

SCHOOL DISTRICT OF WEST DE PERE
REGULAR BOARD MEETING
Hemlock Creek Elementary School-1900 Williams Grant Drive
November 16, 2022
5:30 p.m.

- I. Call meeting to order
- II. Pledge of Allegiance
- III. Consider approval of the agenda
- IV. Recognition of District Students and Staff
- V. Open meeting to floor for fifteen minutes to enable district residents to bring items of general concern to the attention of the Board
- VI. Consider approval of the minutes of the October 19, 2022 regular and annual meetings
- 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:
 - 1311 Political Activities
 - 4219 Maintenance Staff
 - 5113 (R) Student Attendance and Truancy Administrative Procedures
- X. New Business
 - A. Finance Committee Report
 - B. Curriculum and Policy Committee Report and First Readings
 - 4005 Admission to School Activities
 - 4261 Substitute Caller-Aide
 - 5144 Discipline
 - 6150 Code of Classroom Conduct
 - 6150 (E) Code of Classroom Conduct Report Form (Delete)
 - 6150 (R) Administrative Procedures Implementing Code of Classroom Conduct Policy (Delete)
 - 8116 (E) School Board Evaluation Form
 - C. Annual Special Education Report
 - D. Consider 2023 Summer School Dates
 - E. Consider Changes to High School Family and Consumer Sciences
 - F. Consider New Science Course- Summer School Only
 - G. Consider Additional Course for Tech Ed Department
 - H. West De Pere App Preview
 - I. WASB Convention Preparation
 - Attendance (January 18-20, 2023)
 - Confirm Delegate & Alternate Delegate
 - J. Consider Staffing Items
- XI. Reports and Communication
- XII. Adjourn meeting

NOTICE

The School District of West De Pere Board meeting will be available in person and via Zoom.
If you have any need for special accommodations related to accessing the meeting, please contact Stacy Schaez at 920-337-1393 x8025.

Join Zoom Meeting: <https://zoom.us/j/95446485947?pwd=R1QzMWEzNjd0cSt2dWpCZUFYenpkUT09>

By Phone: 312-626-6799

Meeting Id: 95446485947 Passcode:963553

SCHOOL DISTRICT OF WEST DE PERE
ANNUAL DISTRICT MEETING
WEST DE PERE HIGH SCHOOL AUDITORIUM
OCTOBER 19, 2022

Board Members Present: Fuss, Bergner, Van Deurzen, Borley, Van Den Heuvel

Board Members Absent: None

The meeting was called to order at 5:32 PM by Board President Fuss followed by the Pledge of Allegiance. She announced that area media had been notified of the meeting as required by the open meeting law and state statute. President Fuss appointed Jason Lau as parliamentarian for the meeting.

It was moved by Jason Lau and seconded by Scott Marsden that the agenda be approved as printed. Motion carried.

President Fuss asked for nominations for chairperson for the meeting. Jason Lau nominated Jenni Fuss as the chairperson. There being no further nominations, nominations were closed. It was moved by Jason Lau and seconded by Michael Kowalczyk that Jenni Fuss be elected chairperson. Motion carried.

Jenni Fuss asked if anyone wanted the minutes from the 2021 Annual District Meeting read outloud, no one requested them to be read, they are accepted as printed.

Superintendent Dennis Krueger presented the Executive Summary.

It was moved by Scott Marsden and seconded by Jason Lau to dispense with the reading of the Clerk's Report. Motion carried.

Business Manager Dawn Laboy presented the Treasurer's Report and Proposed Budget. Discussion followed.

It was moved by Jason Lau and seconded by Justinn Heraly that the following resolution be adopted: Be it resolved by the qualified electors of the School District of West De Pere that the sum of \$22,642,588 be appropriated for ensuing the school year for general school purposes and service. Motion carried.

It was moved by Amy LaPierre and seconded by Kathy Held that Board Member salaries increase by 4.7%. Motion carried.

It was moved by Michael Kowalczyk and seconded by Amy LaPierre that the 2023 Annual Meeting date be set for 5:30 PM on October 18, 2023 and authorize the Board to establish a different date and time, if needed. Motion carried.

There being no further business to come before the meeting as provided by law, it was moved by Justinn Heraly and seconded by Scott Marsden at 5:43 PM that the meeting be adjourned. Motion carried.

**SCHOOL DISTRICT OF WEST DE PERE
REGULAR BOARD MEETING
WEST DE PERE HIGH SCHOOL AUDITORIUM
October 19, 2022
5:50 PM**

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

The meeting was called to order at 5:50 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 Joe Bergner to accept the agenda.
Voting Yes: 5 Voting No: 0 Motion carried.

There were no recognitions.

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

It was moved by Joe Bergner and seconded by Barbara Van Deurzen that the September 21, 2022 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 Joe Bergner that previously paid bills to Vos Electric, VDH Electric, and Best Built be approved. Motion carried. Ryan Van Den Heuvel abstained.
Voting Yes: 4 Voting No: 0 Motion carried.

It was moved by Scott Borley and seconded by Ryan Van Den Heuvel that previously paid bills be approved excluding bills from Vos Electric, VDH Electric, and Best Built. Voting Yes: 5 Voting No: 0 Motion carried.

Old Business

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

- 3260 Sale and Disposal of Obsolete Books, Equipment, and Supplies
- 3260 (E) Disposal of Surplus, Unserviceable, or Obsolete Books, Equipment and Supplies
- 4114 Medical Examination, T.B. Test, and Pre-Employment Drug Testing (Reviewed-no changes)
- 4236 Clerical Aide- Phantom Knight Charter School Voting Yes:5 Voting No: 0 Motion carried.

New Business

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

Committee Chair, Barbara Van Deurzen reviewed the October 13, 2022 Curriculum and Policy Committee report.

Summer School Coordinator, Kristin Krahn, gave the Board an update on the success of the 2022 Summer School Program. Discussion ensued.

School Nutrition Coordinator, Jennifer Tilot, shared with the Board an update on the School Nutrition Program. Discussion ensued.

It was moved by Scott Borley and seconded by Ryan Van Den Heuvel to approve the out of country field trip to France as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Joe Bergner and seconded by Scott Borley to approve the tax levy certification as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Barbara Van Deurzen and seconded by Joe Bergner to approve the replacement of chillers at the Middle School as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Ryan Van Den Heuvel and seconded by Joe Bergner to approve the 2022-2023 School Resource Officer Program Agreement with the De Pere Police Department as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Barbara Van Deurzen and seconded by Joe Bergner to approve the hiring of an additional Speech and Language Pathologist for the 2022-2023 school year as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Barbara Van Deurzen and seconded by Ryan Van Den Heuvel to approve a School Nutrition position change as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Scott Borley and seconded by Joe Bergner to approve staffing items 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 changing the April board meeting date as presented. Voting Yes: 5 Voting No: 0 Motion carried.

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

It was moved by Ryan Van Den Heuvel and seconded by Joe Bergner at 6:53 PM that the meeting be adjourned. Voting Yes: 5 Voting No: 0 Motion carried.

Barbara Van Deurzen
Clerk

SCHOOL DISTRICT OF WEST DE PERE
POLITICAL ACTIVITIES

1311

Partisan political activities of employees within the school day are sanctioned so long as they satisfy at least the following criteria:

1. There is no conflict of interest on the part of the employee or employees involved.
2. The professional relationship of the teacher with the learner is not damaged.
3. The code of ethics of the employee group is not violated.
4. No clear and present danger to the school system itself is evidenced.

The Board of Education acknowledges the right of its employees and Board of Education members to engage in political activity not in violation of local, state, or federal law. The Board also recognizes that school time and school property shall not be used for partisan political purposes. The following is a non-exhaustive list of activities prohibited by this policy. Any employee or member of the Board of Education may not:

- Participate in political activities during the hours of employment;
- Use his or her position within the school(s) to further a political cause;
- Engage in any activity supporting or opposing a candidate or political party while on duty, while on school property during school hours, or while representing the school/district;
- Suggest in any manner that the school supports or opposes a candidate for election to any office;
- Use district resources to support or oppose a political issue or a candidate for public office or political party; or
- Distribute campaign material to any student during school hours, unless such distribution is in furtherance of the objectives of curriculum.

These restrictions are not intended to limit the rights of employees and Board of Education members to support or oppose any political candidate, party, or issue on their own time. Instead they are intended to minimize distractions from instruction; assure that no public funds are used to support any candidate for public office; and assure that the public is not given the false impression that our school supports or opposes any political candidate or party. Employees and Board of Education members who engage in political activities on their own time must make clear that their views and actions represent their individual positions and do not represent the views of the District. The Board encourages employees to exercise full rights of citizenship in the community during off-duty hours.

This Policy is not intended to restrict when space is available, a candidates' or a political group's use of school facilities as permitted by School Board Policy and Guidelines regarding the use of school facilities.

ADOPTED: 4/21/88

REVIEWED: 4/98, 4/11

SCHOOL DISTRICT OF WEST DE PERE
MAINTENANCE STAFF

4219

QUALIFICATIONS:

1. High School diploma or equivalent.
2. Possess and demonstrate strong interpersonal communication skills and project a positive and courteous attitude and image to the staff, students and community.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

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

JOB GOAL: To provide services necessary to maintain buildings and grounds and help the school function smoothly for the administration, teachers, support staff, students and parents so as to facilitate the attainment of district and building goals.

PERFORMANCE RESPONSIBILITIES:

1. Project a positive and courteous attitude and image to the staff, students and community.
2. Possess and demonstrate strong interpersonal communication skills.
3. Identify and initiate the repair, maintenance and/or remodeling of buildings, furniture, and equipment. Perform those jobs necessary to keep the school buildings and grounds safe, clean, sanitary, and presentable in appearance.
4. Perform other such jobs as are generally expected of maintenance staff and such other tasks assigned by the Building Principal and/or Maintenance Manager/Director of Grounds.
5. Complete all tasks in a timely manner and with a high level of quality.
6. Assist other building maintenance staff as necessary.
7. Carry on such activities as required or ordered to create the best possible conditions for the education of the children.
8. Maintain professional competence through staff development provided by the District and in compliance with Wisconsin law.

TERMS OF EMPLOYMENT: 12 months. Compensation and other working conditions will be delineated in the employee handbook.

EVALUATION: Performance to be evaluated a minimum of once every three years by the Principal and/or ~~School Business Manager~~ Building Grounds Maintenance Coordinator

ADOPTED:12/9/69

REVISED: 6/15/83, 2/17/94, 10/18/01, 6/17/02, 7/15/02, 1/11/21

SCHOOL DISTRICT OF WEST DE PERE
STUDENT ATTENDANCE AND TRUANCY
ADMINISTRATIVE PROCEDURES

5113 (R)

ATTENDANCE AND EXCUSES

A. Procedures:

1. Attendance will be taken each period in grades 6-12. Beginning in the 2021-2022 school year attendance will be taken each period in grades 7-12. The absence will be recorded in the attendance office for each period. At the elementary level, attendance will be taken daily, a.m. and p.m., with absences being recorded in the office and reported to the principal.
2. Each secondary school and teacher will prepare and keep a listing of all absences for each class period.
3. Upon returning to school following an absence, students are required to present a written explanation of their absence from their parent or guardian. Phone calls from parents/guardians will also be accepted within a reasonable amount of time, as defined by each building site.
4. A letter regarding a student's absence is to be sent to the parents or guardians after ten (10) days of accumulated absence (discretion should be used by the principal in cases where they are aware that the student has been under a doctor's treatment, in quarantine restrictions or other relevant medical circumstances).
5. Students are responsible for making up work that is missed during their absence and have as many days to get their work made up and turned in as they were absent.
6. State law provides that a school may not deny a student credit in a course solely because of the pupil's unexcused absences. A student may be failed if he/she does not satisfactorily complete the make-up work assigned due to his/her absences. Students who are truant will be required to make up all work missed, including examinations.
7. After three consecutive weeks of being absent without showing intent of returning, the student will be exited as of the date of the first day of the consecutive absences.

SCHOOL DISTRICT OF WEST DE PERE 5113 (R) cont'd
STUDENT ATTENDANCE AND TRUANCY
ADMINISTRATIVE PROCEDURES

B. Consequences: Truancy

1. For All Incidents of Truancy

- a) Parents or guardians are notified by phone as soon as truancy is determined, and directed to return the child to school no later than the next day on which school is in session or to provide an excuse. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused absence and may be delegated to office staff. A written record will be maintained for phone contacts related to truancy.
- b) At grades 6-12, the student may be assigned detention in an amount as determined at each building site. Beginning in the 2021-2022 school year attendance will be taken each period in grades 7-12.

2. Third Incident of Truancy

- a) A referral will be made to the child's school counselor to:
 - i) Provide an opportunity for educational counseling to determine whether a change in curriculum would resolve the child's truancy and to consider curriculum modifications possible within the current school program.
 - ii) Request that the counselor consult with the appropriate school staff in an effort to determine whether learning or social/emotional problems may be a cause of the child's truancy, and, if so, make appropriate referrals and/or recommendations.
- b) The attendance officer will send a letter to the parent or guardian outlining the provisions of the attendance law, and informing them that their child is in danger of violating the state's "habitual truant" law and the district's open enrollment policy regarding open enrollment. The parent or guardian will be encouraged to come in for a meeting to discuss the student's welfare.

3. Fifth Incident of Truancy

- a) The attendance officer will send a letter by first class mail to the parent or guardian. The notice shall say:
 - i) A statement outlining the provisions of the attendance law, and informing them that their child is now in violation of the state's "habitual truant" law.
 - ii) A statement of the parent's or guardian's responsibility, under s. 118.15 (1.) (a), to cause the child to attend school regularly.
 - iii) A statement that the parent, guardian or child may request program or curriculum modifications for the child and that the child may be eligible for enrollment in a program for children at risk under s. 118.15 (3)(c).

SCHOOL DISTRICT OF WEST DE PERE 5113 (R) cont'd
STUDENT ATTENDANCE AND TRUANCY
ADMINISTRATIVE PROCEDURES

- iv) A request that the parent or guardian meet with appropriate school personnel to discuss the child's truancy. The notice shall include:
 - The name of the school personnel with whom the parent or guardian should meet;
 - The date and time of the meeting;
 - The name, address and telephone number of a person to contact to arrange a different date, time, or place.
- v) S.118.16(2)(cg)4. A statement of the penalties, under s.118.15(5), that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under s.118.15(1)(a) and (am).
- vi) A statement detailing how and where the parent or guardian may view the pupil's attendance record.
- vii) A statement notifying the parent or guardian that habitual truancy may affect the status of an open enrolled student.
- viii) The attendance officer will send a letter by first class mail to the parent or guardian. The notice shall say:
 - i) A statement outlining the provisions of the attendance law, and informing them that their child is now in violation of the state's "habitual truant" law.
 - ii) A statement of the parent's or guardian's responsibility, under s. 118.15 (1.) (a), to cause the child to attend school regularly.
 - iii) A statement that the parent, guardian or child may request program or curriculum modifications for the child and that the child may be eligible for enrollment in a program for children at risk under s.118.15 (3)(c).
- b) A referral will be made to the police liaison officer for municipal court proceedings, in compliance with Wisconsin Statutes Chapter 118, after the following have been completed:
 - i) Met with the child's parent or guardian to discuss the child's truancy or have attempted to meet with the child's parent or guardian and been refused.
 - ii) Provided an opportunity for educational counseling to the child to determine whether a change in the child's curriculum would resolve the child's truancy and have considered curriculum modifications possible within the current school program.
 - iii) Referred the child to the building's Student Assistance Team (SAT) to determine whether learning or social/emotional problems may be a cause of the child's truancy and, if so, have taken appropriate action or made appropriate referrals. The SAT shall maintain documentation regarding its findings/recommendations and review them with the building principal/designee.

SCHOOL DISTRICT OF WEST DE PERE 5113 (R) cont'd
STUDENT ATTENDANCE AND TRUANCY
ADMINISTRATIVE PROCEDURES

4. Following receipt of evidence that the above activities have been met, the school attendance officer may file information on any child who continues to be truant with the court assigned to exercise jurisdiction under Chap.48 in accordance with s.48.24. Filing information on a child under this subsection does not preclude concurrent prosecution of the child's parent or guardian under S.118.15(5) and S.938.342.
5. Every Tenth Incident of Truancy
 - a.) One every tenth incident of truancy (e.g., 10,20,30, etc.) a letter will be sent to Brown County Social Services informing them of the student's status as a habitual truant, that chronic truancy persists, and accompanied by a copy or listing of the student's attendance history. A copy of this letter will be sent to the parent or guardian of the student.

ADOPTED: 11/16/89

REVISED: 5/20/99, 3/16/11, 9/23/15, 9/17/2020

SCHOOL DISTRICT OF WEST DE PERE
CURRICULUM and POLICY MEETING
West De Pere District Office-400 Reid St, Suite W
November 10, 2022
7:30 a.m.

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

II. Curriculum items

- Changes to High School Family and Consumer Sciences
- New Science Course- Summer School Only
- Additional Course for Tech Ed Department

Amy LaPierre, Director of Curriculum, reviewed the curriculum items

III. Review the following for Board adoption:

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

Reviewed for Adoption on 11/16/2022

IV. Review the following:

First Reads:

- 4005 Admission to School Activities
- 4261 Substitute Caller-Aide
- 5144 Discipline
- 6150 Code of Classroom Conduct
- 6150 (E) Code of Classroom Conduct Report Form (Delete)
- 6150 (R) Administrative Procedures Implementing Code of Classroom Conduct Policy (Delete)
- 8116 (E) School Board Evaluation Form

Committee discussed recommended revisions Present for First Reading on 11/16/2022

V. Next meeting date: December 8, 2022

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

SCHOOL DISTRICT OF WEST DE PERE
ADMISSION TO SCHOOL ACTIVITIES

4005

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

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

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

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

ADOPTED: 11/21/96

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

SCHOOL DISTRICT OF WEST DE PERE
SUBSTITUTE CALLER- AIDE

4261

QUALIFICATIONS:

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

REPORTS TO: Building Principal and/or designee

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

PERFORMANCE RESPONSIBILITIES:

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

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

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

CROSS REFERENCE: Support Staff Personnel Handbook

ADOPTED: 1/27/09

REVISED: 8/22/17

SCHOOL DISTRICT OF WEST DE PERE
DISCIPLINE

5144

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

The following guidelines to discipline are recommended:

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

CROSS REFERENCE: 6150- Code of Classroom Conduct
Handbooks

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

ADOPTED: 4/18/72

REVIEWED: 10/5/89, 9/92

REVISED: 5/18/00

REVIEWED: 3/04

REVISED: 10/20/2021

SCHOOL DISTRICT OF WEST DE PERE
CODE OF CLASSROOM CONDUCT

6150

Philosophy

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

General Provisions and Expectations

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

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

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

Student Removal from Class

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

SCHOOL DISTRICT OF WEST DE PERE
CODE OF CLASSROOM CONDUCT

6150 cont'd

Following are examples of such behavior:

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

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

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

Nondiscrimination

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

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

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

6150 cont'd

POLICY REFERENCES:

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

ADOPTED: 7/15/99

REVISED: 4/16/13

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

6150 (E)

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

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

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

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

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

Teacher Signature: _____

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

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

Introduction

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

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

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

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

Reasons for Removal from Class

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

Procedure for Removal from Class

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

Follow-up to Removal from Class

Teacher

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

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

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

Principal

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

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

Documentation

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

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

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

Placement Procedures

1. Placement Options

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

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

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

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

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

2. Considerations

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

Parent/Guardian Notification Procedures

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

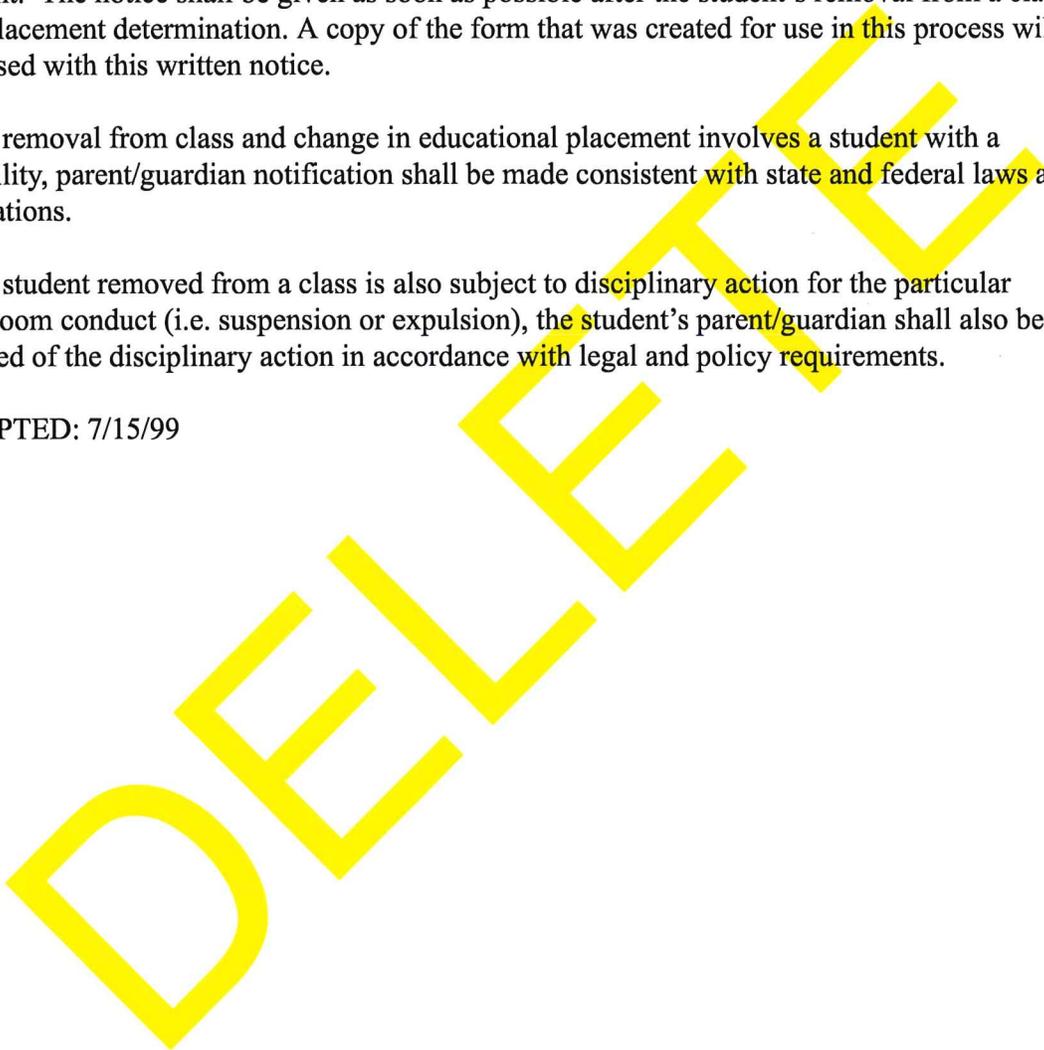
SCHOOL DISTRICT OF WEST DE PERE 6150 (R) cont'd
ADMINISTRATIVE PROCEDURES IMPLEMENTING
CODE OF CLASSROOM CONDUCT POLICY

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

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

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

ADOPTED: 7/15/99



SCHOOL BOARD EVALUATION FORM

Use the following rating scale and check the appropriate box:

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

Comments can also be written below each statement.

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

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

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

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

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

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

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

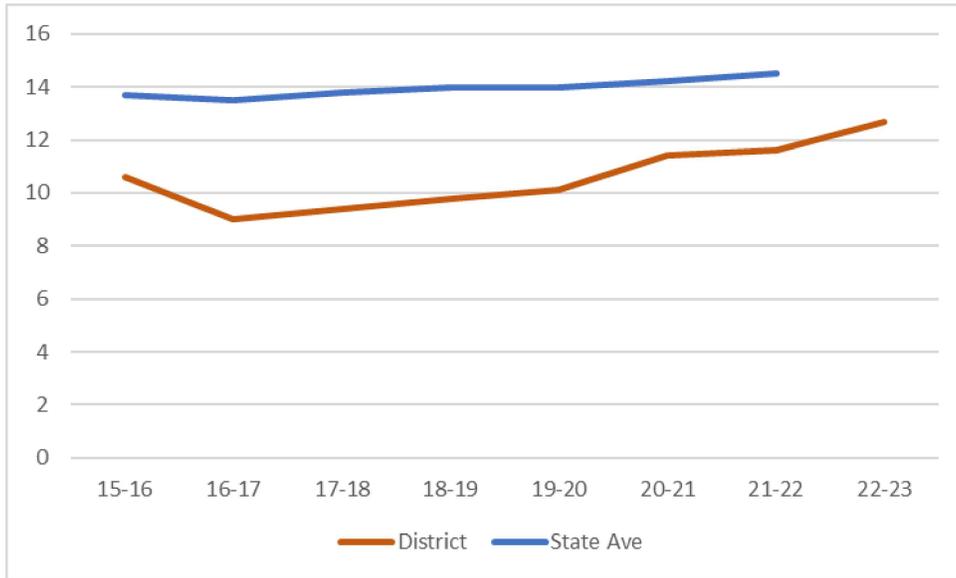
adopted 11/15/90
revised 8/19/93, 3/17/94, 9/21/95, 2/17/03, 5/11/10, 2/20/13
revised: 3/18/15

readopted: 4/16/15

STATE OF SPECIAL EDUCATION IN WEST DE PERE - NOVEMBER 2022
 Information Compiled by Amy Schuh, Director of Student Services

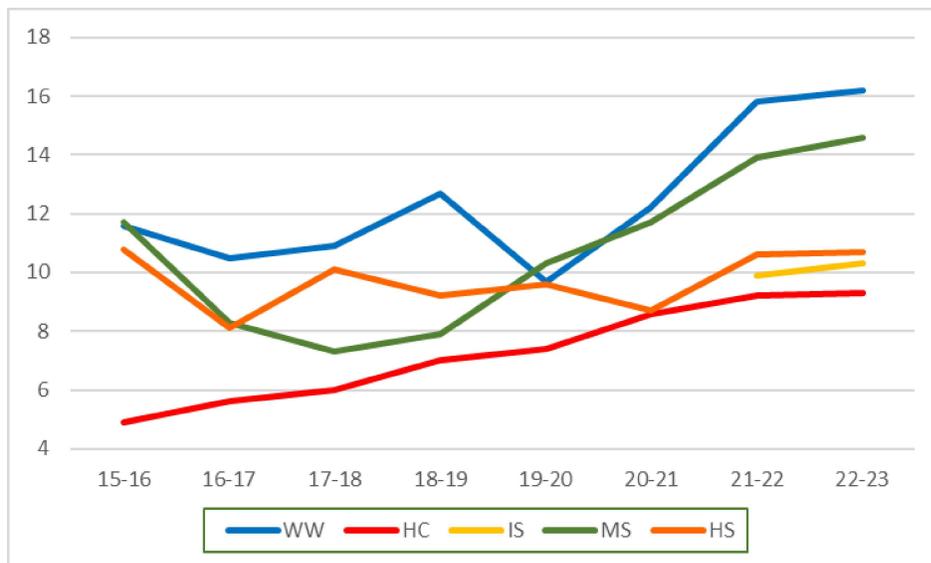
Special Education Incident Rate for District

This school year we are starting with 452 students who have been identified as having a disability. Our disability incident rate continues to be lower than the state average, but has been increasing over the last few years..



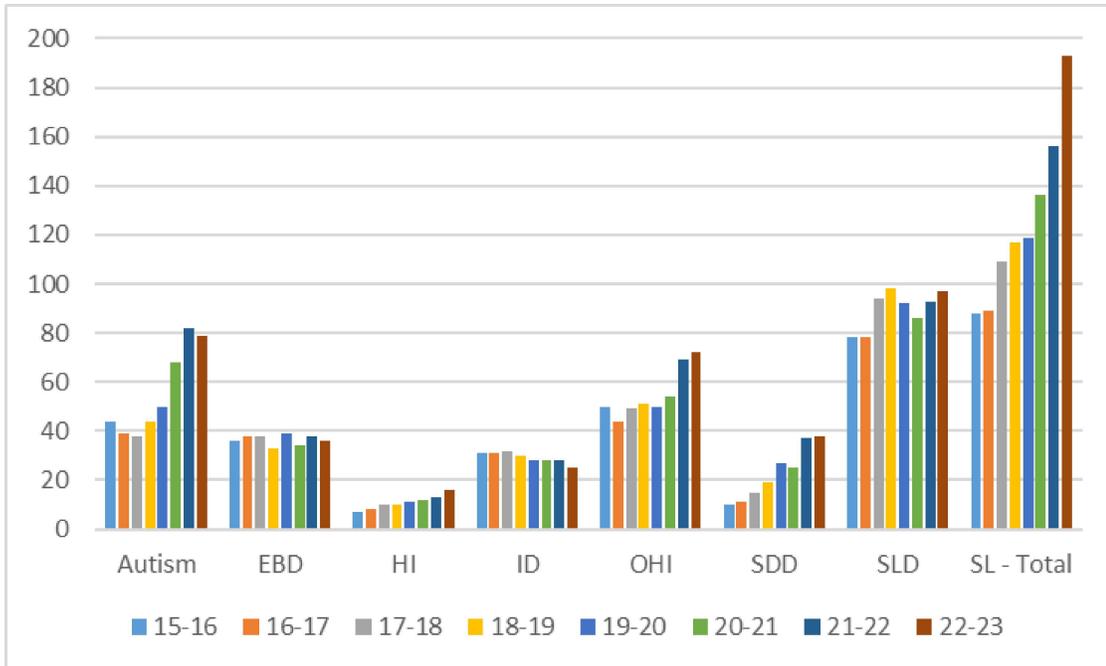
Percent Special Education Enrollment by School

This graph shows the percentage of students who were identified with a disability at each school. Only grades Kindergarten through fourth grade are included at the elementary schools.



Identification by Disability Area

We have seen a significant increase in the number of students identified as having an Other Health Impairment.



EBD = Emotional Behavioral Disability

HI = Hearing Impairment

ID = Intellectual Disability

OHI = Other Health Impairment

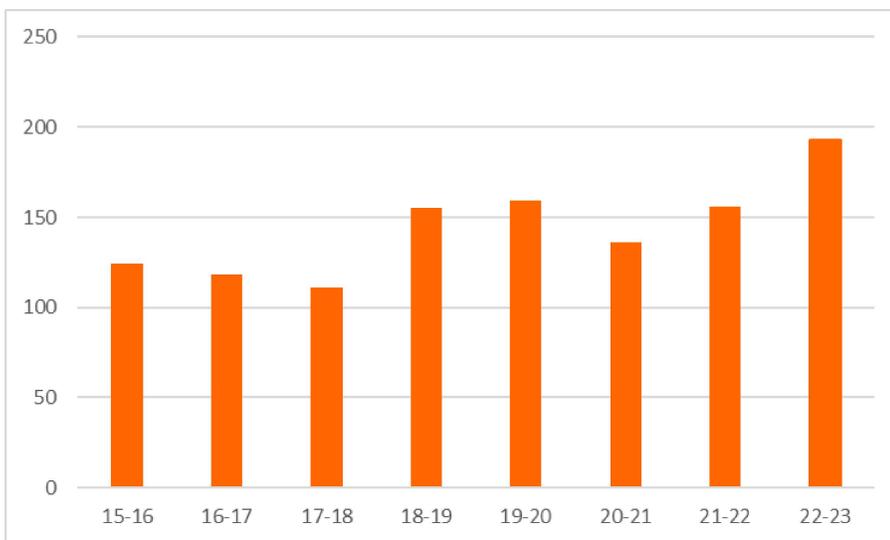
SDD = Significant Developmental Delay

SLD = Specific Learning Disability

**Low incidence disabilities are not reflected on this chart (Visually Impaired, Orthopedically Impaired, Traumatic Brain Injury, Deaf/Blind)

Speech and Language Impairment

A speech and language impairment is the most common disability area.



Areas of Focus

- Criteria changes (Speech and Language Impairment and Emotional Behavioral Disability)
- Reading and Math Interventions for students with disabilities
- Refining district-wide practices as it relates to Multi-Systems of Support



Mark your calendars!! Dates have been set for summer school 2023!

The School District of West De Pere will be offering a summer school program again for students going into K-12. Classes will begin on Wednesday, June 7th, 2023 through Tuesday, June 27th, 2023. Kindergarten camp dates will be August 22nd-24th, 2023.

Any questions or concerns can be directed to the summer school office at:

summerschool@wdpsd.com or 920-425-1900 ext 3100

MEMO

TO: Dennis Krueger, Superintendent
West De Pere School Board

FROM: Amy LaPierre, Director of Curriculum
Russ Gerke, West De Pere High School Principal

DATE: October 13, 2022

RE: Changes to High School Family and Consumer Sciences

In response to course demand, student interests, and the changing career pathways that our students are choosing, we would like to restructure the Family and Consumer Sciences courses into three pathways:

- Culinary Arts - this pathway already exists, but the requested courses below would expand the offerings in this pathway.
- Health Care - this pathway already exists, but the requested courses below would expand the offerings in this pathway.
- Human Services - this pathway replaces the Early Childhood pathway. It will encompass a variety of topics and careers in the area of Human Services, rather than the narrow focus on just early childhood education.

With those pathways in mind, we request approval of the following new courses within the Family and Consumer Sciences department at West De Pere High School:

- Beginning in the 2023-24 school year, we request the addition of Baking and Pastry Arts II (0.5 credit). This course will be in the Culinary Arts pathway and will be offered to students in grades 11 and 12, with the prerequisite of a B or better in Baking and Pastry Arts I. The course description will read as follows: In this secondary baking course, we take on more challenging types of baking and explore the science behind it. Through many lab experiences, you will master techniques in pate a choux, candy making, piping, playing, chocolate, specialty desserts, and pies, all while exploring baking career options. This course is transcribed with Fox Valley Technical College.
- Beginning in the 2023-24 school year, we request the addition of Medical Terminology (0.5 credit). This course will be in the Health Care pathway and will be offered to students in grades 10-12. The course description will read as follows: Students planning to work in a health-related career need a strong foundation in the language of medicine. This course focuses on building knowledge of basic medical vocabulary and developing a comprehension of medical terminology related to each system of the body. We will cover accurate spelling and pronunciation of terms, prefixes, suffixes, roots, and combining word forms. This course is transcribed with Bellin College and is essential for any student interested in working in healthcare.
- Beginning in the 2023-24 school year, we request the addition of Relationships (0.5 credit). This course will be in the Human Services pathway and will be offered to students in grades

10-12. The course description will read as follows: Our lives are built and supported by different relationships with friends, family, peers, coworkers, and even strangers. Knowing how to establish positive and healthy relationships will be our focus in this course and will allow students to apply the concepts to their lives now and in the future. We will present techniques to help develop basic life skills while exploring topics such as communication, conflict resolution, social norms, professional relationships, dating, engagement, marriage, and parenting. This course is highly recommended for all students, but especially for those considering a career working with others.

- Beginning in the 2024-25 school year, we request the addition of Foods Around the World (0.5 credit). This course will be in the Culinary Arts pathway and will be offered to students in grades 10-12, with the prerequisite of a C or better in Intro to Culinary Arts. The course description will read as follows: Join us as we dive in and explore the connection between what we eat and cultures around the world. Through hands-on lab experiences, we will learn about different region's cuisines, cooking methods, and dietary customs. Students will have the opportunity to create culturally appropriate and traditional foods from a variety of countries and regions throughout the United States.
- Beginning in the 2024-25 school year, we request the addition of Human Services (0.5 credit). This course will be in the Human Services pathway and will be offered to students in grades 10-12. The course description will read as follows: Considering a career that relates to families and human needs, such as counseling and mental health services, family and community services, personal care, or early childhood education? Throughout this class, we will explore careers related to working with others through guest speakers, job shadows, and service work. We will focus on developing skills such as communication, decision-making, problem solving, conflict resolution, collaboration, and leadership that will help not only in the workforce, but also in personal relationships.

We would like the Board to be aware of the following information/changes within the Family and Consumer Sciences department at West De Pere High School:

- We are continuing to explore an additional course in the Health Care pathway, such as surgical technology or health communication. We are working with local institutes of higher education to determine the best fit for our students. Once a determination has been made, we will bring it forward for Board consideration and approval.
- With these changes, three courses will be eliminated, beginning in the 2023-24 school year.
 - Parents and Children (much of the content will be included in the Relationships course)
 - ECE: Foundations of Early Childhood Education
 - ECE: Health, Safety, and Nutrition
 - Assistant Childcare Teacher.
- With these changes, the names of several courses will be changed, beginning in the 2023-24 school year.
 - The course currently labeled Introduction to Health Care Careers will be called Health Care Careers.
 - The course currently called ECE: Child Development will be called Child Development.
 - The course currently called Baking and Pastry Arts will be called Baking and Pastry Arts

MEMO

TO: Dennis Krueger, Superintendent
West De Pere School Board

FROM: Amy LaPierre, Director of Curriculum
Russ Gerke, West De Pere High School Principal
Kristin Krahn, Summer School Director

DATE: October 12, 2022

RE: New Science Course - Summer School Only

We request approval of a course titled Pushing the Boundaries, beginning in the summer of 2024. This course would be a 0.5 credit course within the science department and would be offered as part of the summer school program only. Below are other pertinent details about the course:

- Course Description: How does eight hours from nowhere without electricity, cell phones, or social media sound? Can you sleep on the ground and cook over a fire? Is solitude scary? Answer these questions and have fun learning in Pushing the Boundaries. Pushing the Boundaries is a summer school half credit science elective centered around biological and environmental awareness, incorporating self-discipline, teamwork, and perseverance. Different levels of physical intensity will be offered based on student interest. Spend 5 days and 4 nights in the beautiful Boundary Waters Canoe Areas of Northern Minnesota. You will learn the value of America's wilderness areas on this fun-filled excursion into the watery, wooded, rocky wilds of Minnesota. Canoe crystal clear waters, sleep in tents under the stars, cook meals over an open fire, explore vast wilderness areas, fish for huge and great tasting walleye and northern pike, and above all, live with and view nature as a part of nature.
- The summer of 2023 would be a "train-the-trainers" trip for staff members who may be serving as teachers in future years, led by Dan Luneau and Allie Wavrunek.
- Groups of 9 individuals will be formed to consist of 7 students and 2 adults per group. This will result in a maximum of 28 students and 8 adults who participate each year. Because of this, there will be an application process for students to be considered for the course.
- Cost per student will be approximately \$800, which includes everything except clothing, toiletries, bug spray, and sunscreen. We will investigate grant and/or community partnership opportunities to cover the cost for interested students who are interested but may not be able to afford the cost of the trip.
- The course will involve student work before the actual trip, during their time in the Boundary Waters, and a final project upon their return.
- The addition of this course ties directly to the Practices and Pathways portion of the district's Strategic Plan.

MEMO

TO: Dennis Krueger, Superintendent
West De Pere School Board

FROM: Amy LaPierre, Director of Curriculum
Russ Gerke, West De Pere High School Principal

DATE: November 1, 2022

RE: Additional Course for Tech Ed Department

In response to course demand, student interests, and the changing career pathways that our students are choosing, we request approval of one course to the offerings in the Tech Ed department.

- Beginning in the 2023-24 school year, we request the addition of Residential Design and Construction (0.5 credit). This course will be offered to students in grades 10, 11 and 12. The course description will read as follows: In this course, students will study the styles and construction of residential homes. Students will use Revit to develop a home of their own design including all construction documents and interior designs. Students will build scale models of their homes with completed interior images. This class is ideal for students who are pursuing a construction/design career, including interior design, and for a general audience interested in understanding the processes involved in creating a home.
- This course will be offered every other year, opposite Parametric Modeling 2.



School District of West De Pere

A Vision of Pride and Excellence

Board Update

November 2022

Intermediate School STEM Class

6th graders used virtual reality kits in STEM to view skyscrapers around the world. They'll use what they saw as inspiration to create their own structures in class.



HS Boys Cross Country

The team has been doing very well this season. This is the first time ever in WDP that the boys cross country team has competed at State. They placed 12th. Great Job!



HS Girls Cross Country

Sophomore, Kate Schmoll, took first place at sections. This is two years in a row for Kate. Kate then went on to compete at State and placed 3rd, beating her last year's time by 40 seconds and tying her school record!



HS Girls Swimming

Kate Schmoll competed in the Division 1 Girls Swim Sectionals in the 100 Butterfly and took first place! She will be competing at State in both the 100 fly and 200 IM.



Soup for the Soul

On Oct. 27th, the High School hosted its 2nd annual Soup for the Soul. People were able to purchase a bowl made by the ceramic students and then sample over 15 soups which were made by students and staff. Desserts were prepared by the culinary arts classes and FCCLA (Family, Career and Community Leaders of America). Money raised went back to the community and students for summer pottery workshops at the NWTC Artisan Center and FCCLA service projects.



HS Boys Soccer Team

The HS Boys Soccer are the 2022 Regional Champs! Great season players and coaches!



HS Seniors Sign

On November 9th, four senior signed with a college for their sport; Eliza Aitken-Track & Field (University of South Dakota), Noah Jahnke-Cross Country (UWGB), Ethan Heck- Basketball (Michigan Tech), Benje Hencke- Baseball (UW Parkside)



MS Halloween Band Concert

On Oct. 24th the MS band put on a spooky halloween concert. All the students dressed in costumes and put on a great show!



Freedom House Partnership

A team of teachers from Westwood, Hemlock Creek, the Intermediate School, the Middle School, and the District Office (led by Lisa Hollihan Allen) are working to develop a series of instructional videos for parents who are staying at Freedom House. Each video will share a specific tip that parents can use to develop pre-reading and reading skills. These videos will also be housed on our district website so that they can be accessed by all parents in our district.



Intermediate School Library

During recess, in addition to reading or browsing for new books, students can check out littleBits STEAM kits. The kits include magnetic, electronic pieces that students put together to create their own inventions.



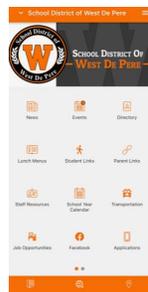
HS One Act

27 students performed "Collections from the Carol Burnett Show" at Oconto Falls High School for the One Act Sectionals Competition on Nov. 3rd. Over the past 2 months, students have been learning about how to effectively perform sketch comedy and gained an understanding of the "Carol Burnett" style.



WDP App

The app is available and communication will be out this week. Look for this icon in your app store!



Syble Hopp Football Camp

On Oct. 8th the WDP football coaches and players put on a camp for several students from Syble Hopp. Each student was matched up with a player and they worked together at various football stations. The day was wrapped up with a talk from Coach Greisen and lunch.



Intermediate School Lego Wall

The Maker Space in the Intermediate School library has a new Lego wall. Students have begun using their creativity and STEM skills to make interesting creations!



Digital Safety Night

October was National Keeping Kids Safe Online month. On Wednesday, October 26, the district hosted a Digital Safety Night for parents. Parents learned about digital safety strategies for their children from the perspective of our school resource officers, our school counseling team, and our library media specialists. Approximately 50 parents were in attendance. Special thanks to our presenters:



Officer Manning, Officer Rodewald, Shelby Mitchell (anti-trafficking advocate from the Sexual Assault Center), Mardi Johnson, Sam Bons, Laura Karlen, Chad Federman, Megan Dorner, Jen Wathke, Jen Gossen, Jamie Goodman, Nicci Verbeten, and Ashley Knapp. Free childcare was provided by Shelby Fehrenbach and the students in her Parents and Children class.

Upcoming Events

- Intermediate School presents the Jungle Book Kids. December 8-10 in the High School auditorium.

Triannual Update

Each year, the advisors plan a guided project to begin the year. All students are expected to participate in the guided project with the exception of Seniors. This year, the guided project focused on the United States Supreme Court. Students researched and learned about the Court and selected a Supreme Court case to research. Once completed, students presented their projects to their advisors. The intent of the guided project is to introduce new students to the project learning experience while also re-introducing good project learning strategies to returning students.

This year there are two seniors at Phantom Knight. They have both been working on their Senior projects. One project is career exploration focused on elementary school teaching. The second is focused on the production and filming of a live action movie.

Currently there are 26 students enrolled at Phantom Knight. At the beginning of the second trimester one student will enroll at Phantom Knight bringing the total enrollment to 27.