

**SCHOOL DISTRICT OF WEST DE PERE**  
**REGULAR BOARD MEETING**  
**District Office 400 Reid St. Suite W**  
**March 17, 2025**  
**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 February 10, 2025 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:
    - 4264 Native American Liaison
- X. New Business
  - A. Finance Committee Report
  - B. Curriculum and Policy Committee Report
  - C. Act 20 Update
  - D. Consider ELA Curriculum for Grades K-4
  - E. Consider Rescinding Policy 5117.5 Nondiscrimination on the Basis of Sex in Education Programs or Activities: Title IX
  - F. Consider Memo Regarding School Safety Software for the District
  - G. Consider 2025 Summer School Courses
  - H. Consider Memo Establishing Board Meeting Dates
  - I. Consider Staffing Items
  - J. Consider 2025-2026 Calendar Changes
  - K. 2026-2027 Calendar Updates
  - L. Referendum Update
- 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/92982067282?pwd=B35XN7Oveb1J9gFMKIY3DqSMKfyi13.1> By Phone: 312-626-6799 Meeting Id: 92982067282 Passcode: 828521

**SCHOOL DISTRICT OF WEST DE PERE**  
**REGULAR BOARD MEETING**  
**WEST DE PERE MIDDLE SCHOOL**  
**February 10, 2025**  
**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 Barbara Van Deurzen and seconded by Ryan Van Den Heuvel to accept the agenda. Voting Yes: 5 Voting No: 0 Motion carried.

The board recognized High School Pom and Dance Team for being D3 Pom State Champions and D2 Kick State Runner Up. Seniors Lauren Axford and Claire Christensen and their coaches were in attendance to represent the team. The Board congratulated them on another amazing season.

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 Barbara Van Deurzen and seconded by Scott Borley that the January 13, 2025 regular 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. 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.

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

Ashley Knapp, High School Library/Media/Technology Specialist gave the Board on update on student and staff ethics and guidelines around Artificial Intelligence.

It was moved by Ryan Van Den Heuvel and seconded by Scott Borley to approve the agreement with the City of De Pere for the School Resource Officers 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 agreement with Hobart/Lawrence Police Department for the School Resource Officer as presented. Voting Yes: 5 Voting No: 0 Motion carried.

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.

Jason Lau, Superintendent, lead a discussion with the Board about the 2026-2027 School Calendar. The Board asked for more information at their next meeting.

Jason Lau, Superintendent, and Megan Prestebak from Miron Construction gave the Board an update on the referendum and the communication plan.

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

It was moved by Barbara Van Deurzen and seconded by Scott Borley at 6:12 PM that the meeting be adjourned. Voting Yes: 5 Voting No: 0 Motion carried

The Board reconvened at 8:00 PM.

It was moved by Ryan Van Den Heuvel and seconded by Scott Borley at 8:01 PM that the meeting be adjourned. Voting Yes: 5 Voting No: 0 Motion carried

Barbara Van Deurzen  
Clerk

**SCHOOL DISTRICT OF WEST DE PERE**  
**NATIVE AMERICAN HOME SCHOOL LIAISON**

4264

**QUALIFICATIONS:**

1. High School diploma or equivalent (preferably a college degree including courses in education and preferably holds a valid Wisconsin teaching certificate).
2. Ability and willingness to work with students of all abilities.
3. Previous experience working with Native American students K-12.
- ~~4. Knowledge and understanding of Native American culture, traditions, values and unique needs of Native American youth.~~
- ~~5.~~ 4 Knowledge of Wisconsin educational laws and regulations, with an emphasis on truancy, special education, and the Individual Education Plan process.
- ~~6.~~ 5 Demonstrate knowledge of basic educational classroom operations.
- ~~7.~~ 6 High degree of organization, self- initiative and accuracy in work performed.
- ~~8.~~ 7 Possess and demonstrate strong interpersonal communication skills and project a positive and courteous attitude and image to the staff, students, and community.
- ~~9.~~ 8 Ability and skills needed to work as part of an educational team.
- ~~10.~~ 9 Flexible work hours including day and evening hours.
- ~~11.~~ 10 Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** Director of Student services and/or Director of Curriculum

**JOB GOAL:** To promote services to address the educational, personal, social, cultural and emotional needs of the Native American students attending the School District of West De Pere. The position will foster the importance of reaching students' maximum potential and develop a positive academic, and social and cultural experience. Liaison is responsible for establishing effective collaboration, coordination and communication between students, their families and the community.

**PERFORMANCE RESPONSIBILITIES:**

1. Project a positive and courteous attitude and image to the staff, students and community.
2. Possess and demonstrate strong interpersonal skills.
3. Advocate for Native American students to ensure successful educational, personal, social, cultural and emotional development.
4. Plan and implement parent events and attend community events.
5. Facilitate meetings and group activities with the youth to promote individual and group exploration of careers and opportunities available.
6. Coordinate and conduct staff development and training opportunities to enhance the services for our youth.
7. Assess and address the academic and social needs of Native American students. Coordinate and facilitate meetings with teachers and other school personnel to utilize school and community resources.



**NATIVE AMERICAN HOME SCHOOL LIAISON**

8. Function as a liaison for students and/or parents in their interactions with teachers, school administrators, and support staff. Assist students and/or parents in locating points of contact in the schools and make referrals as appropriate.
9. Attend/participate in school staff and parent meetings to act as a liaison in communicating student needs and concerns; mediate problems that may arise between school, parent, student and community.
- ~~10.~~ **10.** Know the policies, procedures, and eligibility criteria of Native American community resources available to assist in meeting the needs of students.
- ~~11.~~ **10.** Develop and maintain close, cooperative and beneficial working relationships with students, parents, teachers, administrators, co-workers, peers, social workers, liaison officers and other constituents.
- ~~12.~~ **11.** Acquire resource materials to assist parents and/or students in understanding the policies and procedures of the local school system.
- ~~13.~~ **12.** Network with parents, community programs, or other persons designed with parent or guardianship responsibilities to ensure parent/guardian input is a part of the student's educational process.
- ~~14.~~ **13.** Assist teachers and school administrators in developing opportunities for parents to become involved in their child's education program.
- ~~15.~~ **14.** Facilitate with students, parents and school personnel the development of a long-term plan of action to help the student achieve their personal and educational goals.
- ~~16.~~ **15.** Coordinate/facilitate groups to address pertinent educational, personal, social, **cultural** and emotional issues.
- ~~17.~~ **16.** Complete forms of correspondence to keep supervisors, students, parent committee and the community advised of program activities, accomplishments and future plans.
- ~~18.~~ **17.** Maintain strict department security, confidentiality, and quality to meet professional standards of the department.
- ~~19.~~ **18.** Perform other duties as assigned or as judgment or necessity dictates.

Regular attendance is an essential part of the job. Chronic absenteeism in excess of accumulated sick leave and allowable family medical leave will be considered in determining whether an employee is able to perform the essential functions of the job.

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

EVALUATION: Performance to be evaluated a minimum of once every three years by the Director of Student Services.

CROSS REFERENCE: Support Staff Personnel Handbook

ADOPTED: 9/3/17

**SCHOOL DISTRICT OF WEST DE PERE**  
**CURRICULUM and POLICY MEETING**  
**West De Pere District Office-400 Reid St, Suite W**  
**March 6, 2025**  
**7:30 a.m.**

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

II. Curriculum items

- ELA Curriculum for Grades K-4

Director of Curriculum, Amy LaPierre gave an update on Act 20 and ELA curriculum

III. Review the following for Board adoption:

- 4264 Native American Liaison

Reviewed for First Read and Adoption on 3/17/2025

IV. Review the following:

**First Reads:**

- 4264 Native American Liaison

V. Next meeting date: April 10, 2025

VI. Adjourn meeting – 7:36 a.m.

## Act 20 Wrap Up - Winter 2025

### Highlights:

- Communication feedback was positive from staff and families.
- Ability to have Reading Plans in Educlimber is very helpful.
- Support from the CATS team (Classroom Assessment Team for Student) to do screening was helpful. (Lit coaches, school psych, interventionists, admin)
- Hours of pre-work done by Budek, Kempen, Feldhausen prior to the screening window made it successful!

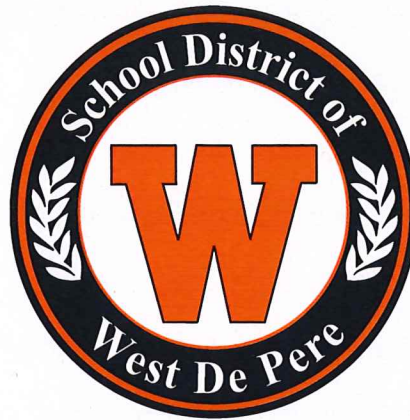
### Winter Data Wrap Up for Hemlock Creek:

Hemlock Creek	# of Students Flagged	Total # of PRP's Written	# of PRP's managed by Classroom Teachers (Tier 2)	# of PRP's by managed by 2 Interventionists (Tier 3)	# of PRP's by managed by Special Education Teachers (IEP)
KDG	40	35 (22%)	12	19	4
Gr 1	50	38 (28%)	10	21	7
Gr 2	30	29 (19%)	3	17	8
Gr 3	31	23 (14%)	7	13	3

### Winter Data Wrap Up for Westwood:

Westwood	# of Students Flagged	Total # of PRP's Written	# of PRP's managed by Classroom Teachers (Tier 2)	# of PRP's by managed by 3 Interventionists (Tier 3)	# of PRP's by managed by Special Education Teachers (IEP)
KDG	28	26 (27%)	7	14	5
Gr 1	32	28 (29%)	5	17	6
Gr 2	33	32 (31%)	8	19	5
Gr 3	30	28 (29%)	6	12	10

# **EARLY LITERACY REMEDICATION PLAN**



**School District of  
West De Pere**

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## Section 1A: Introduction

<b>Date Published</b>	March 17, 2025
<b>Revision Dates</b>	
<b>The Purpose of this Plan</b>	This <i>Early Literacy Remediation Plan</i> , which is required by state law, addresses reading instruction, assessment, and remediation with a primary, but not exclusive, focus on five-year-old kindergarten through third grade. See § <a href="#">118.016(6)</a> .
<b>Primary District Contact(s) Regarding this Plan</b>	If any District families or other District stakeholders have questions about this Plan, the District's overall approach to reading instruction in kindergarten through third grade, or the District's approach to literacy-related assessments and learning supports, please contact: Dr. Amy LaPierre, Director of Curriculum, <a href="mailto:alapierre@wdpsd.com">alapierre@wdpsd.com</a>
<b>Location on Website</b>	The most current version of this Plan can be found at a link located on the following School District web page: <a href="https://www.wdpsd.com/">https://www.wdpsd.com/</a>

## Section 1B: Overview of the District's Approach to Early Literacy Instruction

<b>Foundational Elements</b>	<p>Early literacy instruction in the District is built on a foundation of:</p> <ul style="list-style-type: none"> <li>• Licensed, professional educators who understand the life-long importance of each child's early literacy education and who have specific training in the areas of reading instruction and literacy development.</li> <li>• District-adopted student academic standards in reading and English language arts.</li> <li>• The District's sequential curriculum plans in reading and English language arts for kindergarten through third grade.</li> <li>• The curricular materials and instructional methods that are used to implement the District's academic standards and curriculum-based learning objectives.</li> <li>• An adaptable framework for early literacy instruction that provides sufficient flexibility to foster continuous learning growth and enhance engagement for all students.</li> </ul>
<b>Key Features of Early Literacy Instruction in the District</b>	<p>The following are some of the key features of the District's approach to early literacy instruction:</p> <ul style="list-style-type: none"> <li>• The District emphasizes the consistent use of instructional methods that reflect evidence-based best practices and the selection and use of curricular materials that have been designed and shown to be effective tools for early literacy development.</li> <li>• The District offers differentiated pathways for student learning that can accommodate the needs of all students.</li> <li>• The District uses a variety of assessment techniques, both formal and informal, to determine each student's current skills and knowledge, to identify any learning gaps related to literacy development, and to measure learning and growth following instruction and interventions.</li> <li>• As further described below, the District relies on a tiered system of learning support—consisting of a wide range of interventions, instructional and curricular modifications, and other remedial services—to meet the needs of students who need assistance reaching or maintaining grade-level literacy skills.</li> </ul>
<b>Tiered Learning Support for Students Who Need Assistance Reaching or Maintaining Grade-Level Literacy Skills</b>	<p>The District uses a tiered system of instructional interventions and supports under which different tiers correspond to different types and levels of student need. The tiered system also helps District educators to identify options for adjustments if initial interventions and supports are not creating results that match expectations for improvement.</p> <p>The primary focus of this <i>Early Literacy Remediation Plan</i> is on the District's implementation of the state-mandated early literacy assessments and various state-mandated student intervention processes. However, the District's approach to early literacy instruction recognizes that, in some cases, it is</p>



	<p>possible to identify individual learning needs and adjust instruction in a manner that will help a student make progress in building their grade-level literacy skills before the student is identified as being in need of more formal and more intensive interventions.</p> <p>The District also recognizes that its tiers of literacy-related interventions and remedial reading services need to be coordinated with other District programs and services that can have overlapping goals and purposes.</p> <p>At all tiers of learning support, there is a common emphasis on identifying individual needs, matching instruction and interventions to those needs, and monitoring learning to determine whether the interventions are helping the student to make progress.</p>
<b>Universal Approach to High Quality Instruction</b>	<p><b>Links to standards:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Wisconsin Standards for English Language Arts, DPI 2020</a></li> <li>• <a href="#">Wisconsin Essential Elements for English Language Arts, DPI 2022</a></li> <li>• <a href="#">Wisconsin Model Early Learning Standards Fifth Edition</a></li> <li>• <a href="#">The 2020 Edition   WIDA</a></li> </ul>



## Section 2: Wisconsin Strategic Early Literacy Assessments System (Kindergarten through Third Grade)

<b>Scope of this Section of the Plan</b>	<p>This section of the <i>Early Literacy Remediation Plan</i> identifies the following early literacy assessments that, under state law, the District is required to administer to students who are enrolled in kindergarten through third grade:</p> <ol style="list-style-type: none"> <li>1. The fundamental skills screening assessment (4K)</li> <li>2. The universal screening assessment (5K through third grade)</li> <li>3. Diagnostic literacy assessments (some students in 5K through third grade)</li> <li>4. The state's standardized third grade reading test</li> </ol> <p>In addition to these formal, state-mandated assessments, District educators also use a variety of other assessment methods and assessment tools to evaluate students' skills, needs, and learning progress related to reading and other aspects of early literacy.</p>
<b>Fundamental Skills Screening Assessment (4K)</b>	
<b>The Assessment Tool</b>	<p>AimswEBPLUS is the fundamental skills screening assessment that is administered to students who are enrolled in four-year-old kindergarten (4K).</p> <p>The test is a nationally-normed, skills-based benchmark &amp; screening assessment used to assist in program planning and evaluation and to identify specific tiered academic support needs. At the 4K level the early literacy subtest required in fall is Initial Sounds (IS) and takes approximately 2-3 minutes per student. The early literacy subtests required in the spring include Initial Sounds (IS) which takes 2-3 minutes &amp; Letter-Word Sounds Fluency (LWSF) which takes 1 minute. Combined, the approximate total testing time per student in the spring is 3-4 minutes.</p> <p>It is a state-mandated and state-selected reading readiness screening tool. See § <a href="#">118.016(2)</a>. State law does <b>not</b> allow families to choose whether to have their child(ren) participate in this assessment.</p>
<b>Purpose/Content of the Assessment</b>	<p>The purpose of the fundamental skills screening assessment is to evaluate students who are enrolled in 4K on:</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Letter sound knowledge</li> </ul>
<b>Timing of the Assessments</b>	<p>The District administers the fundamental skills screening assessment to 4K students at least <b>two times*</b> during the school year.</p> <ol style="list-style-type: none"> <li>1. The first administration takes place within 45 calendar days of the start of the school term for students each fall.</li> </ol>

	<p>2. The second administration occurs in the second half of the school year, at least 45 calendar days before the last day of the regular annual school term.</p> <p><i>* Note: In the 2024-25 school year, the District is required to administer the assessment only one time. The 2024-25 schedule may be modified due to this exception.</i></p>
<b>Parent Notice of Assessment Results</b>	As further addressed in the “Parent Notifications” section of this Plan, parents will be notified of the assessment results within <b>15 calendar days</b> after the assessment is scored.
<b>How the District Uses the Results of this Assessment</b>	<p>It is not unusual for students enrolled in 4K to be at many different levels of reading readiness. With that in mind:</p> <ul style="list-style-type: none"> <li>• The results of a fundamental skills screening assessment do not automatically trigger either a mandatory “diagnostic assessment” or mandatory learning interventions.</li> <li>• The District will use the assessment results as one data point to determine if a student should be monitored, referred for any type of further evaluation, or considered for instructional modifications or interventions.</li> </ul> <p>See also the later section of this Plan titled, “Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction.”</p>
<b>Universal Screening Assessment (5K through Third Grade)</b>	
<b>The Assessment Tool</b>	<p>AimswebPLUS is the reading screener that is administered to students who are enrolled in five-year-old kindergarten (5K) through third grade.</p> <p>The aimswebPlus assessment takes 1-4 minutes and includes both a teacher administered portion (grades 4K-1) and a computer administered portion (grades 2-3).</p> <p>It is a state-mandated and state-selected screening tool. See § <a href="#">118.016(3)(a)</a>. State law does <b>not</b> allow families to choose whether to have their child(ren) participate in this screening assessment.</p>
<b>Purpose/Content of the Assessment</b>	<p>The purpose of the universal screening assessment is to evaluate students enrolled in 5K through third grade in the following areas:</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Decoding skills</li> <li>• Alphabet knowledge</li> <li>• Letter sound knowledge</li> <li>• Oral vocabulary</li> </ul>
<b>Timing of the Assessments</b>	<p>The District administers the universal skills screening assessment to students who are enrolled in 5K through third grade at least <b>three times</b> * during each school year, as follows:</p> <ul style="list-style-type: none"> <li>• Within 45 calendar days of the start of the school term for students each fall.</li> </ul>



	<ul style="list-style-type: none"> <li>• Near the middle of the annual school term.</li> <li>• In the second half of the school year, at least 45 calendar days before the last day of the regular annual school term.</li> </ul> <p><i>* Note: In the 2024-25 school year, the District is required to administer the assessment only two times. The schedule may be modified due to this exception.</i></p>
<b>Parent Notice of Assessment Results</b>	As further addressed in the “Parent Notifications” section of this Plan, parents will be notified of the assessment results within <b>15 calendar days</b> after the assessment is scored.
<b>How the District Uses the Results of this Assessment</b>	<p>As defined in state law, a student is considered to be “<b>at-risk</b>” with respect to early literacy learning if the student scores below the 25th percentile on a universal screening assessment.</p> <p>For each 5K to third-grade student who is determined to be “<b>at-risk</b>” of reading difficulty based on the results of the screener, the District will:</p> <ul style="list-style-type: none"> <li>• Administer a <b>diagnostic literacy assessment</b> to help further evaluate the student’s skills and needs.</li> <li>• Start or, if applicable, continue the process of developing and implementing a <b>personal reading plan</b> for the student.</li> </ul> <p>For students who are <b>not</b> considered “at-risk,” the District will use the assessment results as one data point to help determine if a student should be monitored, further evaluated, or considered for possible interventions or remedial reading services.</p> <p>See also the later section of this Plan titled, “Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction.”</p>
<b>Diagnostic Literacy Assessments (5K through Third Grade)</b>	
<b>The Assessment Tool</b>	<p>The District has selected the following tools for use as diagnostic literacy assessment(s) within the District:</p> <ul style="list-style-type: none"> <li>• Aimsweb Plus <ul style="list-style-type: none"> <li>o Word Reading Fluency</li> <li>o Spelling</li> <li>o Listening Comprehension</li> <li>o Letter Naming Fluency</li> <li>o Reading Comprehension</li> </ul> </li> <li>• FastBridge RAN (Rapid Automatized Letter Naming)</li> </ul> <p>In instances where section <a href="#">118.016(3)(b)</a> requires the District to administer a diagnostic assessment, state law does <b>not</b> provide families with an opportunity to choose to opt their child(ren) out the assessment.</p>
<b>Purpose/Content of the Assessment</b>	<p>A diagnostic assessment is used to evaluate a student’s early literacy skills in the following areas:</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Word recognition</li> </ul>

	<ul style="list-style-type: none"> <li>• Decoding skills</li> <li>• Alphabet knowledge</li> <li>• Letter sound knowledge</li> <li>• Oral vocabulary</li> <li>• Rapid naming</li> <li>• Phonological awareness</li> <li>• Spelling</li> <li>• Vocabulary</li> <li>• Listening comprehension</li> <li>• When developmentally appropriate for the student, oral reading fluency and reading comprehension</li> </ul> <p>See §§ <a href="#">118.016(1)(b)</a> and <a href="#">118.016(3)(b)</a>. As an assessment of <b>skills</b>, a diagnostic assessment can help to identify a child's potential learning gaps with greater precision. However, the District's diagnostic literacy assessments do <b>not</b> determine whether a student may have any medical or developmental condition or disability that may be affecting the child's learning.</p>
<b>Family History Survey Component</b>	In connection with a diagnostic assessment, the District will also provide an opportunity for the student's parent to complete a family history survey to provide additional information about any learning difficulties in the student's family.
<b>Eligible Students and Timing of the Assessments</b>	<p>The District is required to administer a diagnostic assessment to a student if <b>either</b> of the following applies:</p> <ul style="list-style-type: none"> <li>• The results of a universal screening assessment indicate that the student is "at-risk" with respect to early literacy learning. <ul style="list-style-type: none"> <li>◦ If the student's "at-risk" status relates to the <b>first</b> screening assessment of the school term, then the diagnostic assessment is to be completed by the second Friday of November.</li> <li>◦ If the student's "at-risk" status relates to the <b>second or third</b> screening assessment of the school term, then the diagnostic assessment is to be completed within 10 calendar days of the screener.</li> </ul> </li> <li>• A teacher or parent who suspects that the student may be demonstrating characteristics of dyslexia submits a request for a diagnostic assessment.* <ul style="list-style-type: none"> <li>◦ The assessment must be conducted within 20 calendar days of the request.</li> </ul> </li> </ul> <p><i>* Note: This requirement applies to requests submitted beginning on January 1, 2025.</i></p> <p>To the extent permitted by state law for a student who is already receiving interventions and services under a personal reading plan, the District may determine that a student does not need to repeat a diagnostic assessment that the student has already taken [in the same school year], even if there is a secondary basis under which the student has qualified for the diagnostic assessment.</p> <p>It is possible that the District may determine that other students could benefit from completing a diagnostic assessment that would not be mandatory under state law.</p>



<b>Parent Notice of Assessment Results</b>	As further addressed in the “Parent Notifications” section of this Plan, parents will be notified of the assessment results within <b>15 calendar days</b> after the assessment is scored.
<b>Additional Parent Communications</b>	<p>As further addressed in the “Parent Notification” section of this Plan, the District will provide <b>information about dyslexia</b> to the parent of each student the District is required to assess using a diagnostic assessment.</p> <p>If a student’s score on a <b>diagnostic assessment</b> places the student in the “at-risk” classification, then the District is also required to provide <b>special education referral information</b> to the student’s parent.</p>
<b>How the District Uses the Results of this Assessment</b>	<p>Like the 5K to third-grade screening assessments, a student is also considered to be “<b>at-risk</b>” with respect to early literacy learning if the student scores below the 25th percentile on a <b>diagnostic assessment</b>.</p> <p>For each student who is “at-risk,” the District will start or, if applicable, continue the process of developing and implementing a <b>personal reading plan</b> for the student.</p> <p>If a student already has a personal reading plan in place at the time that the student completes a diagnostic assessment, the results of the diagnostic assessment will be used to inform possible changes to the plan and may be used to help monitor the student’s progress.</p> <p>For students who are <b>not</b> considered “at-risk,” the District will use the assessment results as one data point to help determine if the student should be monitored or otherwise further considered for possible interventions or services.</p> <p>See also the later section of this Plan titled, “Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction.”</p>
<b>The State’s Standardized Third Grade Reading Test</b>	
<b>The Assessment Tool</b>	<p>The <b>Wisconsin Forward Exam</b> in the area of English language arts (ELA) is used as the reading test that school districts must administer annually to students enrolled in third grade. See § <a href="#">121.02(1)(r)</a>. Some students with significant cognitive disabilities may participate in an alternative assessment.</p> <p>The Wisconsin Department of Public Instruction may designate one or more sub-scores within the ELA area of the Forward Exam for school districts to use for specific purposes.</p> <p>The Forward Exam is an online assessment. The District estimates that it will typically take a combined total of about 125 minutes for a student to complete the ELA sections of the Forward Exam.</p> <p>Per Wis. Statute 118.016(a), students in grades 4K-2 may not opt out of state-required assessments. If the student is not in one of those grades, District policy (6005) allows parents to request an opt out. This request can be made at any time, however it must be made in writing and submitted to the building principal.</p>

<b>Purpose/Content of the Assessment</b>	The Forward Exam is a summative assessment that evaluates cumulative learning. The test is research-based. The ELA part of the Forward Exam includes sections that cover reading, language, and writing.
<b>Timing of the Assessments</b>	The Forward Exam is administered in the spring of each school year during a testing period established annually by the Wisconsin Department Public of Instruction.
<b>Parent Notice of Assessment Results</b>	The District will provide each student's parent with the results of their child's performance on the Forward Exam once those results are available.
<b>How the District Uses the Results of this Assessment</b>	<p>The District uses the results of the reading/literacy portion of the annual third grade Forward Exam for a variety of purposes, including the following:</p> <ul style="list-style-type: none"> <li>● If a student has a personal reading plan in place as an "at-risk" student during third grade, the results of the assessment (or the applicable sub-score(s)) may be used to evaluate the student's progress and to determine whether the student has successfully completed the reading plan.</li> <li>● Even if a student does <b>not</b> have a personal reading plan in place at the time that the District receives the Forward Exam results, the District will identify and provide appropriate interventions or remedial reading services if the District determines that <b>either</b> of the following applies: <ul style="list-style-type: none"> <li>○ The student has failed to score above the state minimum performance standard on the applicable ELA/reading portion of the Forward Exam and it is determined that the student's test performance accurately reflects the student's reading ability.</li> <li>○ The student has not met the minimum performance benchmarks that show that the student is meeting the grade-level reading objectives that are specified in the District's reading curriculum plan. The results of the Forward Exam serve as one indicator that may be used to make this determination.</li> </ul> </li> <li>● The District uses the results of the Forward Exam in all subject areas, if available, as one of many indicators for making grade promotion decisions at the end of third grade.</li> </ul> <p>See also the later section of this Plan titled, "Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction."</p>

## Section 3: Early Literacy Learning Supports and Interventions for Students

### What Are Interventions?

Providing an intervention typically means applying the systematic use of a technique, program, or practice that has been designed and shown to improve learning in specific areas of student need. To be effective, interventions must be accurately matched to the student's needs, and the student's response to the interventions (i.e., the student's learning and progress toward goals) needs to be monitored, with adjustments being made as needed.

Various state statutes and administrative regulations establish standards and requirements for learning "interventions" that are provided in the specific context of early literacy instruction. For example:

- § [118.016\(5\)](#) (defining requirements for personal reading plans).
- § [118.016\(1\)\(i\)](#) (defining "intervention" as the term is used in connection with personal reading plans).
- § [121.02\(1\)\(c\)3](#) (specifying standards for interventions and remedial reading services that are provided to a 5K to third-grade student determined to be "at risk" based on a reading readiness assessment).
- § [PI 8.01\(2\)\(c\)3](#) (Register Feb. 2020) (addressing interventions and services that are provided to students in kindergarten through fourth grade under sections [121.02\(1\)\(c\)1](#) and [\(1\)\(c\)2](#) of the state statutes).

### General Examples of Literacy-Related Interventions and Methods for Providing Interventions

Depending on the student's needs, interventions may be embedded in regular classroom instruction, delivered in a small group setting, delivered in a one-on-one setting, and/or provided using some other appropriate method. The following are some examples of the types of reading interventions and learning supports that the District commonly uses in connection with early literacy instruction and some of the methods that may be used to provide those interventions and supports:

- Delivering instruction through multimodal strategies, such as audible, verbal, visual, and tactile methods (i.e., tracing, writing, using manipulatives, etc.).
- Using targeted repetition and reinforcement of explicit instruction through re-teaching, teaching using alternative strategies, and/or using alternative materials.
- Identifying critical points during instruction for providing the student with prompts, coaching, learning checks, and specific feedback.
- Making ongoing adjustments to a student's placement in instructional groups (whole group, small group, and/or individual) for different learning objectives and skill practice.
- Modifying a student's school schedule to extend the amount of weekly instructional time that is used for reading/literacy development.
- Using appropriately vetted technology-based resources.
- Implementing school-and-home learning reinforcement activities that are structured, coordinated, and monitored by a licensed educator.



<p><b>Interventions Used to Address Characteristics of Dyslexia</b></p>	<p>State law requires this <i>Early Literacy Remediation Plan</i> to include a description of the interventions that the District uses to address characteristics of dyslexia. In doing so, it is important to understand that dyslexia is generally recognized as a neurobiological condition that exists on a continuum. At a very general level, the condition is often characterized by difficulties, at varying degrees of severity, with accurate and fluent word recognition, spelling, and decoding. Those difficulties can detract from the child's reading experience, impede comprehension, and affect the growth of key literacy-related skills. Some children without dyslexia demonstrate some of the characteristics that are associated with dyslexia.</p> <p>Due to the broad range of severity of "characteristics of dyslexia" and due to the many different underlying causes or reasons that students may exhibit those characteristics in connection with reading and other literacy-related skills, there is no single, standardized program or schedule of interventions that can be applied to appropriately address the needs of all students with dyslexia, with related conditions, or who have demonstrated characteristics of dyslexia. Interventions for such students should reflect individual needs.</p> <p>The following are some examples of how the District approaches learning supports and interventions for students with dyslexia and for other students who demonstrate characteristics of dyslexia:</p> <ul style="list-style-type: none"> <li>• Students with dyslexia and related conditions often need additional and specifically-targeted instruction and practice with some or all of the following: phonological awareness, phonemic awareness, alphabetic principle, phonics, morphology, and fluency.</li> <li>• For students with dyslexia and related conditions, word-level difficulties often negatively affect reading comprehension. When this is noticed, instruction and interventions should emphasize letter-sound correspondences.</li> <li>• Students with dyslexia and related conditions may need more frequent monitoring and feedback during opportunities for practice and application.</li> <li>• Licensed educators can provide specific guidance to help a student select appropriate texts and can structure opportunities to monitor the student's word recognition, word solving, comprehension, and engagement during independent reading time.</li> <li>• If the student has an IEP, the special education and any other services or instructional modifications that may be specified in the IEP may sometimes relate to reading and literacy and may be in the nature of interventions.</li> <li>• Students with dyslexia, with conditions related to dyslexia, or who demonstrate characteristics of dyslexia can often benefit from some of the same types of interventions and learning supports, using some of the same methods of implementation, as are provided to other students who are struggling with reading and with the development of other literacy skills. (See above within this section of this Plan for some examples.)</li> </ul> <p>See generally <a href="#"><i>Wisconsin's Informational Guidebook on Dyslexia and Related Conditions</i></a>, Wisconsin Department of Public Instruction (July 2021) (available on the District website at <a href="http://www.wdpsd.com">www.wdpsd.com</a>).</p>
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## Early Literacy Interventions: Eligibility Mandates under State Law

<p><b>Eligibility as an “At-Risk” Student under Section <a href="#">121.02(1)(c)3</a> and Section <a href="#">118.016(5)</a></b></p>	<p>The District is required to provide reading-related interventions or remedial reading services to a student if the student’s performance on a universal screening or diagnostic assessment indicates that the student is “at-risk.”</p> <p>The interventions and any additional instructional services provided to such a student must:</p> <ul style="list-style-type: none"> <li>• Address all areas in which the student has been determined to be deficient in a manner that is consistent with the state standards in reading and language arts.</li> <li>• Include the components of “science-based early reading instruction,” as defined in section <a href="#">118.015(1c)(b)</a> of the state statutes.</li> <li>• Be described in writing in a personal reading plan that is developed for the student if the student is enrolled in 5-year-old kindergarten to third grade.</li> </ul>
<p><b>Eligibility under Section <a href="#">121.02(1)(c)1</a></b></p>	<p>The District is required to provide reading-related interventions or remedial reading services to a student who is enrolled in four-year-old kindergarten to third grade if the student is not sufficiently meeting the grade-level reading objectives specified in the reading curriculum plan maintained by the District.</p> <p>The district follows the Wisconsin State Standards for English Language Arts. <a href="#">Wisconsin Standards for English Language Arts, DPI 2020</a></p>
<p><b>Eligibility under Section <a href="#">121.02(1)(c)2</a></b></p>	<p>State law requires the District to provide reading-related interventions or remedial reading services through third grade if a student does not score above the state minimum performance standard on the standardized state reading test administered in third grade and if either of the following applies:</p> <ul style="list-style-type: none"> <li>• A teacher in the school district and the student’s parent agree that the student’s test performance accurately reflects the student’s reading ability; or</li> <li>• A teacher in the school district determines, based on other objective evidence of the student’s reading comprehension, that the student’s test performance accurately reflects the student’s reading ability.</li> </ul>
<p><b>Eligibility under Sections <a href="#">118.33(5m)</a> and <a href="#">118.33(6)(a)3</a> (generally outside the scope of this Plan)</b></p>	<p>Once the District policy required by section <a href="#">118.33(6)(a)3</a> takes effect, and subject to limited statutory exceptions that the District may elect to apply if doing so would not violate any other law, state law will require the District to define and provide “intensive instructional services, progress monitoring, and supports” in reading to a student if all of the following apply:</p> <ul style="list-style-type: none"> <li>• The student had a personal reading plan in place during third grade;</li> <li>• The student did not complete the personal reading plan; and</li> <li>• The District promotes the student to fourth grade despite having not completed the personal reading plan.</li> </ul> <p>The services offered to such a student must include an intensive summer reading program, unless an exception specified in state law applies to the</p>

	<p>student and applying the exception would not violate any other law. A summer reading program must be provided each summer until the student scores at grade-level in reading on a summative assessment. In other words, the obligations created by section <a href="#">118.33(5m)</a> and under the District policy required by section <a href="#">118.33(6)(a)3</a> are not limited exclusively to the time that an eligible student is enrolled in fourth grade.</p> <p>At this time, the student promotion policy required under section <a href="#">118.33(6)(a)3</a>, the District's specific approach to the intensive instructional services, progress monitoring, and supports required under section <a href="#">118.33(5m)(a)</a>, and the District's approach to serving students who are subject to any of the exceptions specified in section <a href="#">118.33(5m)(b)</a> are outside the scope of this Plan.</p>
<b>Eligibility for Interventions under Multiple Criteria</b>	<p>If a student is determined to be eligible for reading interventions under more than one of the criteria listed above in this section and if the student has a personal reading plan (as defined in state law) in place, then the student's interventions or services under any of the other criteria will be coordinated through the student's personal reading plan. This paragraph is most likely to apply to a student who is both "at-risk" and also not sufficiently meeting the grade-level reading objectives specified in the District's reading curriculum plan.</p>
<b>Coordination with Other Laws and other District Programs</b>	<p>In practice, the District's educators will need to coordinate the implementation of the reading intervention mandates listed above in this section with several other existing laws and the related District programs and services, including all the following:</p> <ul style="list-style-type: none"> <li>• The federal Individuals with Disabilities Education Act (IDEA) and subchapter V of chapter 115 of the state statutes.</li> <li>• Section 504 of the Rehabilitation Act.</li> <li>• Laws that require services for students who are English Learners.</li> <li>• Certain programs and services that the District may provide under Title I of the federal Elementary and Secondary Education Act.</li> </ul> <p>The necessary coordination will need to occur at a programmatic level and, when applicable, at an individual student level. Not all of those coordination issues will have clear answers. District educators who have questions about or who encounter novel situations related to such coordination issues are expected to escalate the issue to an appropriate administrator for further input and guidance.</p>

## Personal Reading Plans for “At-Risk” Students (5K through Third Grade)

<b>Eligibility for a Personal Reading Plan</b>	<p>If a student who is enrolled in five-year-old kindergarten through third grade is identified as “at-risk” based on the results of either a universal screening assessment or a diagnostic assessment, then the District will develop and implement a written personal reading plan for the student.</p> <p>An assessment score below the 25<sup>th</sup> percentile qualifies a student as “at-risk.”</p> <p>In direct consultation with the student’s parent and based on re-screening, a diagnostic assessment, or some other evidence-based evaluation, the District may make a determination that an “at-risk” result on a screening assessment was inaccurate or invalid and that the student is not in need of a personal reading plan. Such decisions will be addressed on a case-by-case basis with the involvement of a licensed District reading specialist.</p>
<b>Required Content for a Personal Reading Plan</b>	<p>A personal reading plan for an “at-risk” student will include at least all of the following:</p> <ul style="list-style-type: none"> <li>• A statement of the student’s specific early literacy learning needs, as identified by skills that were evaluated on the applicable assessment.</li> <li>• Goals and benchmarks for the student’s progress toward grade-level literacy skills.</li> <li>• A description of the interventions and any additional instructional services that will be provided to the student to address the student’s learning needs and promote the growth of the student’s early literacy skills.</li> <li>• The programming using “science-based early reading instruction,” as defined in state law, that the student’s teacher will use to provide reading instruction to the student, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.</li> <li>• A description of how the student’s progress will be monitored, which must occur on at least a weekly basis.</li> <li>• Strategies and activities that the student’s parent is encouraged to use to help the student achieve grade-level literacy skills.</li> <li>• Any additional programs or services that may be available and appropriate to help accelerate the student’s early literacy skill development.</li> </ul>
<b>Plan Creation and Implementation</b>	<p>The District will follow any applicable statutory deadlines for the initial creation of a personal reading plan for an “at-risk” student. As of the date this <i>Early Literacy Remediation Plan</i> was written, the statutory deadlines were as follows:</p> <ul style="list-style-type: none"> <li>• By no later than the 3rd Friday of November* if the student is identified as “at-risk” based on the results of either (1) the first universal screening assessment that is administered in any school year or (2) the results of a diagnostic assessment that was administered due to the results obtained from that first universal screening assessment.</li> </ul>



	<ul style="list-style-type: none"> <li>• Within 10 calendar days after the administration of any other universal screening or diagnostic assessment required by state law that has identified the student as “at-risk” (i.e., excluding the assessments that are covered by the November deadline specified in the previous paragraph).</li> </ul> <p><i>* Note: This deadline is inapplicable during the 2024-25 school year.</i></p> <p>Once a personal reading plan has been created for an “at-risk” student, the District shall begin providing the interventions described in the plan as soon as practicable.</p> <p>To the extent permitted by applicable law and when not in conflict with other possible obligations (e.g., under the IDEA for a student with a disability), the District retains discretion to modify the content of a student’s personal reading plan.</p>
<b>Parent Communications Related to a Student’s Personal Reading Plan</b>	<p>The District will provide the parent of a student who receives a personal reading plan with the information and notifications that are listed and described in the applicable subsection of the “Parent Notifications” section of this <i>Early Literacy Remediation Plan</i>. (See below.)</p>
<b>Administrative Procedures and Administrative Oversight</b>	<p>The Director of Curriculum will have primary administrative responsibility for the creation, dissemination, and monitoring of administrative procedures and protocols that District staff will use to create and manage the implementation of student personal reading plans. Changes to such supplemental procedures and protocols would not be considered amendments to this Plan.</p> <p>Those procedures and protocols will address issues such as:</p> <ul style="list-style-type: none"> <li>• The format/template the District will use for personal reading plans.</li> <li>• Authority and procedures for modifying a student’s personal reading plan.</li> <li>• District expectations for documentation of intervention delivery.</li> <li>• District expectations for documentation of progress monitoring activities.</li> <li>• The format and standards for relevant parent notifications (see below).</li> <li>• The content and format of 10-week progress reports (including the initial 10-week notification of progress and subsequent follow-up reports of overall progress), which shall be consistent with the content requirements established in the Parent Notifications section of this Plan.</li> <li>• Standards and procedures for determining plan completion and exiting a student from interventions, which shall be consistent with applicable statutory standards for these processes.</li> </ul>

## Monitoring Activities for Students Receiving Reading Interventions

<b>Purpose of Monitoring</b>	As a student receives literacy-related interventions or remedial reading services, it is critical to monitor the student's learning to (1) assess the student's progress, (2) confirm and better understand the student's learning needs, and (3) evaluate the effectiveness of the interventions.
<b>Examples of Monitoring Methods and Tools</b>	<p>Monitoring activities during the implementation of reading interventions for a student may include activities such as:</p> <ol style="list-style-type: none"> <li>1. A review of relevant schoolwork completed by the student.</li> <li>2. Observations of the student's demonstration of knowledge and skills that are relevant to the student's area(s) of deficiency and to the goals and benchmarks that may be defined for the interventions.</li> <li>3. Structured assessments of specific knowledge and skills.</li> </ol> <p>Examples of specific tools that the District may use to monitor and evaluate a student's progress during interventions, when appropriate for the individual student, include the following:</p> <ol style="list-style-type: none"> <li>1. Any of the District's approved diagnostic assessment(s), as identified in this Plan (above), or any relevant portion(s) of a diagnostic assessment.</li> <li>2. Other tools that may be identified on an individualized basis for monitoring the student's progress (e.g., within a personal reading plan or some other student-specific schedule of interventions).</li> </ol>
<b>Frequency of Monitoring under a Personal Reading Plan for an "At-Risk" Student</b>	<p>When any "at-risk" student is receiving reading interventions defined in a personal reading plan, monitoring activities shall occur on at least a weekly basis, as further described in the student's plan.</p> <ul style="list-style-type: none"> <li>• The primary focus of the weekly monitoring will be on specific skill areas, goals, and benchmarks that were targets of recent interventions, services, and instruction.</li> <li>• Each week's monitoring activities do not need to address all skill areas, goals, and benchmarks identified within the student's plan.</li> </ul> <p>In the aggregate, the weekly monitoring activities shall be structured to permit timely determinations of whether the student is demonstrating an adequate rate of progress toward reaching grade-level literacy skills, including for purposes of the initial 10-week progress report and any follow-up reports of the student's overall progress. Under state law, decisions whether the student is demonstrating an adequate rate of progress under a personal reading plan (and, therefore, at least some of the planned monitoring activities) must include an assessment of the following:</p> <ul style="list-style-type: none"> <li>• For a student enrolled in 5K, an assessment of the student's "nonword" or "nonsense word" fluency and the student's phoneme segmentation fluency.</li> <li>• For a student enrolled in first grade, second grade, or third grade, an assessment of the student's oral reading fluency.</li> </ul>

<p><b>Frequency of Monitoring for a Student in Kindergarten through Third Grade When Early Literacy Interventions Are <u>Not</u> Provided under a Personal Reading Plan</b></p>	<p>This subsection applies to any student in kindergarten through third grade who is determined to qualify for reading interventions or remedial reading services under section <a href="#">120.02(1)(c)1</a> (due to not sufficiently meeting curricular goals) or section <a href="#">121.02(1)(c)2</a> (due to performance on the state's standardized third grade reading exam), but who does not also have a personal reading plan as an "at-risk" student and who did not have a non completed personal reading plan in place as an "at-risk" student at the end of third grade.</p> <p>For such a student, District staff will engage in monitoring activities that are targeted to assess the student's progress in overcoming the student's identified skill deficiencies and learning gaps at periodic intervals. The following also apply:</p> <ul style="list-style-type: none"> <li>• The specific frequency of monitoring activities should account for (1) the learning needs being addressed by the interventions and (2) the specific tools/procedures that are being used (i.e., to use the tool/procedures with fidelity and to preserve the validity of the data).</li> <li>• The schedule of monitoring activities may be reasonably adjusted to account for the date that any interventions or services were first initiated and for other elements of the school calendar.</li> </ul>
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## Parent Notifications

### General Information Relating to Parent Notifications under this Plan

<b>Legal Requirement</b>	<p>State law requires this <i>Early Literacy Remediation Plan</i> to include a “parent notification policy.” See § <a href="#">118.016(6)(e)</a>. This section (including all of the subsections in this section) serves as that mandatory policy.</p> <p>For emphasis and clarity, some of the parent notifications addressed in this section are also mentioned in other parts of this Plan.</p>
<b>Meaning of the Term “Parent” within this Plan</b>	<p>Unless expressly defined differently, when the term “parent” appears in this section and in other sections of this Plan, the term means a person to whom <b>both</b> of the following apply:</p> <ol style="list-style-type: none"> <li>1. The person falls under the definition of “parent” that is set forth in section <a href="#">115.76(12)(a)</a> of the state statutes; and</li> <li>2. When a Plan provision involves the District’s disclosure of personally-identifiable information from the student’s education records, the person is authorized to receive or review the information in question under the federal Family and Educational Rights and Privacy Act (FERPA) and its implementing regulations. For example, the person may satisfy FERPA’s definition of a parent, or the District may have received written consent for the disclosure to the person.</li> </ol> <p>In general, this will normally include, but not necessarily be limited to, a biological parent, an adoptive parent, a legal guardian, certain foster parents, or a person who is lawfully “acting as a parent of a child” (e.g., a person acting as a parent for school purposes in the absence or unavailability of a biological/adoptive parent or legal guardian, such as under a documented delegation of parental authority). It does not include, for example, a person whose parental rights have been terminated or a person who has lost the right to access or receive the student’s pupil records due to the outcome of court proceedings.</p>
<b>Electronic Format Generally Permissible</b>	<p>The notifications and communications required to be provided to a parent “in writing” under this Plan may be provided to the parent in an electronic format unless any of the following applies:</p> <ol style="list-style-type: none"> <li>1. Any statute, regulation, or authoritative interpretation of the applicable law prohibits the use of an electronic format for the specific notice.</li> <li>2. Providing the notice or information in an electronic format would be insufficient to meet the District’s obligations to effectively communicate with a parent who has a disability.</li> <li>3. An administrator with oversight responsibility for a particular communication directs District staff to provide the specific communication in other than an electronic format.</li> </ol> <p>District staff may also elect to provide certain notices to a parent in more than one format (e.g., both a paper copy and an electronic copy).</p>



<b>Language Assistance Related to Parent Notifications</b>	<p>Limited English proficient (LEP) individuals are individuals whose primary language is other than English and who have limited proficiency with speaking, reading, writing, or audibly understanding English. If a parent has limited English proficiency, the District will provide notification of the results of any reading readiness assessment (i.e., screening or diagnostic assessment) in a language that the student's parent is able to understand. Further, to the fullest extent practicable and consistent with any legal requirement(s), other parent communications required under this Plan shall likewise be provided to an LEP parent with appropriate translation or with other appropriate language assistance.</p> <p>If a family has questions or specific needs related to language assistance, the family (or the family's representative or advocate) can contact Amy Schuh, Director of Student Services.</p>
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### Notifications Relating to Reading Readiness Assessments

<b>Specific Notifications Relating to Assessments</b>	<ul style="list-style-type: none"> <li>● <b><u>Notice of the Results of Reading Readiness Assessments</u></b> <ul style="list-style-type: none"> <li>○ "Reading readiness assessments" include the fundamental skills screening assessment (4K), the universal screening assessment (5K through third grade), and any diagnostic assessments (5K through third grade).</li> <li>○ The District will provide the results of each reading readiness assessment, in writing, to each student's parent no later than 15 calendar days after the student's assessment is scored.</li> <li>○ The notification of results will include at least all of the information required under state law. (See § <a href="#">118.016(4)</a>.)</li> </ul> </li> <li>● <b><u>Notice of Special Education Referral Information</u></b> <ul style="list-style-type: none"> <li>○ If a diagnostic assessment indicates that a student is "at-risk," then information about how to make a special education referral under section <a href="#">115.777</a> of the state statutes must be included <b>with the results</b> of the diagnostic assessment.</li> </ul> </li> <li>● <b><u>Parent Notification of Information about Dyslexia</u></b> <ul style="list-style-type: none"> <li>○ The District will provide a notice of information about dyslexia, in writing, to the parent of each student that the District is required to assess for early literacy development using a diagnostic assessment.</li> <li>○ When required, the information about dyslexia may be provided any time after it is known that the parent's child will be taking a diagnostic assessment, but it shall be provided no later than the date on which the District provides the parent with notice of the results of the diagnostic assessment.</li> <li>○ The notification will cover at least all information specified in state law.</li> </ul> </li> </ul>
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### Notifications Relating to Student Personal Reading Plans

<b>Specific Notifications Relating to Student</b>	<ul style="list-style-type: none"> <li>● <b><u>Parent Copy of a Personal Reading Plan; Parent Signature</u></b> <ul style="list-style-type: none"> <li>○ <i>Upon initial creation.</i> The District will promptly provide a copy of a personal reading plan that has been developed for an "at-risk" student to the student's parent.</li> </ul> </li> </ul>
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## Personal Reading Plans

- *Upon changes to the plan.* The District will promptly notify the student's parent of any substantive modifications to a personal reading plan by providing a copy of the amendment(s) or an entire revised copy of the plan.
- *Timing.* The District expects that a copy of an "at-risk" student's personal reading plan (or an amended plan) will normally be provided to a parent within 5 school days after District staff have finalized the plan (or a substantive amendment to the plan).
- *Parent signature.* State law requires a parent to return a signed copy of the student's personal reading plan to the school. Unless otherwise required by the Department of Public Instruction, a signed acknowledgement of receipt of the plan shall be sufficient.
- **Parent Notification of Pupil Progress under a Personal Reading Plan**
  - *Initial 10-week progress report.* After the school has been providing the interventions described in an "at-risk" student's personal reading plan for 10 weeks, a member of the District's instructional staff shall prepare a progress report and provide the report to the student's parent.
  - *Subsequent reports of overall progress under a personal reading plan.*
    - Subject to a determination that the student has completed the plan, the initial 10-week progress report and each subsequent report of a student's overall progress under a personal reading plan shall specify a date by which the school will provide the next overall progress report.
    - The date of the next progress report shall normally be no later than a date that is promptly after the interventions have been provided for another 10 school weeks, but it may be an earlier date.
  - *Content of progress reports.* The reports of overall progress described in this subsection will include at least the following content:
    - A summative determination as to whether the student is making an adequate or inadequate rate progress with their literacy skills under the personal reading plan. (Note: State law defines the term "inadequate rate of progress" and establishes criteria for measuring progress. See §§ [118.016\(1\)\(g\)](#) and [118.016\(5\)\(c\)](#).)
    - A brief summary of the information that supports the determination of the student's overall progress.
    - A statement of specific changes or recommendations that the school is making (if any) with respect to interventions, monitoring, etc.
    - Subject to a determination that the student has completed the personal reading plan, a date by which the school will provide the next overall progress report. (See above for timing expectations).

	<ul style="list-style-type: none"> <li>● <b><u>Parent Notification of Completion of a Personal Reading Plan</u></b> The District will promptly notify the student's parent if the District determines that a student has successfully completed a personal reading plan and that the student will "exit" the plan and plan interventions.</li> <li>● <b><u>Parent Notification of Noncompletion of Personal Reading Plan as of the End of Third Grade</u></b> <ul style="list-style-type: none"> <li>○ If, as of the end of third grade, an "at-risk" student has <b>not</b> successfully completed a personal reading plan that was in place for the student during that third-grade school year, District staff shall make a determination of the student's status for the subsequent school year under applicable District policies and promptly inform the student's parent of all of the following: <ul style="list-style-type: none"> <li>■ The noncompletion of the student's third-grade personal reading plan.</li> <li>■ The District's intended approach to reading instruction and support for the student in the subsequent school year.</li> <li>■ If the student is being promoted to fourth grade, any additional information that the District is required to provide under section <a href="#">118.33(5m)</a> of the state statutes and/or under the District's related third-to-fourth-grade promotion policy, once that policy has been adopted and takes effect. (Note: The District's approach to implementing section 118.33(5m) and the District's third-to-fourth-grade promotion policy, required beginning in the 2025-26 school year, are currently outside the scope of this Plan.)</li> </ul> </li> </ul> </li> </ul>
<p style="text-align: center;"><b>Notifications Relating to Reading Interventions in Kindergarten through Third Grade that Are <u>Not</u> Implemented Through a Student Personal Reading Plan</b></p>	
<p><b>Cycle of Parent Communications for Interventions that Are <u>Not</u> Implemented Through a Personal Reading Plan</b></p>	<p>If the District determines that a student enrolled in kindergarten through third grade is eligible for interventions or remedial reading services under section <a href="#">121.02(1)(c)</a> of the state statutes based on either (1) the student's failure to meet grade-level reading objectives, or (2) the student scoring below the state minimum performance standard on the designated portion of the third-grade Forward Exam, but the interventions/services and parent notifications are <u>not</u> coordinated through a personal reading plan, then District staff shall ensure that the student's parent is reasonably notified of:</p> <ul style="list-style-type: none"> <li>● The initiation of reading interventions or remedial reading services for the student, including identifying the interventions/services and the reason(s) for those interventions or services.</li> <li>● The student's learning progress during the period of interventions or services, at reasonable intervals.</li> <li>● Substantive changes to the planned approach to interventions or services.</li> <li>● A District decision to "exit" the student from, or otherwise end, the reading interventions or remedial services that have been provided</li> </ul>

	under section <a href="#">121.02(1)(c)</a> (e.g., based on the student's progress or loss of eligibility).
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## Using Student Assessment and Intervention Data to Evaluate Early Literacy Instruction in the District

<b>Administrative Responsibility for Data Management and Reporting</b>	<p>The Director of Curriculum and Instruction shall have primary administrative responsibility for establishing and monitoring data-tracking procedures related to this <i>Early Literacy Remediation Plan</i>.</p> <p>The District's Assessment Coordinator shall have primary administrative responsibility for ensuring that the District annually reports assessment and intervention data to the Department of Public Instruction, as required by section <a href="#">118.016(7)</a>.</p>
<b>Maintaining Student Confidentiality</b>	<p>The data that the District tracks in connection with reading readiness assessments and early literacy interventions will be valuable to use in connection with evaluating and improving the District's early literacy curriculum, the instructional practices used by District educators, and the District's system of learning interventions and other remedial services.</p> <p>However, when using any data related to this Plan, District staff must account for data that is personally-identifiable to a student and, therefore, subject to confidentiality requirements under applicable laws and District policies. Some data may be personally-identifiable to a student even when the student's name is not used. For example, a "small cell size" for certain reporting categories and/or for particular combinations of data elements can create a risk that the data will be personally-identifiable within the school community. Accordingly, some data that may be appropriate for limited use and dissemination that remains within the control of the District (e.g., under the "legitimate educational interests" standard for school officials) may not be appropriate for public dissemination or for other external disclosure.</p>
<b>Uses of the Data Directed Primarily by the Administrative Leadership Team and School Board</b>	<p>Under the direction of the Director of Curriculum and Instruction, the District Administrator, and the School Board, assessment and intervention data related to this Plan will be used to help evaluate:</p> <ol style="list-style-type: none"> <li>1. The District's program of reading goals, including to help determine the progress that the District is making for existing goals and to inform possible revisions to the District's reading goals. See § <a href="#">118.015(4)(a)</a>.</li> <li>2. The District's adopted academic standards in reading, writing, and English language arts. See §§ <a href="#">118.30(1g)(a)1</a> and <a href="#">120.12(13)</a>.</li> <li>3. The District's budgetary needs related to reading instruction, such as staffing, resources for professional development, and purchases of curricula, classroom instructional materials, and library materials. See § <a href="#">118.015(4)(b)</a>.</li> </ol>
<b>Use in the Annual Curriculum Review Process</b>	<p>Under the direction of the Director of Curriculum and Instruction, the licensed reading specialist(s) charged with conducting an annual evaluation of the District's reading curriculum under section <a href="#">118.015(3)(d)</a> shall consider</p>

	assessment and intervention data related to this Plan as part of that evaluation process for at least kindergarten through third grade.
<b>Other Uses of the Data that will be Coordinated Primarily at an Administrative Level</b>	<p>Under the direction of the Director of Curriculum and Instruction, and with the involvement of the District's licensed reading specialist(s) where appropriate, the District will use assessment and intervention data related to this Plan for the following:</p> <ol style="list-style-type: none"> <li>1. As a component of the District's periodic review of its sequential curriculum plan for reading and language arts, including evaluating the relevant instructional materials.</li> <li>2. To help evaluate and improve the District's core set of instructional methods for teaching reading and early literacy skills, and to help evaluate the sound and consistent implementation of those core methods.</li> <li>3. To evaluate the structure, quality, and implementation of the District's early literacy intervention systems and procedures, including any optional programs that can serve a remedial function.</li> <li>4. To inform the evaluation of any specialized programs or services within the District that connect to and affect literacy instruction, using disaggregated data if reasonably available and appropriate.</li> <li>5. To identify reading achievement gaps that may be affecting specific student subgroups, and to assist in identifying recommendations or action steps that may assist in addressing those achievement gaps.</li> <li>6. To identify and help remedy statistically significant differences in early literacy outcomes among different schools, programs or instructional settings within the District.</li> <li>7. To inform recommendations and planning for educator training and professional development, which may include workshops or other training or coaching that will help classroom educators to analyze and directly use the District, school, or classroom assessment and intervention data to improve their professional practices.</li> <li>8. To inform recommendations and planning for staffing allocations and to inform other aspects of staff management planning.</li> <li>9. To inform the future review and evaluation of this <i>Early Literacy Remediation Plan</i>.</li> </ol>

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# K-4 ELA Resource Proposal

March 2025

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## Background

- CESA 6 Early Literacy Academy and Intermediate Literacy Academy
  - Current resource has been used for more than a decade, so it was time for a full curricular review
  - Act 20
    - Focus on Structured Literacy
    - Cox Campus Professional Development
    - Personal Reading Plans
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## Process

- Established West De Pere Literacy Beliefs
  - Elementary Principals, Director of Curriculum and Literacy Coaches previewed all resources that scored “green” on Ed Reports (more than a dozen)
  - Narrowed choices to six resources that the ELA Curriculum Team reviewed
  - ELA Curriculum Team narrowed choices to two
  - Presentations from each of the two vendors
  - Site visits to local districts
  - ELA Curriculum Team selected Benchmark Advance
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## Rationale

- Covered all components of literacy outlined in Act 20
  - Aligned with teacher learning from Cox Campus
  - Aligned with learning from CESA 6 Early and Intermediate Literacy Academies
  - Highest level of student engagement from resources reviewed
  - High match to our established West De Pere Literacy Beliefs
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# West De Pere Literacy Beliefs

1. We believe that instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing should be explicit, systematic, and developmentally appropriate.
  2. We believe that repeated exposure and practice is necessary to achieving mastery of foundational skills.
  3. We believe that daily conversations, read alouds, and complex texts build oral language, background knowledge, and vocabulary.
  4. We believe that students should have voice and choice to enhance engagement.
  5. We believe that students should read and write daily.
  6. We believe that students should be exposed to diverse texts to broaden their perspectives and foster inclusivity.
  7. We believe that a variety of ongoing literacy assessments guide instruction and support student growth.
  8. We believe students apply critical thinking skills and engage in authentic conversations to make meaning of texts.
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## Next Steps

- Created professional development plan with our CESA 6 Literacy Consultant
  - Two days of training this summer (August)
  - Ongoing training throughout the school year and beyond (3 year plan created)
  - Align unit implementation to PLC unit planning
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## Cost

Total: \$327,726.00

No additional budget funds requested.

Cost can be covered using current curriculum budget from 2024-25 and 2025-26, as well as grant funding (Title II).

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# Teacher Voices





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## Questions?





# School District of West De Pere

Administrative Offices  
400 Reid St, Suite W  
De Pere, WI 54115

**Jason Lau PhD, Superintendent**

Fax (920) 337-1398

[www.wdpsd.com](http://www.wdpsd.com)

Phone (920) 337-1393

March 11, 2025

To: Board of Education

From: Jason Lau, Superintendent

RE: Title IX Policy

In January, the Trump Administration through Executive Order revoked the 2024 Title IX policy changes put in place during the Biden Administration. While the Board's approval of the policy included that the policy would be removed if changes were made, legally a motion needs to be made to officially rescind the policy. Therefore I am requesting a motion to rescind the policy.

The 2020 Title IX policy has been in effect since the Executive Order was issued in January 2025. Additionally the 2024 Title IX policy was removed from the district website when the Executive Order was issued.



# West De Pere School District Summer School Course Booklet 2025



**Wednesday, June 11th -  
Tuesday, July 1st, 2025**

**ONLINE REGISTRATION OPENS THURSDAY, APRIL 3 AT 2:30 PM**

**Click below or scroll to view:**

- [Welcome to West De Pere Summer School 2025](#)
- [Frequently Asked Questions](#)
- [7:30-8:00 a.m. Class Offerings](#)
- [HS Summer Ceramics/Pottery Offering](#)
- [8:00-10:00 a.m. Class Offerings](#)
- [10:00 a.m.-12:00 p.m. Class Offerings](#)
- [Fallen Timbers Offerings](#)
- [Hunter's Safety Offerings](#)
- [Class Descriptions](#)
- [Fallen Timbers](#)
- [Kindergarten Camp](#)

**[FREE Summer Meals](#)**

***Ready to Sign Up?***

Registration directions (coming soon!)

# Welcome to West De Pere Summer School 2025

The School District of West De Pere is proud to offer a variety of courses for our students during our Summer School session. Our goal is to meet the needs and interests of the students in our district. We continue to offer **nearly all** of our courses at no cost, although there are a few courses that have been indicated clearly that they have a small fee.

Please take a moment to review the registration procedures linked on the website prior to registering. We ask that you register only your family and register for only one course per time slot for each of your students.

All classes are contingent on staffing and enrollment. At the end of the registration period, if a class does not meet the minimum enrollment the class may be canceled. If that occurs, you will be contacted by the Summer School office to enroll your child in a different class.

We do our best to cover any information or questions that parents and/or guardians may have regarding our program. Most questions are answered on the next two pages in our FAQ section. Please consult for the quickest response to your question. If you cannot find a response to your question or concern regarding our Summer School program please contact:

Jamie Schnurer, Summer School Secretary: [summerschool@wdpsd.com](mailto:summerschool@wdpsd.com) or (920)425-1900 x3320

Michael Kowalczyk, Summer School Director: [mkowalczyk@wdpsd.com](mailto:mkowalczyk@wdpsd.com) or (920)425-1900 x3327

For additional information please visit:

<https://www.wdpsd.com/district/summer-school.com>

\*\*\*Please only register your child for one course per timeframe.\*\*\*

**Registration opens at 2:30 pm on Thursday, April 3rd, 2025.**

The link will not be available until this time.

**Registration closes at 3:30 pm on Thursday, April 17th, 2025.**

Due to staffing and planning needs ABSOLUTELY NO  
REGISTRATIONS CAN OCCUR AFTER THIS

# **Frequently Asked Questions**

## **Will I receive a confirmation before summer school starts?**

Your online registration is your confirmation. **Please print out a copy to keep for your records.** If you have not received a confirmation then your registration is not complete.

## **What if my child is going to be absent?**

In the event of an absence, call the Summer School office at (920)425-1900 x3100. Please leave a message indicating your student's name, the courses they will be missing, and the location(s).

## **What if my child's transportation or schedule changes?**

If there is any change to your child's schedule, whether it be transportation, missing a class, or not participating in the Community Center day camp, or Fallen Timbers in the afternoon please contact the Summer School office at (920)425-1900 x 3320.

## **Where do I drop off and pick up my child? Is there supervision?**

Supervision will start at 7:50 and we ask that students not be dropped off prior to that time. Please pick up students no later than 5 minutes after their class ends. If you are going to be later than 5 minutes please call the school in which your child is attending class. Drop off and pick up is in front of the building at Hemlock Creek and at Westwood Elementary schools and at door #1 at WDP Intermediate School. Dance, Wrestling and Track & Field students will use the facility entrance - door 4 to the high school.

## **Is transportation provided?**

Transportation to and from Summer School is not provided for students. There is a shuttle that will run between the High School, Westwood and Hemlock Creek between 9:40-10:05. Students attending classes at the Middle School are able to walk to Westwood to catch the shuttle to Hemlock Creek/High School. All students must be dropped off at their start school and picked up at their finishing school - transportation will only be provided in the middle of the 2 sessions.

There will also be a bus for all students attending the Fallen Timbers sessions.

## **Can my child ride their bike to school?**

Yes, they must be locked securely in the bicycle racks. No skateboards or rollerblades are allowed.

## **How will I find my child?**

We recommend that parents/guardians set up a meeting spot with their child prior to the first day of classes. If your child is an elementary student, the teacher will walk students to the door and stay with them until they are picked up. Please park in a parking spot and walk to the front of the building to meet your child. We ask that students be picked up no later than 10 minutes after their class ends. There is no parking in front of the buildings as that is an emergency lane. For the safety of all, please drive slowly, cautiously and exercise patience.

**Do I need supplies?**

Basic supplies are covered. Some courses may require additional supplies and are listed in the course descriptions.

**Does my child need a snack?**

Your child is welcome to bring a snack from home. If the teacher sends a letter regarding an allergy in the classroom, please take that into consideration when sending a snack with your child. Some classes will provide a snack.

**What if my child has an allergy?**

Allergy information is provided to the teachers based on the information the parent/guardian provides on the registration form. Please contact the Summer School office if you need to provide further information or have questions regarding the class.

**Can my child attend Summer School if they are in daycare over the summer?**

Parents/guardians will need to check with their daycare provider to see if they provide transportation to and from summer school locations.

**What time are classes?**

Most classes run each morning from 8:00 a.m.-10:00 a.m. and 10:00 a.m.-12:00 p.m. There are a variety of options that continue to be added each year to extend outside our traditional 8-12 timeframe.

**Can my child have their cell phone during Summer School?**

Students may possess cell phones while they are in summer school, but they must be turned off and out of sight during class sessions unless the teacher is incorporating them into the class. If it becomes an issue, the Summer School staff may ask for it to remain at home.

**If we reside within the WDP district boundaries, but our children do not attend a WDP school, can they still participate in Summer School?**

Yes, they may participate in the Summer School program.

**What is the refund policy for Summer School?**

To keep class costs at a minimum to no cost, please attend when signing up. It is important our teachers can plan and order supplies based on their enrollment. Students who don't show up will result in excess district funds being spent for no reason. All classes are subject to cancellation by the Summer School Director. Any class that does not have sufficient enrollment may be canceled. If a class is canceled, alternative classes will be available. A refund will not be issued if a student decides to drop a class once the session begins. Any refund that is issued, will deduct the service fee.

**I have not gotten confirmation yet of what session my student is in for "Soaring through Summer".****How do I know if they are in the 8-10 am session or the 10 am-12 pm session?**

This information along with teacher and room number are typically emailed the day before registration begins so that we can maximize enrollment in these sessions. If you do not have placement by the day of registration, please email [summerschool@wdpsd.com](mailto:summerschool@wdpsd.com).



Grade level indicated is the grade your child **will be in** for the upcoming **2025-2026** school year.

\*\*\*You may only register your child for one course per timeframe\*\*\*

## 7:30 - 8:00 a.m. Class Offerings

Class	'25-'26 Grade	Location	Room	Teacher	Limit
Outdoor Activities	1-5	Hemlock Creek	Playground	TBD	NA
Outdoor Activities	1-5	Westwood	Playground	TBD	NA

## HS Summer Ceramics/Pottery (8:00 a.m. - 12:00 p.m.)

Incoming Kindergarten Classes:			8:00 - 10:00 a.m.		
Class	'25-'26 Grade	Location	Room	Teacher	Limit
Summer Ceramics/Pottery \$35 fee collected at time of registration This course runs from 8 am-12 pm	10-12 <small>Students in grades 8-9 see course description</small>	High School - ENTER DOOR 1	D146	Ms. Summers	NA

## 8:00 - 10:00 a.m. Class Offerings

Incoming Grades K-9 Classes:			8:00 - 10:00 a.m.		
Class	'25-'26 Grade	Location	Room	Teacher	Limit
1st Grade Here I Come	1	Hemlock Creek	C102	Ms. Erdmann	25
Adventures in Reading	K	Hemlock Creek	C100	Ms. Lang	20
Animal Adventures	2-3	Hemlock Creek	B125	Ms. Rose	25
Art Academy	4-5	Hemlock Creek	B112	Ms. Pierce	25
Crafty Kids	1-3	Hemlock Creek	B123	Ms. Ford	25
Disney Movie Magic	2-3	Hemlock Creek	C201	Ms. Raschke	25
Earth Day. Every Day.	3-5	Hemlock Creek	B120	Ms. Natzke	25
Fit Kids Rock	3-4	Hemlock Creek	B108	Ms. Perkins	25
Full STEAM Ahead	K-1	Hemlock Creek	C104	Ms. Jaecks	22
Games Galore	4-5	Hemlock Creek	B104	Ms. Kornowske	25
Hands on Science	3-5	Hemlock Creek	C115	Ms. Daniels	25
It's a Zoo in Here	K	Hemlock Creek	C103	Ms. Novak	20
Kindergarten Creations	K	Hemlock Creek	C101	Ms. Moeller	20
Lego Creative	1-2	Hemlock Creek	A202	Ms. Upadhyay	25
Math Fun in the Summer	1-2	Hemlock Creek	B119	Ms. St. Juliana	25

Incoming Grades K-9 Classes (con't):			8:00 - 10:00 a.m.		
Class	'25-'26 Grade	Location	Room	Teacher	Limit
Play 120	1-2	Hemlock Creek	B101 (GYM)	Mr. Janquart	25
Rockin' Readers Theater	3-5	Hemlock Creek	B118	Ms. Brossard	25
Summer at Hogwarts	4-6	Hemlock Creek	B121	Ms. Alberts	25
Sweet Tooth	3-5	Hemlock Creek	C217	Ms. McGinnis Ms. Grant	25
Track & Field	3-9	High School	Track - use door 4	Mr. Zellner Mr. Hansen	NA
Wrestling (boys)	1-4	High School - Use door 4	Wrestling Room	Mr. Gallegos	NA
Wrestling (girls)	1-4	High School - Use door 4	Wrestling Room	Mr. Gallegos	NA
Basketball: Skills, Games, and Competitions	6	Intermediate School	Gym	Mr. Cherovsky	30
Babysitter Training	6-9	Middle School	808	Ms. Muenster	25
Culinary Academy	6-9	Middle School	205	Ms. Berzinsky	24
Exciting Board Games	6-9	Middle School	804	Ms. Mineau	25
Guitar	5-9	Middle School	206	Mr. Kostichka	25
Gym Rats: An Intro to	5-6	Middle School	202	Mr. Hoffman	30
Jewelry Design	6-9	Middle School	307	Ms. Oliver	25
Mastermind Madness	6-9	Middle School	801	Ms. Blanchard Ms. Pamperin	35
MathCounts	6-8	Middle School	805	Ms. Pingel	25
Party Planning	4-8	Middle School	306	Ms. Schlatter	25
Phantom Photography	6-9	Middle School	417	Mr. Bunker	25
Puzzle Palozza!	5-8	Middle School	507	Ms. Van Den Busch	25
Wacky Olympics	7-9	Middle School	806	Ms. Chrouser	25
Adventures in Reading	K	Westwood	116	Ms. Dugre	20
Amazing Artist	3-5	Westwood	506	Ms. Raisanen	25
Baseball & Softball: Advanced Skills	7-9	Westwood	Westwood Fields	Mr. Prebelski Mr. Rukamp Mr. Schumacher	NA
Blast off to Outer Space	2-4	Westwood	401	Ms. Cahall	25
Chop it Like it's Hot!	1-3	Westwood	314	Ms. Adrians	16
Crafty Kids	1-3	Westwood	505	Ms. Burke Ms. Rysewyk	35
Fit Kids Rock	3-4	Westwood	601	Ms. Cree	25
Full STEAM Ahead	K-1	Westwood	214	Ms. Cherney	22
Games Galore	1-3	Westwood	404	Ms. Hayden	25
Hands on Science	3-5	Westwood	407	Ms. Borchert	25
It's a Zoo in Here	K	Westwood	414	Ms. Kossack	20
Kindergarten Creations	K	Westwood	114	Ms. Chouinard	20

Incoming Grades K-9 Classes (con't):			8:00 - 10:00 a.m.		
Class	'25-'26 Grade	Location	Room	Teacher	Limit
Play 120	3-4	Westwood	600 (GYM)	Ms. Blackford	25
Passport to the World	3-6	Westwood	416	Ms. Weronka	25
Pom & Dance - An Intro to	2-6	Westwood	501	Ms. Canandeo-VanCamp	25
Puzzles and Podcasts	3-5	Westwood	100 (Collab lab)	Ms. Diggins	25
Summer at Hogwarts	4-6	Westwood	403	Ms. Brault	25

## 10:00 a.m. - 12:00 p.m. Class Offerings

Incoming Grades K-9 Classes:			10:00 a.m. - 12:00 p.m.		
Class	'25-'26 Grade	Location	Room	Teacher	Limit
1st Grade Here I Come	1	Hemlock Creek	C102	Ms. Erdmann	25
Adventures in Reading	K	Hemlock Creek	C100	Ms. Lang	20
Animal Adventures	4-5	Hemlock Creek	B125	Ms. Rose	25
Art Academy	2-3	Hemlock Creek	B112	Ms. Pierce	25
Crafty Kids	1-3	Hemlock Creek	B123	Ms. Ford	25
Disney Movie Magic	2-3	Hemlock Creek	C201	Ms. Raschke	25
Earth Day. Every Day.	3-5	Hemlock Creek	B120	Ms. Natzke	25
Fit Kids Rock	1-2	Hemlock Creek	B108	Ms. Perkins	25
Full STEAM Ahead	K-1	Hemlock Creek	C104	Ms. Jaecks	22
Games Galore	1-3	Hemlock Creek	B104	Ms. Kornowske	25
It's a Zoo in Here	K	Hemlock Creek	C103	Ms. Novak	20
Kindergarten Creations	K	Hemlock Creek	C101	Ms. Moeller	20
Lego Robotic: Creative and Programming	3-4	Hemlock Creek	A202	Ms. Upadhyay	25
Math Fun in the Summer	3-4	Hemlock Creek	B119	Ms. St. Juliana	25
Play 120	3-4	Hemlock Creek	B101 (GYM)	Mr. Janquart	25
Rockin' Readers Theater	3-5	Hemlock Creek	B118	Ms. Brossard	25
Science for Kids	1-2	Hemlock Creek	C115	Ms. Daniels	25
Summer at Hogwarts	4-6	Hemlock Creek	B121	Ms. Alberts	25
Sweet Tooth	3-5	Hemlock Creek	C217	Ms. McGinnis Ms. Grant	25
Kickstart to Middle School Pom & Dance Tuesday/Thursday ONLY	6-9	High School - ENTER DOOR 4	Dance Studio	Ms. Rosik	40
WDP Football 101	6-9	High School	Football Field	Mr. Greisen	NA

Incoming Grades K-9 Classes (con't):			10:00 a.m. - 12:00 p.m.		
Class	'25-'26 Grade	Location	Room	Teacher	Limit
Wrestling (boys)	5-8	High School - Use door 4	Wrestling Room	Mr. Gallegos	NA
Wrestling (girls)	5-8	High School - Use door 4	Wrestling Room	Mr. Gallegos	NA
Basketball: Skills, Games, and Competitions	7-8	Intermediate School	Gym	Mr. Cherovsky	30
Art-Rageous Art	6-9	Middle School	306	Ms. Schlatter	25
Babysitter Training	6-9	Middle School	808	Ms. Muenster	25
Chess!	6-9	Middle School	508	Mr. Gibbons	25
Cooking for Kids	4-5	Middle School	205	Ms. Berzinsky Ms. Steinhorst	24
Exciting Board Games	6-9	Middle School	804	Ms. Mineau	25
Guitar	3-6	Middle School	206	Mr. Kostichka	25
Gym Rats: Rebooted	7-9	Middle School	202	Mr. Hoffman	32
Jewelry Design	4-5	Middle School	307	Ms. Oliver	25
Mastering Mathematics	6-9	Middle School	805	Ms. Pingel	25
Mastermind Madness	5-7	Middle School	801	Ms. Blanchard Ms. Pamperin	35
Phantom Photography	6-9	Middle School	417	Mr. Bunker	25
Puzzle Palozza!	5-8	Middle School	507	Ms. Van Den Busch	25
Tour De Pere	5-9	Middle School	807	Mr. Hansen	20
Wacky Olympics	7-9	Middle School	806	Ms. Chrouser	25
Adventures in Reading	K	Westwood	116	Ms. Dugre	20
Amazing Artist	1-2	Westwood	506	Ms. Raisanen	25
Baseball & Softball: Skills Development	4-6	Westwood	Westwood Fields	Mr. Prebelski Mr. Rukamp Mr. Schumacher	NA
Blast off to Outer Space	2-4	Westwood	401	Ms. Cahall	25
Chop it Like it's Hot!	1-3	Westwood	314	Ms. Adrians	16
Crafty Kids	1-3	Westwood	505	Ms. Burke Ms. Rysewyk	35
Fit Kids Rock	1-2	Westwood	601	Ms. Cree	25
Full STEAM Ahead	K-1	Westwood	214	Ms. Cherney	22
Games Galore	4-5	Westwood	404	Ms. Hayden	25
It's a Zoo in Here	K	Westwood	414	Ms. Kossack	20
Kindergarten Creations	K	Westwood	114	Ms. Chouinard	20
Lego Robotic: Creative and Programming	3-4	Westwood	415	Ms. Rodewald	25
Passport to the World	3-6	Westwood	416	Ms. Weronka	25
Play 120	1-2	Westwood	600 (GYM)	Ms. Blackford	25
Pom & Dance - An Intro to	2-6	Westwood	501	Ms. Canandeo-VanCamp	25



Incoming Grades K-9 Classes (con't):			10:00 a.m. - 12:00 p.m.		
Class	'25-'26 Grade	Location	Room	Teacher	Limit
Puzzles and Podcasts	3-5	Westwood	100 (Collab Lab)	Ms. Diggins	25
Science for Kids	1-2	Westwood	407	Ms. Borchert	25
Summer at Hogwarts	4-6	Westwood	403	Ms. Brault	25

## Fallen Timbers Class Offerings

Class	'25-'26 Grade	Location	Room	Teacher	Limit
Fallen Timbers June 11-13 only	1-2	Fallen Timbers		Ms. Boldt TBD	45
Fallen Timbers June 16-20	3-5	Fallen Timbers		Ms. Boldt TBD	45

## Hunter's Safety Class Offerings

Class	'25-'26 Grade	Location	Room	Teacher	Limit
Hunter's Safety June 11-17 \$10 fee collected by instructor on the first day for DNR certification	5-8	Middle School	802	Mr. Federman Mr. Janquart Mr. Luneau	25
Hunter's Safety June 18-24 \$10 fee collected by instructor on the first day for DNR certification	5-8	Middle School	802	Mr. Federman Mr. Janquart Mr. Luneau	25

## 2025 Class Descriptions

### 1st Grade Here I Come (Grade 1)

Hemlock Creek

8:00am (Grade 1)

10:00am (Grade 1)

We will expand on what was learned in kindergarten and provide students with more skills to start first grade. Cooperative learning and hands-on activities will make their learning engaging.

### Adventures in Reading (K)

Hemlock Creek & Westwood

8:00am (K)

10:00am (K)

Do you love reading or being read to? Then this is the class for you! In this class, we will go on adventures through some of our most favorite books! We will do activities based on the stories that we are reading, the locations they take place, and explore with fun foods! This class will also help early learners to prepare for kindergarten as they will be practicing classroom routines, following instructions and using cooperation, all while developing their LOVE of reading!

### Amazing Artist (Grades 1-5)

Westwood

8:00am (Grades 3-5)

10:00am (Grades 1-2)

Students will discover their inner-artist and express their creativity through a variety of crafts and activities! These amazing activities include: drawing, painting, paper mache, clay, and much more!

### Animal Adventures (Grades 2-5)

Hemlock Creek

8:00am (Grades 2-3)

10:00am (Grades 4-5)

Are you a lover of animals? Then this is the class for you. During this class we will not only learn about animals, but we will do our own research about an animal, create an animal habitat, learn about jobs with animals, make blankets and toys for a local animal shelter, and so many more activities all related to the animals we love!

### Art Academy (Grades 2-5)

Hemlock Creek

8:00am (Grades 4-5)

10:00am (Grades 2-3)

Calling all Mini Picassos! If you love painting, drawing, crafting, and creating, you will love the Art Academy! Join us on an art adventure where we will experiment, imagine, and create our very own masterpieces every day! We will learn about famous artists, new art techniques, and discover lots of fun ways to make our own art. We will explore watercolor, collage, sculpture, weaving, all while developing new skills! Art Academy is your chance to create, design, and have fun!

### “Art-Rageous” Art (Grades 6-9)

Middle School

10:00am (Grades 6-9)

Attention art lovers! This class is designed for those who like to be given an art idea but wish to add their own creative twist to the project. In an artist workshop format, students will create projects such as self-portraits using photo media, clay sculptures, soda can flowers, melted crayon rocks, Chihully inspired plastic sculptures, wall/table clock, tin art and radial symmetry art.

**Babysitter Training (Grades 6-9)****Middle School****8:00am (Grades 6-9)****10:00am (Grades 6-9)**

This course will prepare young people for the many responsibilities associated with caring for infants and children. Training includes a range of safety skills, basic child care, decision-making, leadership, and professionalism. It also provides knowledge, skills, and practice in first aid and rescue breathing. Attendance is strongly encouraged. (This course does not provide American Red Cross certification).

**Baseball & Softball: Advanced Skills  
(Grades 7-9)****Westwood Elementary Softball Field****8:00am (Grades 7-9)**

This course is designed for students who want to take their game play to the next level. Students will discuss and learn the mental & physical approach to the game along with being challenged to improve their skills by the West De Pere Varsity coaches. **\*\*\*NOTE: In the event of rain, class will be held in the Middle School Gym.**

**Baseball & Softball: SkillsDevelopment  
(Grades 4-6)****Westwood Elementary Softball Field****10:00am (Grades 4-6)**

With the guidance of the West De Pere Varsity coaches, students will participate in pitching, catching, hitting, and base running drills, just to name a few, to help them improve their game play. Students will also have fun with competitive game play. **\*\*\*NOTE: In the event of rain, class will be held in the Middle School Gym.**

**Basketball: Skills, Games, and  
Competitions (Grades 6-8)****Middle School****8:00am (Grades 6)****10:00am (Grades 7-8)**

In this course, students will learn basic basketball skills, drills, and techniques. The focus will be individual skill development like improving shooting form and ball handling (dribbling and passing) as well as defensive principles and various other components of the game. Becoming a better basketball player and teammate is the goal and will be accomplished through applying skills with daily drills, games, and competitions. After daily skill sessions, participants will play organized games that may include half court and some full court games. This course is for boys and girls looking to up their basketball game!

**“Blast Off” to Outer Space (Grades 1-3)****Westwood****8:00am (Grades 1-3)****10:00am (Grades 1-3)**

Students will learn about the stars, sun, planets, and moons in our solar system. During the class we will learn about astronauts, planets, life in space, and much more. Students will investigate these concepts through hands-on activities. 3...2...1...Blast off!.

**Chess! (Grades 6-9)****Intermediate School****10:00am (Grades 6-9)**

All ability levels are welcome in the Chess class! Whether you have never played chess yet or you have been playing for years, this class will make you better! What will we do? We will: Discuss Chess Rules and Strategies for beginners through advanced players; Learn various Openings/Middle Game/End Game strategies; Research/Learn various openings (and their names) and defenses; Research/Learn about various Grand Masters; Watch videos by GMs, IMs, and NMs; Learn tons of chess vocabulary like hanging pieces, blunders, forks, *en passant*, castling, checkmate, back rank, bad bishop, bishop pair, forced moves, files, closed vs open positions/games, passed pawns, exchange, stalemate, premove, pinning, etc.; Solve chess puzzles; Learn basic chess notation; Discuss playing on-line games vs. in-person board games; Practice various timed games - Classical, Rapid, Blitz and Bullet games; And, of course, we will play many, many games against each other!

**Chop it Like it's Hot!: An Exploration of  
Math and Science with Cooking  
(Grades 1-3)**
**Westwood****8:00am (Grades 1-3)****10:00 (Grades 1-3)**

This course will use math, science, and literacy skills to work through experiments with an edible result! Students will use their reading and math skills to create recipes, while learning about the scientific method and how science affects the food we eat!! This class makes learning fun and YUMMY!! *Disclaimer: Due to the nature of this class students will be working with and/or consuming foods that may contain common allergens including but not limited to peanuts, tree nuts, coconut oil, milk, soy, wheat, and eggs.*

**Cooking for Kids (Grades 4-5)****Middle School****10:00 (Grades 4-5)**

Young chefs get to chop, mix, and stir their way to delicious dishes in each class! Kids learn valuable kitchen skills and new recipes, enjoy fun hands-on activities, and are inspired to expand their taste buds with a variety of foods. *Disclaimer: Due to the nature of this class students will be working with and/or consuming foods that may contain common allergens including but not limited to milk, wheat, and eggs.*

**Crafty Kids (Grades 1-3)****Hemlock Creek & Westwood****8:00 (Grades 1-3)****10:00 (Grades 1-3)**

You'll be busy using your creativity in this fun summer craft class. Let's get crazy making crafts, which may include scrapbook picture frames, decorated mini notebooks, a travel journal, and many more.

**Culinary Academy (Grades 6-9)****Middle School****8:00 (Grades 6-9)**

Each day will feature a different menu with new ingredients, skills and techniques. We will do some meal planning, make homemade versions of favorite meals, a few dishes from world cuisines, snacks, and even make some sweet treats. Chefs will learn basic recipes and how to add their own creativity. There's lots to learn and experience, so let your child take over the kitchen for a little while... *Disclaimer: Due to the nature of this class students will be working with and/or consuming foods that may contain common allergens including but not limited to milk, wheat, and eggs.*



**Disney Movie Magic (Grades 2-3)****Hemlock Creek****8:00 (Grades 2-3)****10:00 (Grades 2-3)**

Join us for a summer of Disney fun! Incoming second and third graders will explore the magic behind their favorite movies through storytelling, creative projects, and interactive activities. From iconic characters to exciting adventures, students will experience the wonder of Disney in a whole new way!

**Earth Day. Every Day (Grades 3-5)****Hemlock Creek****8:00 (Grades 3-5)****10:00 (Grades 3-5)**

In this class we will empower you to make the planet a better place to live. Every day is Earth Day! You can be an environmental activist! Some of the topics covered will be: seeds, plants, composting, animal conservation, ocean conservation, bees and pollinators, butterfly conservation, trees, recycling, and energy/electricity. We also hope to have a few expert guests in the areas of seeds, monarchs and bees. Join us to learn about sustainability and see how you can make a difference!

**Exciting Board Games (Grades 6-9)****Middle School****8:00 (Grades 6-9)****10:00 (Grades 6-9)**

Do you enjoy playing board games? Exciting Board Games will introduce you to new games that are popular around the world. We will be playing games such as Splendor and Code Names, as well as soon to be classics like Settlers of Catan, Ticket to Ride and others. We will work on saving people from fires (on the game of course) and from deadly epidemics. Perhaps you will want to save the treasures before the island collapses or recreate battles from World War II. We will also learn some classic card games. This class will teach you how to think outside the box, work with others and pick up some history as well.

**Fit Kids Rock (Grades 1-4)****Hemlock Creek & Westwood****8:00 (Grades 3-4)****10:00 (Grades 1-2)**

Are you ready to rock? And to be fit? Then join us this summer for Fit Kids Rock where students will enjoy learning how fitness activities like Yoga, Pilates, running, crossfit, Just Dance and Zumba keep your body fit! Students will discover how eating healthy gives us fuel to be fit.

**Full STEAM Ahead (Grades K-1)****Hemlock Creek & Westwood****8:00 (Grades K-1)****10:00 (Grades K-1)**

Put on your thinking caps and join us for some fun! Students will discover the fun of STEAM (science, technology, engineering, art and math) through children's books. We will explore and create with STEAM activities to go along with the books we read. Bring your curious mind and creative imagination as we build bridges, experiment, create art, explore, technology, and more!

**Games Galore (Grades 1-5)****Hemlock Creek & Westwood****8:00 (Grades 4-5) Hemlock Creek****10:00 (Grades 1-3) Hemlock Creek****8:00 (Grades 1-3) Westwood****10:00 (Grades 4-5) Westwood**

Students will be introduced to a variety of games. These games will include card games, board games, and cooperative games. Students will learn to use strategy skills along with math and social skills.

**Guitar (Grades 3-9)****Middle School****8:00 (Grades 5-9)****10:00 (Grades 3-6)**

Come learn to play the guitar! Beginners and experienced musicians are welcome. It is helpful if students have their own guitars so they can practice at home, however, it is not required. If students have their own guitar, they may bring it and use it during class. Otherwise, three-fourths size guitars will be provided for in-class use only.

**Gym Rats: An Introduction to (Grades 5-6)****Middle School****8:00 (Grades 5-6)**

This 2-hour course is an introduction to Gym Rats fitness and games. It is designed to promote good health, good sportsmanship, and fitness for students in grades 5-6. Students will participate in light weight lifting and body weight activities in the fitness room, cardio workouts in the spinning room, and fitness activities and games in the gym. Students will learn about flexibility, strength and endurance training, and be able to apply them to their everyday fitness workouts. Games include floor hockey, lacrosse, basketball, volleyball, paddleball, ultimate football, soccer, speedball, mat ball, eclipse ball, Flagmaster, softball, kick ball, scooter relays, and Break the Bank. Emphasis is placed on teamwork, good sportsmanship, and having fun.

**Gym Rats: Rebooted (Grades 7-9)****Middle School****8:00 (Grades 5-6)**

This course is designed to promote good health, good sportsmanship, and fitness. Students will participate in light weight lifting and body weight activities in the fitness room, cardio workouts in the spinning room, and fitness activities and games in the gym. Students will learn about flexibility, strength and endurance training, and be able to apply them to their everyday fitness workouts. Games include floor hockey, LaCrosse, basketball, volleyball, paddleball, ultimate football, soccer, speedball, mat ball, eclipse ball, Flagmaster, softball, kick ball, scooter relays, and Break the Bank. Emphasis is placed on teamwork, good sportsmanship, and having fun.

**Hands on Science (Grades 3-5)****Hemlock Creek & Westwood****8:00 (Grades 3-5)**

Students will use their senses to learn about and experience the world around them. Experiments will include dancing raisins, making milk kaleidoscopes, erupting volcanoes, and many more. They will also look for clues in solving a science mystery.

**Hunter's Safety (Grades 5-8)****Middle School**

**\*\*\*\*This course has a mandatory \$10 fee per the WI DNR\*\*\*\***

**12:30-2:30 (Grades 5-8)**

We teach the skills needed to be safe, ethical, and responsible hunters. Hunter Safety is an exciting class for many students, but needs to be taken seriously. We will be working with firearms and teaching lessons that will help keep them, as well as other hunters safe. **Attendance is mandatory.** Please keep in mind that this course is only 5 days. Students are required to have a DNR customer number and pay the \$10.00 WI DNR fee. Students must score an 80% or higher on the field test, as well as, the written multiple choice test . [Parent letter is attached](#) with the required entry ticket for day 1 of the class.

**It's a Zoo in Here (Grade K)****Hemlock Creek & Westwood****8:00 (Grade K)****10:00 (Grade K)**

Love animals? Explore the jungle, dive deep in the ocean, and scurry through the desert or forest. We will be making animal crafts, listening to animal stories, making some animal inspired snacks and exercising our way into learning about different animals and their habitats.

**Jewelry Design (Grades 4-9)****Middle School****8:00 (Grades 6-9)****10:00 (Grades 4-5)**

Students will create various jewelry items throughout this course using new and recycled materials. Students will be making paper beads from magazines then creating necklaces with those beads. Other projects include friendship bracelets, pop top bracelets and popsicle stick bracelets.

**Kickstart to Middle School Pom & Dance  
(Grades 6-9)****High School****10:00 (Grades 6-9)*****Tuesdays and Thursdays ONLY***

Leaps, jumps, turns and poms! We will cover toe touches, split leaps, various jumps, proper stretching techniques, dance turns, and pom basics! This class can help prepare students for the middle School or high school team, as well as strengthen skills and technique for those already on the team. If you are considering joining the middle or high school dance team or you are already on the **Middle School dance team**, this class is for you. Please note that this class runs on Tuesdays and Thursdays ONLY!

**Kindergarten Creations (Grade K)****Hemlock Creek & Westwood****8:00 (Grade K)****10:00 (Grade K)**

In this class, students will be creating projects with a variety of art materials including markers, watercolor paints, chalk, Play-Doh, and crayons to go along with the stories they will listen to in class. Students will work on fine motor skills and following directions.

**Lego Creative: Learn to Build, Build to  
Learn (Grades 1-2)****Hemlock Creek & Westwood****8:00 (Grades 1-2)**

Do you love to build? Are you creative? Would you like to learn to be a better builder? Then Lego Creative is for you! Students will have a blast participating in a variety of building activities including independent and cooperative team building. Each day, we will discuss, explain, and model a different building theme (such as a neighborhood, nautical, or aeronautical). Students will choose how they will help co-create and build to fit into the focus of the day. Participants will also have opportunities to build Lego sets independently or with a partner to work on organization and following key steps and sequencing.

## **Lego Robotics: Creative and Programming (Grades 3-4)**

**Hemlock Creek & Westwood**

**10:00 (Grades 3-4)**

Are you a Lego lover? Have you been building for a few years, and you're ready to connect the next piece? Then Lego Robotics is for you! Students will collaborate to build and program a variety of Lego robots. They will make key choices to use the motors and functions in many ways while having fun working as a team to literally make their Legos move. Students will also have a great time creatively building from an enormous stock of Lego parts, as well as strategically building Lego sets independently or with a partner.

## **Mastermind Madness (Grades 5-9)**

**Middle School**

**8:00 (Grades 6-9)**

**10:00 (Grades 5-7)**

Build your brain power as you solve a variety of mental and physical engineering challenges and puzzles. Students will need to use creative problem solving skills and team work in order to complete the daily obstacle. Sample Activities include solving a break out box, marble race, Minute to Win It challenges, logic links and obstacle course.

## **Mastering Mathematics (Grades 6-9)**

**Middle School**

**10:00 (Grades 6-9)**

Are you looking to sharpen your math skills? If math has always been a struggle for you, come join us! In this course we will review and practice essential skills and concepts; such as, decimal and fraction operations along with long division and place value through small group instruction and cooperative games. Build confidence for your upcoming school year with some extra help this summer.

## **Math Counts (Grades 6-8)**

**Middle School**

**8:00 (Grades 6-8)**

Are you a mathematical whiz, enjoy solving puzzles, want to compete and can't get enough of math? Were you a part of the MathCounts team this past year, or do you want to join next year? If the answer is yes, then this is the perfect class for you! If you are wondering what MathCounts is? It is a club offered at the intermediate and Middle School during the school year. During the school year, the students practice from October through February for a regional math competition. If students do well enough, they could move onto state or Nationals.

## **Math Fun in the Summer (Grades 1-4)**

**Hemlock Creek**

**8:00 (Grades 1-2)**

**10:00 (Grades 3-4)**

Math Games and Activities to help retain, expand and apply math skills. Come enjoy Math Games and Activities - board games, card & dice games, strategy based games and more!

## **Outdoor Activities (Grades 1-5)**

**Hemlock Creek & Westwood**

**7:30-8:00 (Grades 1-5)**

Students will get exercise and enjoy the outdoors while learning all about their favorite playground games.



**Party Planning (Grades 4-8)****Middle School****8:00 (Grades 4-8)**

Who is interested in art, planning and creating!? Party Planning is a class that will incorporate the process of planning a party and making decorations for the party. The main theme will be a "Bowling Party," where students will be making trophies, creating awards, tie-dying t-shirts, making centerpieces and ending with a trip to the bowling alley to celebrate the party! The other parties that we will be planning for will be decided during class due to student creativity (and who needs some party decorations)! At the end of the session, students will have a bowling party to celebrate their hard work. They will travel by bus to Ashwaubenon Bowling Alley at 8:00 and return to the School by 12:00 (students will miss their 10:00 class that day).

**Passport to the World (Grades 3-6)****Westwood****8:00 (Grades 3-6)****10:00 (Grades 3-6)**

Grab your suitcase and passport! You are headed on a trip around the world. While on your travels, you will make and taste foods, learn music and language, make projects, and read stories about the country you are visiting. It will be an adventure of a lifetime learning about different cultures.

*Disclaimer: Due to the nature of this class students will be working with and/or consuming foods that may contain common allergens including but not limited to peanuts, tree nuts, coconut oil, milk, soy, wheat, and eggs.*

**Phantom Photography (Grades 6-9)****Middle School****8:00 (Grades 6-9)****10:00 (Grades 6-9)**

Phantom Photography provides an opportunity for students to learn the basics of how to take a photo that will draw attention. This class will cover the history of cameras and photography, aperture and shutter settings, ISO settings, composition and framing, leading lines, lighting, rule of thirds, and editing photos. Students will be required to bring either a camera or smartphone capable of taking photos. If a smartphone is used an app will need to be downloaded and installed.

**Play 120 (Grades 1-4)****Hemlock Creek & Westwood****8:00 (Grades 1-2) Hemlock Creek****10:00 (Grades 3-4) Hemlock Creek****8:00 (Grades 3-4) Westwood****10:00 (Grades 1-2) Westwood**

*Grades 1-2:* Are you ready for 120 minutes of pure play? This class is for all students who are interested in developing their physical skills. We will have fun with various activities and sports throughout this high-energy class.

*Grades 3-4:* Students in this class will learn to improve their skills through drills and games. Sports include volleyball, basketball, touch football, softball, and track and field.

**Pom and Dance - An Intro to (Grades 2-6)****Westwood****8:00 (Grades 2-6)****10:00 (Grades 2-6)**

In this class, you will learn choreography to prepare yourself to be on the high school dance team! Come join the fun by learning a variety of leaps and jumps, arm techniques, fouettes, a-turns, doubles and much more! You will learn a routine to show off your skills and perform for an audience! All levels of dance ability are welcome and encouraged to join.

**Puzzles and Podcasts (Grades 3-5)****Westwood****8:00 (Grades 3-5)****10:00 (Grades 3-5)**

Students will engage their brains by working through both jigsaw puzzles of varying sizes as well as mind teasers, pattern puzzles and strategy puzzles all while listening to enjoyable, kid friendly podcasts!

**Puzzle Palooza! (Grades 5-8)****Middle School****8:00 (Grades 5-8)****10:00 (Grades 5-8)**

In this course, students will challenge themselves through puzzles! Students will stretch their puzzle skills with jigsaw, logic, tangram, sudoku, and more!

**Rockin' Readers Theater (Grades 3-5)****Hemlock Creek****8:00 (Grades 3-5)****10:00 (Grades 3-5)**

Get ready for an awesome adventure in our new reader's theater class! Students will practice their reading fluency and expression while having fun and being creative! They will practice telling and bringing stories to life with lively performances in front of authentic audiences.

**Science for Kids (Grades 1-2)****Hemlock Creek & Westwood****10:00 (Grades 1-2)**

Come join the fun of exploring the topics of plants, weather, and more. Students will engage in a variety of fun, unique science activities and learn how to create things.

**Summer at Hogwarts (Grades 4-6)****Hemlock Creek & Westwood****8:00 (Grades 4-6)****10:00 (Grades 4-6)**

Are you waiting for your letter from Hogwarts? Here is your chance to polish up your skills in hopes of increasing your chances of acceptance. We'll visit Ollivanders to find your wand, Honeydukes andy Shop, and Diagon Alley to find the rest of your supplies including your Monster Book of Monsters. We'll also practice making potions and owl art. You don't want to miss your chance to step through Platform 9  $\frac{3}{4}$  into the wizardry world of Harry Potter.

**Summer Ceramics/Pottery (Grades 10-12)****High School****\*\*\*\*This course has a \$35 free\*\*\*\*****8:00-12:00 (Grades 10-12, possibly 8-9 see below)**

Students will continue to enrich their techniques while working with clay and making creations. I will teach to your level of experience. Beginners will be assigned projects to develop fundamentals while more advanced students will be challenged with projects to grow their knowledge and skills. You will learn how to use the potter's wheel!!!! If you don't mind getting your hands dirty this is the class for you. *Students in grades 8-9 may be considered, please email [summerschool@wdpsd.com](mailto:summerschool@wdpsd.com) if you would like to be considered for this course.*

**Sweet Tooth (Grades 3-5)****Hemlock Creek****8:00 (Grades 3-5)****10:00 (Grades 3-5)**

Satisfy your sweet tooth while learning to create fun and tasty treats. In this class you will learn how to decorate pre-made cupcakes and cookies. We will also learn how to make a variety of other delicious desserts. *Disclaimer: Due to the nature of this class students will be working with and/or consuming foods that may contain common allergens including but not limited to peanuts, tree nuts, coconut oil, milk, soy, wheat, and eggs.*

**Tour De Pere (Grades 5-9)****Middle School****10:00 (Grades 5-9)**

Are you interested in learning the best way to get around De Pere on your bike? This class will show participants great routes for getting to and from places in De Pere on a bike. Participants will also learn bike safety and bike maintenance. Each day we will visit parks, bike trails, and more. All students are required to have a bike and a helmet.

**Track & Field (Grades 3-9)****High School Track****8:00 (Grades 3-9)**

The kids will be introduced to running form, sprinting, block starts, hurdles, distance running, relays, and all the different field events over the course of the 3 weeks. Each Friday will be a meet day where kids will be able to choose events that they were introduced to throughout the week and compete.

**NOTE:** Students attending this class will need to be dropped off and picked up at the High School at door #4. The shuttle bus will run between the High School, Westwood and Hemlock Creek at 10:00 for those students taking a 10:00 class. In the event of rain, the course will be held in the High School Fieldhouse.

**Wacky Olympics (Grades 7-9)****Middle School****8:00 (Grades 7-9)****10:00 (Grades 7-9)**

Have you ever dreamed of competing in the Olympics? Here is your chance, but with a twist. During this class you will compete in a variety of fun and goofy backyard Olympic games like human ring toss, fly swatter golf, water balloon baseball and more.

**WDP Football 101 (Grades 6-9)****High School****10:00 (Grades 6-9)**

To introduce and inspire middle school students to the world of football, fostering a love for the sport through education and skill development. Additional details can be found here:

[https://docs.google.com/document/d/1zVdSirT6uEsmosVIOBCwXDUwf3E\\_Ui5o3z-Tol5PCGU/edit?tab=t.0](https://docs.google.com/document/d/1zVdSirT6uEsmosVIOBCwXDUwf3E_Ui5o3z-Tol5PCGU/edit?tab=t.0)

## **Wrestling (for boys & girls) (Grades 1-8)**

**High School**

### **8:00 (Grades 1-4)**

### **10:00 (Grades 5-8)**

In summer school wrestling, students will be learning wrestling techniques, fundamentals of wrestling, and improving their existing skills in the West De Pere Wrestling Room at West De Pere High School. Coaching staff will focus on developing wrestling skills that are applicable to multiple sports in this fun and high energy course. Those who are looking to improve their existing wrestling technique, those considering competing in the sport for the first time, and those who just want to have fun in a fun and safe space are encouraged to register. This course will include live wrestling, fun and encouraging games on the mat, and team building activities.

*NOTE: Students attending this class will need to be dropped off and picked up at the High School and enter door #4. The shuttle bus will run between the High School, Westwood and Hemlock Creek at 10:00 for those students taking a 10:00 class. If your child is in the 10:00 session here, he or she should be picked up here. He or she will not be shuttled back to an elementary school for pick up.*

## **Fallen Timbers Educational Center**

The mission of Fallen Timbers Environmental Center is to facilitate hands-on experiences that will enable students to realize the interdependence of people and the environment. Each session, based on grade level, will investigate and learn about the outdoors. Students will be returning to the site of Fallen Timbers this year. Buses will pick up students from Westwood starting after the session ends at 12:00 noon, then travel to Hemlock Creek to pick up students and transport them to Fallen Timbers. Lunch will be provided for all students traveling to Fallen Timbers. Busses will leave Fallen timbers at 2:45 pm daily, dropping off students at Hemlock Creek first, followed by Westwood. Once registration is complete you'll receive a detailed informational letter via email.

### **Week One (Grades 1-2)**

**June 11-13**

#### **12:45-3:15 p.m. (Grades 1-2)**

In the first week of Summer School at Fallen Timbers, with incoming 1st - 2nd Graders, we are going to highlight some of the more popular classes we offer at Fallen Timbers! We are going to start the week learning all about birds- will begin by discussing bird adaptations, nests and eggs, identification, and go on a hike to see what kind of birds are using our area! We will then get our hands a little dirty digging around in the pond and the dirt looking for bugs and insects. Next, we will discover what animals we have wandering around Fallen Timbers. Finally, we will round out our week playing fun outdoor games and having a campfire with snacks!

### **Week Two (Grades 3-5)**

**June 16-20**

#### **12:45-3:15 p.m. (Grades 3-5)**

In the second week of Summer School at Fallen Timbers, with incoming 3rd Graders - 5th Graders, we will continue to highlight some of the more popular activities we offer at Fallen Timbers! This age level loves being outdoors, working with their hands, and exploring! We will kick off our week focusing on survival skills, incorporating some technology in the outdoors, digging around in the pond and the dirt studying bugs and insects, discovering what native animals we have around Fallen Timbers, and round out our week playing a couple of fun outdoor games and having a campfire with snacks!

## KINDERGARTEN CAMP

Let us help your future Phantom get a jump start into life as a kindergartner in West De Pere! Students must be registered for Kindergarten in the School District of West De Pere and will attend camp at the school they will attend Kindergarten during the fall 2025-2026.

**Dates:** Tuesday, August 19 - Thursday, August 21

**Times:** 8:30 a.m. - 12:00 p.m.

**Locations:** Hemlock Creek and Westwood Elementary School (based on your student's assigned school for the 2025-26 school year)

Registration opens in May.

## Free Summer Meals

Join us for **FREE MEALS** this Summer! <https://www.wdpsd.com/district/school-nutrition.cfm>

### FREE Breakfast

**Location:** West De Pere High School, 665 Grant St.

**Dates:** June 9 - August 20 (Monday - Friday) | \*Closed June 30-July 4

**Meal Service Times:** 8:30 - 9:30 a.m.

### FREE Lunch

**Locations:**

West De Pere Middle School, 1177 South Ninth St.

**Dates:** June 9 - June 27 (Monday - Friday)

**Meal Service Times:** 11:45 a.m.-12:30 p.m.

***\*\*Following USDA regulations, all meals will be served on-site and must be eaten at the school location.***

### Reminders:

- **ALL** students must be age 18 or under
- Persons with disability and ages 18-21, who also participate in a public or non-profit school program during the regular school year are eligible for meals.
- All meals **MUST** be eaten on site at the Middle School and High School. Meals are not allowed to be taken from the distribution area.

### Bulk Meal Info

These meals are eligible to any children under the age of 18, there is no eligibility criteria. To participate in the bulk meal program you will need to email [foodservice@wdpsd.com](mailto:foodservice@wdpsd.com) please include the number of children in your household under the age of 18. You will receive an email back confirming your addition to our list. This program acts like a subscription so you will not need to sign up on a weekly basis. If you are not on our list by Friday of the previous week then you will not receive meals the next week. Every Tuesday you will be sent a confirmation email, if you are unable to pick up your meal that week, please respond to this email.

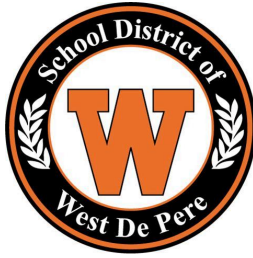
**Location:** Mission Park

**Dates:** June 11-August 20 | \*Closed June 30-July 4

**Service Times:** Every Wednesday 2pm-5pm

***\*\*You can only participate in the bulk meals OR in the daily sites, not both.***





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# MEMO

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TO: Board of Education

FROM: Jason Lau, Superintendent

SUBJECT: Approval of Regular Board Meetings

DATE: March 7, 2025

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Please consider for approval the attached proposed Board meeting and workshop schedule.

The board may adjust dates due to conflicts or urgent matters, with timely communication.

Please review and provide feedback. A finalized schedule will follow board approval.

Thank you,

Jason Lau  
Superintendent

<b>Board of Education Regular Meetings 5:30 p.m.</b>
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June 18, 2025
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July 16, 2025
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August 20, 2025
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September 17, 2025
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October 22, 2025 Annual/Regular (5:30 p.m.) *High School Auditorium
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November 19, 2025 *High School Library
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December 17, 2025*Intermediate School
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January 21, 2026 *Hemlock Creek
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February 18, 2026 *Middle School
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March 18, 2026
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April 15, 2026 *Phantom Knight
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May 28, 2025 *Westwood
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# School District of West De Pere

Administrative Offices  
400 Reid St, Suite W  
De Pere, WI 54115

Jason Lau PhD, Superintendent

Fax (920) 337-1398

www.wdpsd.com

Phone (920) 337-1393

March 11, 2025

To: Board of Education

From: Jason Lau, Superintendent

Re: Revisions to 2025-2026 Calendar

The administration is requesting revisions to the 2025-2026 school year calendar to meet the professional development needs of the 4K-4 teaching staff. The proposed changes will support the implementation of the new K-4 literacy resource, Benchmark Advance, which is aligned to the requirements of Act 20. The proposed changes will result in savings of \$10,000 for each day the district is not required to provide substitutes for professional development. Listed below are the proposed changes for your consideration.

## September 26th

- This will be a No School day for 4K-4 students
  - All day literacy training for 4K-4 teachers
- This will be a Half-Day for 5-12 students
  - Afternoon professional development for teachers
- Replaces the September 19th half day (third Friday count)

## October 24th

- No changes for students-already a No School day
- All teachers (4K-12) will have a full-day of professional development
  - 4K-4-Literacy focus
  - 5-12 Building focus
- This was a No School day for teachers as a trade-off for conferences

## November 26th

- Early dismissal for all K-12 students
- Teachers may leave with the students. No professional development
  - Exchange for October 24th

## December 23rd

- Early dismissal for all K-12 students
- Teachers may leave with the students. No professional development
  - Exchange for October 24th

## February 20th

- This will be a No School day for 4K-4 students

- All day literacy training for 4K-4 teachers
- This will be a Half-Day for 5-12 students
  - Afternoon professional development for teachers
- Replaces the February 13th half day (following K-8 evening conferences)

**March 6th**

- This will be a No School day for 4K-4 students
  - All day literacy training for 4K-4 teachers
- This will be a Half-Day for 5-12 students
  - Afternoon professional development for teachers

**May 1st**

- This will be a No School day for 4K-4 students
  - All day literacy training for 4K-4 teachers
- This will be a Half-Day for 5-12 students
  - Afternoon professional development for teachers

Instructional minutes for the elementary level continue to meet the state requirements with the proposed changes.

I am requesting that you approve the changes to the calendar so our 4K-4 staff has adequate time to engage in professional development.



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**Jason Lau PhD, Superintendent**

Fax (920) 337-1398

[www.wdpsd.com](http://www.wdpsd.com)

Phone (920) 337-1393

March 11, 2025

To: Board of Education

From: Jason Lau, Superintendent

Re: 2026-2027 Calendar

I have attached two 2026-2027 calendars. The first calendar has a student start date of September 1, 2026 and an end date of June 10, 2027.

The second 2026-2027 calendar has an earlier start date based on an exemption granted by DPI. The exemption would be the result of undue financial hardship on the district for bussing parochial students. I have reached out to the GRACE system but have not received a return email. If the district is granted an exemption to begin classes prior to September 1, 2026, I am proposing a student start date of August 25, 2026 and a student end date of June 3, 2027.

I am requesting the Board support the permission to pursue an exemption to start school before September 1, 2026 for the 2026-2027 school year.





# School District of West De Pere

## Board Update

*A Vision of Pride and Excellence*

*March 2025*

### **MS Dust, Sparks, and Smarts Club Win Big**

The Middle School's Dust, Sparks, and Smarts Club entered the Brown County Home Builders 2025 Patio Paradise Contest. They built a pergola with adjustable overhead louvers. They took first in both the Popular Vote and Builder's Choice vote. Great Job!



### **IS Cultural Dance**

Celebrating culture, history, and unity through the power of dance! Students put on an incredible African American cultural dance presentation.



### **HC STEAM Night**

Hemlock Creek hosted STEAM Night for students and their families.



### **HS Girls Basketball**

The High School Girls Basketball Team are Regional Champs and are headed to State!



### **MS Saving Pennies**

8th grade social studies students collected money to teach the students how they can make a difference in their community. The classes collected \$823.34, which will be donated to 3 local charities



### **Black History Month**

In celebration of Black History Month, Mrs. Dear and Mrs. Deeg took students to the Drumline Live performance in Appleton. They learned about the influential Black musicians and bands who shaped the music industry.



### **IS Students Give Back**

6th-grade students, Nora, Elizabeth, and Brinley, organized a food drive and collected over 300 items to support local shelters!



### **Valentine's Day Field Trip**

Students from our functional skills program attended a Valentine's Day dance at the Barn in Pulaski. The event was hosted by the Pulaski School District as a chance to bring together local special education students from around the area. All costs were covered by a Packers Foundation grant.



### **Ice Bears-State Champions**

Congratulations to the Girl's Hockey Team, the Ice Bears, who are STATE CHAMPS!!



### **HC Kindness Cart**

Hemlock Creek 3rd graders from Mrs. Krahn's class loved spreading some cheer with their Kindness Cart! They wheeled their way around school and found staff members to give them a treat and homemade card.



### **HS Winter Coat Drive**

West De Pere High School National Honor Society organized a winter coat drive, successfully collecting nearly 100 items. These donations were contributed to the newly established Community Center in Green Bay, supporting local individuals in need.



### **4K 100th Day**

4K recently celebrated their 100th day of school.



### **MS Geography Bee**

The middle school Geography Bee was held and what a competition it was! The top 11 finalists were asked questions about US states and regions, as well as geographic terms and cities and countries world wide. Congratulations to Prayag who outlasted the competition to be named Geography Bee Champion!



### **Green Bay Blizzard**

Hemlock Creek had players from the Green Bay Blizzard visit for lunch! Thank you for your community partnership.



### **Phantom Knight Charter School Gives Back**

Phantom Knight students volunteered at Paul's Pantry. Great way to help our community!



### **MS Math Counts**

The Middle School team took first place at Chapter in February and had a 7th place individual finalist at State today. Great job!



### **Upcoming Events**

- March 20 5:30-7pm- Referendum Open House in the Tech Ed Department
- April 10 6:30pm, April 11 6:30pm April 12 1:30pm-Middle School Musical, *Disney Beauty and the Beast Jr* in the High School Auditorium.

