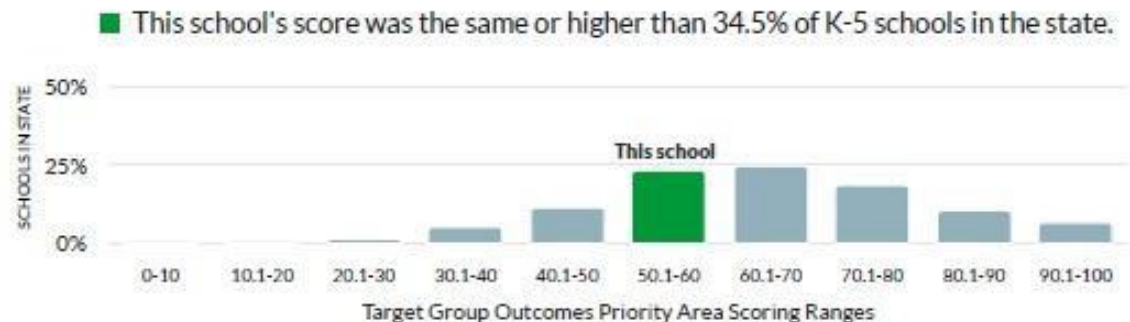
\*\*Designed to spotlight the systems a school has in place to assist struggling students.

# Target Group Outcomes at Hemlock Creek Elementary

## TARGET GROUP OUTCOMES

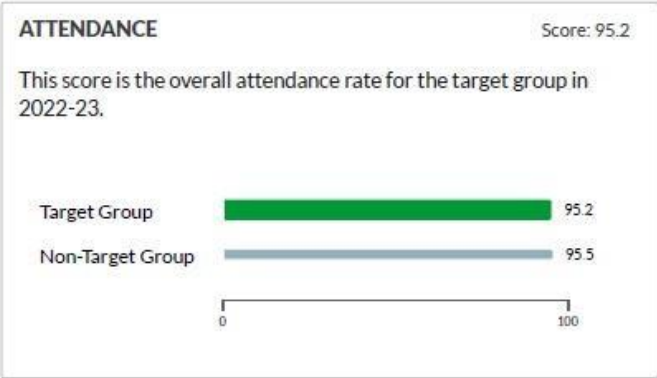
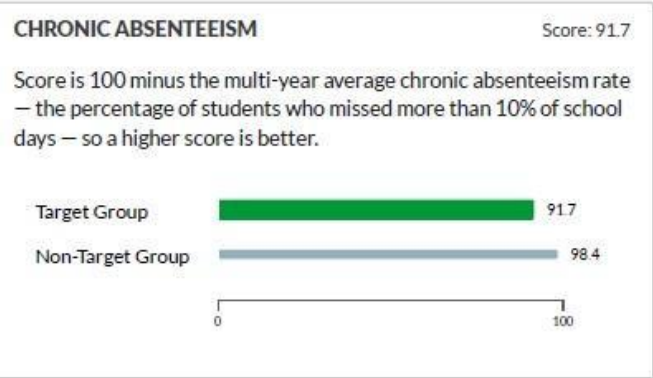
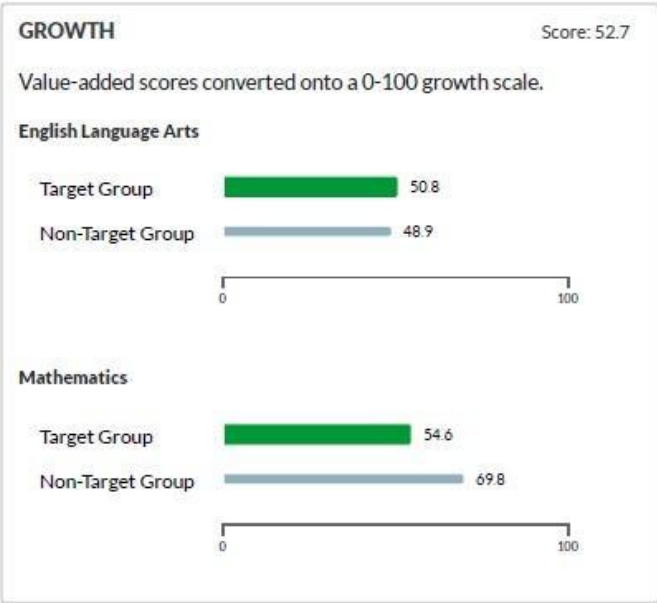
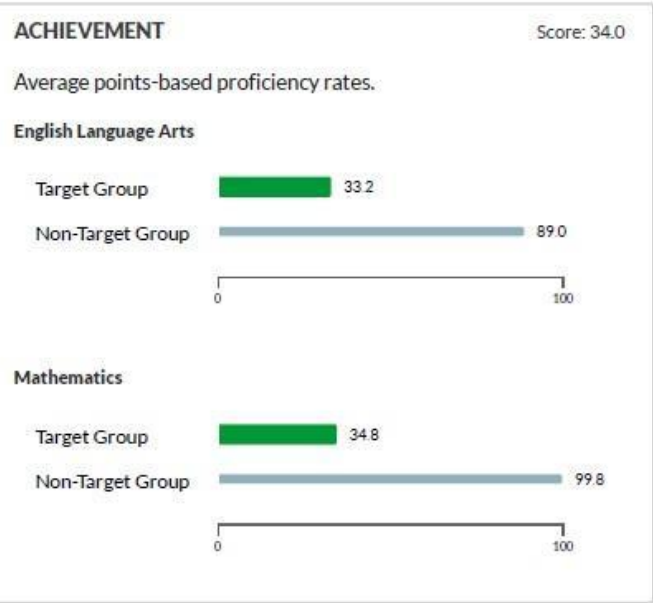
This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



Target Group  
Outcomes at  
Hemlock Creek  
Elementary

Component Scores



# Target Group Outcomes: Takeaways

Key Insights (Challenges and Celebrations)	Our Response
<p>👉 Identify the chronic absenteeism</p> <p>👉 Low achievement in this group is a concern same for Math and ELA</p>	<ul style="list-style-type: none"> <li>● Identify and monitor specific students and create a plan for improvement. Track in Educlimber.</li> <li>● Develop PLC model for grade level discussions to include - Work and time to identifying essential standards. Create common formative assessments. Review the data and create a plan for those who have learned it and those who still need work in it.</li> </ul>
<p>☀️ Attendance is good.</p> <p>☀️ In 90%ile statewide!</p>	

## Priority Area: On Track To Graduation

On Track to Graduation indicates how successfully students are progressing toward completing K-12 education. It includes the following:

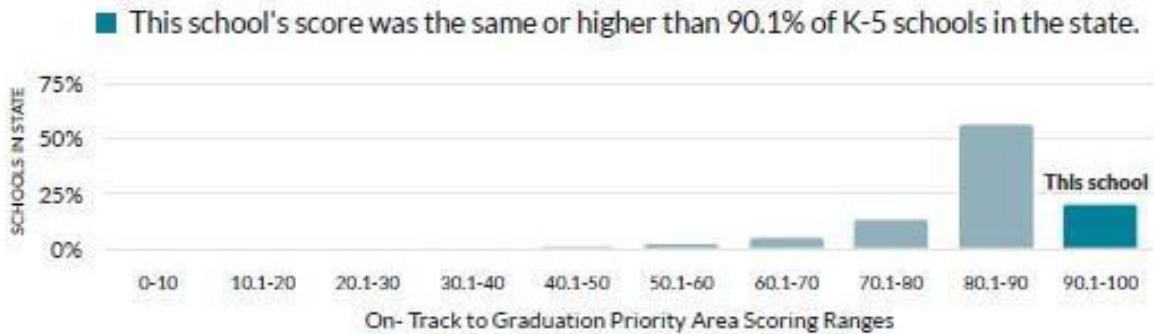
- Attendance
- Absenteeism
- Graduation Rates
- Benchmark Achievement (3rd grade reading and 8th grade math)

On Track to Graduation at  
Hemlock Creek Elementary

ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score





On Track to  
Graduation at  
Hemlock Creek  
Elementary

## Component Scores

### CHRONIC ABSENTEEISM

Score: 94.9

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 95.1

This score is the overall attendance rate for the school in 2022-23.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 80.5

Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8

# On Track to Graduation: Takeaways

Key Insights (Challenges and Celebrations)	Our Response
🌟 Better than the state average!	Keep it up!
🌟 Component scores better than the K-5 statewide.	

## Scores at other West De Pere Schools

District	75.7
Hemlock Creek	75.2
Westwood	71.6
Intermediate School	70.2
Middle School	77.9
High School	77.8
Phantom Knight	Alternate Accountability

December 6, 2024

To: Members of the School Board

From: Jason Lau, Superintendent

Re: NEOLA

On November 21, 2024, Amy Schuh, Amy LaPierre, and I met with the superintendent from Little Chute to learn about the adoption process for NEOLA. Little Chute graciously shared all materials and templates to assist with the transition process to NEOLA. The discussion was helpful and served to solidify our request to move forward with using NEOLA to develop policy for West De Pere.

We learned that the process to transition to the NEOLA policies was done over a 6 month period. The district level administrators were primarily responsible for the review of policy. Other administrative staff, as well as other district staff members, participated in policy development and recommendation when needed. The amount of time dedicated to the transition was 2 hours per week. Any more time dedicated to the transition was found to be unproductive and inefficient.

Additionally, I reviewed the policy platform offered by WASB. The trial version was less user friendly and was not as up to date as the NEOLA platform. Also, the surrounding districts use NEOLA and have reported that it is a superior product.

Finally, NEOLA policies are vetted by the law firm of Renning, Lewis, and Lacy. Renning, Lewis, and Lacy is the law firm the School District of West De Pere uses for legal advice. I believe the transition to NEOLA will protect the district from challenges related to policy, result in policy that is updated when required by law, and provide protection to the students and staff of the district. Given the changes that are on the horizon at the Federal Level of government. I believe the adoption of NEOLA will save time and resources while ensuring West De Pere is following legally sound policies.

I respectfully request your approval to move forward with the purchase of NEOLA. It is my intent that the district will be using NEOLA policies by July 1, 2025

## **Timeline of Important Dates For Summer School 2025**

(Dates and offerings subject to change)

- March 3 - Draft of Summer School Booklet to District Office
- March 10 - Board Meeting (Summer School Booklet pending Board approval)
- March 24 - Summer School Booklet released online (two weeks prior to registration)
- April 1 - 15th - Online registration window
- April 23 - 30 - Interviews of High School Student applicants
- April 28 - May 2 - **Potential** limited course offerings registration window
- May 15 - June 30 - Kindergarten Camp online registration window
- June 10- Tuesday, Summer School begins
- June 30- Monday, Summer School ends for most of the offerings
- August 19 - 21 - Kindergarten Camp
- October 1 - The last day that Summer School Report needs to be filed to DPI

**All dates and offerings are subject to change pending Board approval and need of students.**



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## MEMO

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TO: Board of Education

FROM: Jason Lau, Superintendent

SUBJECT: Deputy Clerk

DATE: December 4, 2024

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Please consider appointing Jason Melotte, Business Manager, as the Deputy Clerk for the upcoming 2025 Spring Board Elections.

Thank you,

Jason Lau  
Superintendent



# School District of West De Pere

## Board Update

*A Vision of Pride and Excellence*

*December 2024*

### **Soup for the Soul**

High School hosted the annual soup for the soul event and it was a huge success.



### **DECA Chalk the Walk**

High School DECA hosted a chalk art competition to support the Make-A-Wish Foundation. The event took place in the high school parking lot. The theme for this year's drawing was "Celebrating Diversity". The art was judged by the DECA officer team, and half of the proceeds were awarded to the winner, the other half went to Make-A-Wish.



### **HS One Act Competes at State**

The cast and crew of the One Act Play, "The Insanity of Mary Girard", competed in the state competition in Milwaukee and took home 11 awards! They were awarded a Critics Choice award, Technical Theatre award, Ensemble award, Director's award, and 7 Solo Outstanding Acting awards!



### **HC Math Night**

Hemlock Creek hosted its annual math night for students and their families.



### **HC PTO Read a Thon**

The Read-a-thon was a HUGE success!! Our students crushed their reading goals and we raised over \$61,000 for our school! Schoolwide students read 246,666 minutes.



### **MS NJHS**

40 members of the National Junior Honor Society, from the Middle School, participated in a leaf raking project.



They raked leaves for people's homes around the school.

### **HS Signing**

Faith Walder signed her letter of intent to join Northern Michigan University Basketball when she graduates as a Phantom.



### **Phantom Knight Guest**

Thanksgiving lunch prepared by the students under the direction of Chef Ace Champion. Students worked together to make a delicious meal, learned some culinary skills, and were even gifted a music serenade of flutes from around the world!



### **Upcoming Events**

- Dec. 12 - Winter Choir Concerts: 5th Grade at 6 PM/ 6th Grade at 7 PM in the High School Auditorium
- Dec. 16 - High School Winter Band Concert in the High School Auditorium at 7 PM
- Dec. 17- Middle School Winter Band Concert in the High School Auditorium at 7 PM
- Dec. 19 - High School Winter Choir Concert in the High School Auditorium at 7 PM
- Jan. 28 -Band Concert 5th Grade at 6 PM/ 6th Grade at 7:30 PM at the Intermediate School

