

**SCHOOL DISTRICT OF WEST DE PERE**  
**REGULAR BOARD MEETING**  
**District Office- 400 Reid Street**  
**September 12, 2024**  
**5:30 p.m.**

- I. Call meeting to order
- II. Pledge of Allegiance
- III. Consider approval of the agenda
- IV. Recognition of District Students and Staff
- V. Open meeting to floor for fifteen minutes to enable district residents to bring items of general concern to the attention of the Board
- VI. Consider approval of the minutes of the August 12, 2024 regular meeting and the August 28, 2024 Special 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:
    - 1322 Service Animals
    - 5120 Student Records
- X. New Business
  - A. Finance Committee Report
  - B. Curriculum and Policy Committee Report and First Readings
    - 3150 Insurance Management
  - C. Tech Ed Project Update
  - D. Consider Annual Academic and Career Plan (ACP)
  - E. Consider 2025 Graduation/Promotion Dates
  - F. Consider October 16, 2024 Annual Meeting Agenda
  - G. School Safety Plan Update
  - H. Start of School Update
  - I. Strategic Plan Advancement Plan
  - 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 Schatz at 920-337-1393 x8025.

Join Zoom Meeting: <https://zoom.us/j/92796474708?pwd=WfWp99Tk5aLZliZdkoWQKkBWYMc0wp.1>

By Phone: 312-626-6799

Meeting Id: 92796474708

Passcode: 025171



**SCHOOL DISTRICT OF WEST DE PERE**  
**REGULAR BOARD MEETING**  
**WEST DE PERE DISTRICT OFFICE**  
**August 12, 2024**  
**5:30 PM**

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

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

It was moved by 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 David Whipp, High School Junior, for his perfect ACT score. The Board applauded this outstanding accomplishment.

The meeting was opened to the floor to enable district residents to bring items of general concern to the attention of the Board.

Tara Czachor [1587 Park Haven Rd] Stated that she commended the two board members that voted "no" on the Title IX policy.

It was moved by Barbara Van Deurzen and seconded by Scott Borley that the July 15, 2024 regular meeting minutes and the July 22, 2024 special 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 Scott Borley and seconded by Barbara Van Deurzen that previously paid bills to Vos Electric, VDH Electric, and Best Built be approved. Motion carried. Voting Yes: 4 Voting No: 0 Ryan Van Den Heuvel abstained. Motion carried.

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

Old Business

Superintendent Lau shared an update on the High School Tech Ed Project. He stated that there have been meetings with Bray Architects and Miron Construction and several more are scheduled. He also informed them that the district website has been updated with information on the potential project.

It was moved by Jenni Fuss and seconded by Barbara Van Deurzen to approve Policy 5117.5 Nondiscrimination on the Basis of Sex in Education Programs or Activities: Title IX and to leave the policy adopted until no longer legally required to do so. Voting Yes: Borley, Fuss, Van Deurzen Voting No: Dorn, Van Den Heuvel Motion carried.

New Business

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

Committee Chair, Barbara Van Deurzen reviewed the August 8, 2024 Curriculum and Policy Committee report.



It was moved by Ryan Van Den Heuvel and seconded by Barbara Van Deurzen to approve the resolution authorizing a Hearing Officer to conduct expulsion hearings.

Voting Yes: Van Den Heuvel, Fuss, Borley, Dorn, Van Deurzen Voting No: 0 Motion carried.

Superintendent Lau reviewed with the Board the annual seclusion and restraint report for 2023-2024.

It was moved by Ryan Van Den Heuvel and seconded by Scott Borley to approve an additional Special Education Aide at the Middle School as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Barbara Van Deurzen and seconded by Scott Borley to approve an increase of 0.2 FTE for Speech and Language Therapy as presented. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Scott Borley and seconded by Ryan Van Den Heuvel to approve all staffing items as presented, except the section labeled “other”. 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 Scott Borley and seconded by Jenni Fuss at 6:36 PM that the meeting be adjourned. Voting Yes: 5 Voting No: 0 Motion carried.

Barbara Van Deurzen  
Clerk



SCHOOL DISTRICT OF WEST DE PERE  
SPECIAL BOARD MEETING  
DISTRICT OFFICE  
August 28, 2024  
5:30 PM

Board Members Present: Van Deurzen, Dorn, Fuss, Borley, Van Den Heuvel  
Board Members Absent: None

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

It was moved by Scott Borley and seconded by Barbara Van Deurzen to accept the agenda. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Barbara Van Deurzen and seconded by Scott Borley at 5:31 PM that the Board adjourn into closed session as previously stated. Voting Yes: 5 Voting No: 0 Motion carried.

It was moved by Ryan Van Den Heuvel seconded by Jenni Fuss that a decision was made regarding a matter discussed in closed session. Voting Yes: 5 Voting No: Motion carried.

It was moved by Ryan Van Den Heuvel and seconded by Barbara Van Deurzen at 7:35 PM. that the Board reconvene into open session. Voting Yes: Fuss, Dorn, Borley, Van Deurzen, Van Den Heuvel Voting No: None. Motion carried.

It was moved by Ryan Van Den Heuvel and seconded by Barbara Van Deurzen at 7:36 PM that the meeting be adjourned. Voting Yes: 5 Voting No: 0 Motion carried.

Barbara Van Deurzen  
Clerk



**SCHOOL DISTRICT OF WEST DE PERE**  
**SERVICE ANIMALS/THERAPY DOGS**

**1322**

**Service Animals**

The Board of Education recognizes the important role that service animals perform for individuals with disabilities. Therefore, service animals shall be permitted on district property as an accommodation for individuals with disabilities. The only exceptions are when the accommodations of the service animal would result in a fundamental alteration in the nature of the school district's operation or would result in an unreasonable threat to health and safety, as described below. In making such accommodations, the district will comply with the Individuals with Disabilities Education Act of 2004, Section 504 of the Vocational Rehabilitation Act, the American with Disabilities Act (Amendment Acts), and any other applicable laws.

The ADA Amendments Act defines a service animal as a dog that is individually trained to do work or perform tasks for people with disabilities. Other animals, whether wild or domestic, do not qualify as service animals. Service animals are not considered pets, classroom animals or curriculum aids. Dogs that are not trained to perform tasks that mitigate the effects of a disability, including animals that are used purely for emotional support, comfort, companionship, therapeutic benefits or promote emotional well-being are not service animals.

(See Miniature Horses.)

**Inquiries:** The District shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal;

1. Is that animal a service animal?
2. What task is the service animal trained to do?

The District shall not require documentation of the individual's disability or documentation that the service animal has been certified, trained, or licensed as a service animal. The District will not make these inquiries when it is readily apparent that the animal is trained to do work or perform tasks for an individual with a disability (e.g., the service animal is observed guiding an individual who is blind or who has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability.)

**Service Animals for Students and Staff**

The District shall permit students or staff to use service animals in District facilities and at school events. The District may impose legitimate safety requirements necessary for the safe operation of its services, programs or activities; however, the District will ensure that its safety requirements are based on actual risks, not on mere speculation, stereotypes or generalizations about individuals with disabilities.



**SCHOOL DISTRICT OF WEST DE PERE**  
**SERVICE ANIMALS/THERAPY DOGS**

1322 cont'd

**Vaccinations, Licensing, and/or Veterinary Requirements:** All animals, including service animals, housed on District property or brought on District property on a regular basis must meet every veterinary requirement set forth in State law and County regulation/ordinance, including, but not limited to, rabies vaccination or other inoculations required for the animal to be properly licensed.

**Care and Control of Service Animal:** The District is not responsible for the care or supervision of the service animal. The District shall modify its policy, practices, or procedures to permit the use of a service animal by an individual with a disability.

The service animal is to be under control of its handler at all times. The service animal shall have a harness, leash or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether, or the use of a harness, leash or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g. voice control, signals, or other effective means).

The service animal's trainer can help to develop a plan to assist the student with the dog (e.g., the student's aide might transfer the service dog's leash from a student's wheelchair to a tree during recess). Additionally, a younger student might need reminders from school staff about controlling the dog until s/he is comfortable handling the service animal at school.

While the student is responsible for the service animal's care, including feeding and supervision, the District should develop a plan to provide the student with the necessary time to care for the animal and designate a location for the animal's toileting needs.

The Board is not responsible for the care or supervision of a service animal.

The District may ask an individual with a disability to remove a service animal from the premise if;

1. The animal is out of control and the animal's handler does not take effective action to control the animal;
2. The animal is not housebroken;
3. The animal poses a threat in that it is a significant risk to the health and safety of others that cannot be eliminated by a modification of policies, practices or procedures;



**SCHOOL DISTRICT OF WEST DE PERE**  
**SERVICE ANIMALS/THERAPY DOGS**

**1322 cont'd**

4. The presence of the animal fundamentally alters the learning or work environment. Examples may include, but are not limited to, science labs, areas requiring protective clothing or food preparation areas.

If an animal is removed, the District shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on premise.

**Procedure:** A student or staff member who wants to bring his/her service animal to school must notify the Building Principal in writing, at least ten (10) school days prior to the date the animal will be coming to school so that the school staff can meet with the student and his/her parents, or staff member, to discuss any concerns and develop a plan. The plan, at a minimum, should address how school staff and other students will be educated about and introduced to the service animal, how the student will be accommodated to care for the dog, and how any issues will be resolved. The Principal should provide the student and staff with specific instructions concerning emergency evacuation plans, entry and exit points, areas where the animal may urinate/defecate, waste removal procedures, and building restrictions, if any.

The Principal will provide written notification to all parents of students in the affected class(es) and staff in the affected class(es) that a service animal will be coming into the school setting. The notification will request that the parents and/or staff notify the Principal if their child or they have any known allergies, asthma, or other health condition that might be aggravated by the service animal's presence. The Principal will take appropriate action to protect any such students or staff members from exposure to the service animal.

When an individual whose health may be aggravated by the service animal's presence and an individual who uses a service animal must spend time in the same room or facility – e.g., in a school classroom or cafeteria – both individuals should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.

**Access to Areas of the District:** Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of District facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.



**SCHOOL DISTRICT OF WEST DE PERE**  
**SERVICE ANIMALS/THERAPY DOGS**

**1322 cont'd**

**Service Animals for Visitors**

The District shall permit visitors to use service animals in District facilities and at school events and make reasonable accommodations for the individual's use of a service animal on District property. The District shall not ask about the nature or extent of the visitor's disability, but may make the following inquiries on whether an animal qualifies as a service animal;

1. Is that animal a service animal?
2. What task is the service animal trained to do?

Staff may not ask the visitor to produce documentation of his/her disability or documentation that the animal is certified, licensed, trained or is being trained to be a service animal.

**Miniature Horses**

The District shall make reasonable modifications in its policies, practices or procedures to permit the use of a miniature horse by an individual with a disability, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. (Miniature horses generally range in height from 24 inches to 34 inches measured to the shoulders and generally weigh between 70 and 100 pounds.) In making such a determination, the District shall consider:

1. The type, size, and weight of the miniature horse and whether the facility can accommodate those features;
2. Whether the handler has sufficient control of the horse;
3. Whether the horse is housebroken; and
4. Whether the horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operations.

**Therapy Dogs in Schools**

**A "therapy dog," as defined by this policy, is a dog that has been individually trained and certified to work with its handler to provide emotional support, well-being, or comfort to school district students. Therapy dogs are the personal property of the handler and are not owned by the District. Therapy dogs are not "service animals" as defined within the Americans with Disabilities Act. The use of service animals in the schools is governed by District Policy. Therapy dogs are meant to help all students and are not specifically identified as support for those students with documented disabilities.**



**SCHOOL DISTRICT OF WEST DE PERE**  
**SERVICE ANIMALS/THERAPY DOGS**

1322 cont'd

**Therapy Dog Standards and Requirements**

**The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school grounds:**

- 1. Submission of Written Request. A handler wishing to bring a therapy dog to school must submit their written request to a principal or designated building administrator. Prior approval must be secured before the animal may be presented. The request must be renewed each school year, or whenever a different therapy dog will be used.**
- 2. Training, Registration and Identification. The therapy dog must be at least one year old, registered as a therapy dog pursuant to the list below, and wear appropriate identification signifying it as a therapy dog at all times.**

**Only therapy dogs that hold the current title of American Kennel Club (AKC) Therapy Dog or that are registered/certified by one of the national therapy dog organizations certified by the AKC will be approved. Information on certified organizations can be found on the American Kennel Club website. Other entities not listed on the AKC website may be researched and vetted for approval by the Superintendent or his/her designee. This approval should be sought prior to therapy dogs from those entities being used in schools.**

**All certificates of registration must be submitted at the time of the request to bring a therapy dog to school. The certifications must remain current at all times.**

- 3. Pet License. The therapy dog must be properly licensed in the county in which they are kept. They must wear their license identification tag at all times. The handler must submit proof of current licensure from the local licensing authority at the time of the request to bring a therapy dog to school.**
- 4. Health and safety. The therapy dog must be clean, well groomed, in good health, housebroken, and immunized against diseases common to dogs. Proof of therapy dog's current vaccinations and immunizations from a licensed veterinarian must be submitted at the time of the request to bring a therapy dog to school.**

**The therapy dog must not pose a health or safety risk to any student, employee, or other person at school. Health risks include allergies. If any student employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy**



**SCHOOL DISTRICT OF WEST DE PERE**  
**SERVICE ANIMALS/THERAPY DOGS**

1322 cont'd

dog, the handler of the animal will be required to remove the animal to an alternative location designated by an administrator if such location is available.

5. Proof of Insurance and Liability. The handler of a therapy dog is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy dog. The handler must submit a copy of an insurance policy that provided liability coverage for the therapy dog while on school property.
6. Behavior Expectations and Control. Therapy dogs must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. The therapy dog should not display any behavior infringing on the rights of others or disrupting the educational process, including sniffing, begging, whining, growling, barking, jumping, or any other undesirable behavior. When there is a difference between their governing therapy organization or the school system policy/procedure, the handler must abide by the more stringent rules.

A therapy dog must be under the control of the handler through the use of a 4-foot leash or other tether. The handler shall only allow the therapy dog to be in areas in school buildings or on school property authorized by school administrators.

7. Supervision and Care of Therapy Dogs. The handler is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean up while the animal is in a school building or property. The school district is not responsible for providing any care, supervision, or assistance for a therapy dog.

Even if the above requirements are met, the District reserves the right to deny the use of a therapy dog in the schools.

Expulsion or Removal of a Therapy Dog from School Property.

The goal of the presence of a therapy dog is to positively enrich the learning environment. Any deviation from this will result in removal of the therapy dog from school property. A therapy dog may be excluded from school property and buildings if a school administrator determines that:

- a. A handler does not have control of the therapy dog;
- b. The therapy dog is not housebroken;
- c. The therapy dog presents a direct and immediate threat to others in the school; or
- d. The dog's presence otherwise interferes with the educational process.



**SCHOOL DISTRICT OF WEST DE PERE**  
**SERVICE ANIMALS/THERAPY DOGS**

**1322 cont'd**

LEGAL REFERENCE:      Wisconsin Statute §118.13  
                                 Americans with Disabilities Act  
                                 Individuals with Disabilities Education Act of 2004, Section 504 of  
                                 the Vocational Rehabilitation Act

ADOPTED: 10/18/16

REVISED: 11/16/16



**SCHOOL DISTRICT OF WEST DE PERE**  
**STUDENT RECORDS**

**5120**

Student records shall be maintained in the **West De Pere** School District **of West De Pere** to assist school personnel in providing appropriate educational experiences for each child in the district. Student records shall include all records relating to an individual student maintained by a school but does not include notes or records maintained for personal use by a teacher or other person who is required by the state superintendent under section 115.28(7) to hold a certificate, license or permit if such records and notes are not available to others, nor does it include records necessary for, and available only to persons involved in, the psychological treatment of a student.

**TYPES OF RECORDS**

- a. Student Records means all records relating to individual students maintained by a school but does not include notes or records maintained for personal use by a teacher or other person who is required by the state superintendent under Section 115.28(7).
- b. Progress Records means those student records which include the student's grades, a statement of the courses the student has taken, the student's attendance record, the student's immunization records and records of the student's extracurricular activities.
- c. Behavior Records means those students records which include psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, the student's physical health records, other than his or her immunization records, or any lead screening required under Sec. 254.162, peace officers records obtained under Sec. 48.396(1m), and any other student records that are not progress records.
- d. Student Directory Data means those student records which include the student's name, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, or video identifying students either individually or as part of a group for academic or co-curricular achievement, degrees and awards received and the name of the school most recently previously attended by the student. This directory data shall be considered public information and may be released to appropriate persons and media unless parents or adult students refuse the release, in writing, of their own initiation. Refusal of such release must be made no later than two weeks after the opening of school or of enrolling in school in the case of those entering West De Pere Public Schools after the school year has started. This exception to the policy should be made known annually along with information relating to the opening of school.
- e. Student Physical Health Records means those student records that include basic health information about a student, including the student's immunization records, an emergency medical card, a log of first aid and medicine administered to the student, an



**SCHOOL DISTRICT OF WEST DE PERE**  
**STUDENT RECORDS**

**5120 cont'd**

athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information, as determined by the state superintendent.

- f. Student Patient Health Care Records means those records, reports, and correspondence relating to the health of a student which are authored by an outside agency physician, psychiatrist, nurse, dentist, pharmacist, chiropractor, podiatrist, physical therapist, occupational therapist, optometrist, clinical psychologist, social worker, speech therapist, audiologist, other health care professionals, and any student record relating to a student's physical health, which does not fall within the definition of Student Physical Health Records definition above. All student patient health care records shall remain confidential records. Student patient health care records may only be released to persons designated by the statute or with the informed consent of the patient. Any exception is granted for the purposes of storing or maintaining student patient health care records and access is necessary to comply with state or federal law.

**DEFINITIONS**

"Parent" means parent, guardian or other individual as appointed by the court to act on behalf of a minor child.

"Adult student" means a student who has attained the age of 18 or is attending an institution of postsecondary education. For purposes of Board policy and related procedures, adult students have all the rights accorded to parents.

**CONFIDENTIALITY**

The Board recognizes the need for confidentiality of student records. Therefore, student records shall be available for inspection or release only with prior approval of the parent/guardian or adult student, except in situations where legal requirements specify releases of records without such prior approval. The building principal, or their designee, shall be responsible for the collection, maintenance and dissemination of student records in accordance with state and federal laws and established procedures. Building principals are also responsible for annually training all persons collecting or using student records in confidentiality policy and procedures. Special education records and student patient health care records will be maintained at the office of the Director of Student Services. Certain portions of behavioral records (special education) may be maintained in a confidential file at the building site.

All student records maintained in the **West De Pere** School District **of West De Pere** shall be confidential with the following exceptions:



**SCHOOL DISTRICT OF WEST DE PERE**  
**STUDENT RECORDS**

**5120 cont'd**

- a. A student, or the parent or guardian of a minor student, shall upon request, be shown and provided with a copy of the student's progress records.
- b. An adult student, or the parent or guardian of a minor student, shall, upon request, be shown, in the presence of a person qualified to explain and interpret the records, the student's behavioral records. Such student or parent or guardian shall, upon request, be provided with a copy of the behavioral records.
- c. The judge of any court of this state or the United States shall, upon request, be provided by the school district clerk with a copy of all progress records of a student who is the subject of any proceeding in such court.
- d. Student records may be made available to persons employed by the district who are required by the Department of Public Instruction (DPI) to hold a certificate, license or permit and to other school district officials who have been determined by the school board to have legitimate educational interests.
- e. Upon the written permission of an adult student, or the parent or guardian of a minor student, the school shall make available to the person named in the permission form the student's progress records or such portions of the student's behavioral records as determined by the person authorizing the release.
- f. Student records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said records would be relevant and material to the credibility or competency of a witness.
- g. The school board may provide the DPI or any public officer with any information required to be maintained under Chapters 115 to 121 of the statutes. The school board shall provide the DPI with any student record information that relates to an audit or evaluation of a federal or state-supported program or that is required to determine compliance with state law provisions. Information reported shall be kept confidential by the DPI. Notwithstanding their confidentiality, student records may be used in suspension and expulsion proceedings and by the multidisciplinary team under Chapter 115 of the statutes.
- h. Information from school health records shall be made available to state and local health officials to carry out immunization requirements.
- i. The district board of the VTAE (Vocational, technical and adult education) district in which the school is located, the department of health and social services or a county department under section 46.215, 46.22, or 46.23 for verification of eligibility for public assistance shall, upon request, be provided by the school district clerk with the names of students who have withdrawn from school prior to graduation.



**SCHOOL DISTRICT OF WEST DE PERE**  
**STUDENT RECORDS**

**5120 cont'd**

- j. **School District of** West De Pere **Public Schools** designate as directory data a student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, or video identifying students either individually or as part of a group for academic or co-curricular achievement, degree and awards received and the name of the school most recently previously attended by the student. This directory data shall be considered public information and may be released to appropriate persons and media unless parents or adult students refuse the release, in writing, of their own initiation. Refusal of such release must be made no later than two weeks after the opening of school or of enrolling in school in the case of those entering **the School District of** West De Pere **Public Schools** after the school year has started. This exception to the policy should be made known annually along with information relating to the opening of school.
- k. Any part of a student health care record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immune deficiency syndrome- AIDS) shall be confidential and may be disclosed only with the informed written consent of the test subject.
- l. A school board may disclose personally identifiable information from an adult student's record to the student's parent(s) or guardian, without the adult student's written consent, if the adult student is a dependent of their parent(s) or guardian under the Internal Revenue Code. An exception shall be made when an adult student has informed the school, in writing, that the information may not be disclosed.
- m. A school board shall disclose a student's record in compliance with a court-ordered educational plan after making reasonable effort to notify the student's parent or guardian.
- n. A law enforcement agency, if the law enforcement agency certifies in writing that the student is under investigation for allegedly committing a criminal or delinquent act, shall, upon request, be shown and provided a copy of the student's attendance records.

The building principal shall have primary responsibility for maintaining the confidentiality of all student records kept at the school. All requests for inspection or transfer to another school or school district should be directed to the building principal, who will then determine whether inspection or transfer is permitted under this policy. The building principal or his qualified designee shall be present to interpret behavioral records when inspection is made.

**PARENT ACCESS TO RECORDS**

A parent, regardless of whether the parent has legal custody of the child, shall have access to a child's medical, dental and school records unless the parent had been denied access to such records as outlined by state law (e.g. denied periods of physical placement with the child, ordered by the court).



**SCHOOL DISTRICT OF WEST DE PERE**  
**STUDENT RECORDS**

**5120 cont'd**

**DISSEMINATION OF PUPIL RECORDS**

The general public does not have access to individual student records. However, an adult student or parent or legal guardian of a minor student may have access to personal records, as stipulated by law. When a student record contains information about other students, access may only be granted to that portion of the record referring to the student at issue. If an adult student or parent or legal guardian of a minor student wishes to inspect such records, they should make a request to the principal of the school in which the student is enrolled for an appointment to review the records.

**Procedure:**

1. A written request to review the records must be made to the school, either by the parent or legal guardian or adult student.
2. A conference shall be set up as soon as possible; however, note that the federal law allows up to 45 days to comply.
3. The principal and/or designee shall be present at the conference to interpret the permanent record card and cumulative folder, and may call upon other specialists such as the school psychologist, and special education personnel, when records requiring their expertise are being reviewed.
4. A notation should be made and filed in the student's cumulative folder indicating the date of the record review conference and signed by all persons present.
5. In case of progress records, a review conference need not to be held.
6. If, after a review conference, a request is made for a copy of any or all behavioral or progress records, the parent or legal guardian or adult student shall be requested to sign a release of information form authorizing the release of the records.
7. Upon receipt of the signed release a copy of the requested record or records, shall be sent to the requesting party.

The National Defense Authorization Act for Fiscal Year 2021(PL116-283, section 521) and the Elementary and Secondary Education Act of 2002 contain provisions that require a district to:

- a. Give military recruiters the same access to secondary school students as provided to post secondary institutions or prospective employers; and
- b. Provide student's names, addresses, electronic mail addresses (email), and telephone listings to military recruiters when requested, unless a parent has opted out of providing such information.

**MAINTENANCE AND DESTRUCTION OF RECORDS**

While students are attending school, their records will be maintained in the school of attendance. Upon transfer of the student to another school operated by the district, the records shall be transferred to that school.



**SCHOOL DISTRICT OF WEST DE PERE**  
**STUDENT RECORDS**

**5120 cont'd**

- a. The building principals shall have primary responsibility for maintaining the confidentiality of records in their building. Behavioral records shall be maintained at the building site, except for special education behavioral records and student patient health care records which shall be maintained at the Director of Student Services office. All records shall be maintained in secured files. Student patient records and police law enforcement officer records shall be maintained separately from a student's other records.
- b. Building principals shall provide upon request an updated list of staff by name and title that have access to student records.
- c. The District shall keep a record of parties obtaining access to special education records and student patient health records collected, maintained or used.
- d. A record of access shall be maintained in each student's records with the exception of the following:
  - The parent/guardian or adult student;
  - A licensed school official;
  - A party with written consent from the parent/guardian or adult student;
  - A party seeking directory data; or
  - A party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed.

This record shall include the name of the party, date access was given, and the purpose for which the party was authorized to use the record. A record of access shall be maintained in the event a student file is removed from the school office of records.

- e. The Director of Student Services shall be responsible for reviewing records of special education students. Information that is no longer needed to provide educational services to the special education student shall be destroyed after one month's notification from the parents.

Records which are transferred to the central administrative office when the student ceases to be enrolled shall be maintained as follows:

- a. All behavioral records will be destroyed one year after the date the student graduated from or last attended the school unless the student (and his or her parent or guardian if the student is a minor) gives permission that the records may be maintained for a longer period of time. 118.125(3) does not specifically require the authorization of the parent or guardian of minor students to retain behavioral records longer than one year. However, this may be added in view of the general legal inability of minors to consent.
- b. Student progress records shall be filed and maintained permanently in the District.



**SCHOOL DISTRICT OF WEST DE PERE**  
**STUDENT RECORDS**

**5120 cont'd**

- c. Seven years after the student ceases to be enrolled in the school system, all progress records, and all behavioral records not previously destroyed, will be maintained ~~on microfilm.~~ **electronically.**
- d. Student patient records and law enforcement officer records shall be maintained for the same period of time as other student behavior records.

**ANNUAL PUBLIC NOTICE**

Parents and students shall be notified annually of the following: (a) their rights to inspect, review and obtain copies of student records; (b) the existence of the student records policy and procedures and where copies can be obtained; (c) the categories of student record information which have been designated as directory data and their right to deny the release of such information; and (d) their right to file a complaint with the Family Policy and Regulations Office of the U.S. Department of Education. This notice shall be published annually in District student and/or parent handbooks, or disseminated through other appropriate means. Provisions shall be made to effectively notify parents when the parents' primary language is other than English.

When a student transfers into the District after the above notice has been given, the student and their parent(s) shall receive a copy of the notice.

**TRANSFER FOR RECORDS**

Student records relating to a specific student shall be transferred to another school district upon notice from an adult student or the parent or guardian of a minor student that the student intends to enroll in a school in another school district; from the other school district that the student has enrolled; or, from a court that legal custody of the student has been transferred to the Department of Health and Social Services for placement in a juvenile correctional facility. Records will be sent within five working days of receiving the written request.

LEGAL REFERENCE:       Sections 48.96, 48.78 Wisconsin Statutes  
                                  Sections 118.125-118.128 Wisconsin Statutes  
                                  Sections 146.81-146.84 Wisconsin Statutes  
                                  Chapter 19, Subchapter IV  
                                  Family Educational Rights and Privacy Act

APPROVED: 12/17/74

REVISED: 7/18/84, 1/16/89, 8/15/91, 12/18/97, 9/21/00, 12/15/03, 5/11/10, 5/11/10, 3/18/15, 4/16/15, 6/16/2021



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

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

II. Curriculum items

- Act 20 Update
- Upcoming Curriculum Training

Amy LaPierre, Director of Curriculum, gave an update on the above curriculum items

III. Review the following for Board adoption:

- 1322 Service Animals
- 5120 Student Records

Reviewed for **Adoption** on 9/12/2024

IV. Review the following:

**First Reads:**

- 3150 Insurance Management

Committee discussed recommended revisions Present for First Reading on 9/12/2024

V. Next meeting date: October 10, 2024

VII. Adjourn meeting - 7:44 a.m.



**SCHOOL DISTRICT OF WEST DE PERE**  
**INSURANCE MANAGEMENT**

3150

The Board will maintain an adequate insurance program to protect the property of the district, to protect board members and employees against general liability resulting from the discharge of their duties, and to offer protection against injury for all employees while acting on behalf of the school. The Board may also authorize and participate in an insurance program for students and employees.

In order to obtain the best insurance at the most economical cost, the Board may retain an insurance consultant and will obtain insurance through quotations, bids, and/or negotiations.

**LEGAL REFERENCE:**

Wis Statutes:

66.18

66.185

Ch. 102

116.03 (9)

119.18 (11)

120.12 (6)

120.13 (2) 121.53 632.797

The Board shall purchase, with District funds, the type and amount of insurance necessary to protect the District from major financial losses.

Insurance purchased shall include, but need not be limited to, the following:

- A. negligent acts or omissions which cause personal injury or wrongful death;
- B. fire and extended coverage on buildings and contents;
- C. comprehensive bodily injury, property damage on automobiles, buses, and trucks;
- D. boiler and machinery;
- E. special coverage for equipment not ordinarily covered under a standard policy;
- F. employee insurance coverage as specified by Board action;
- G. worker's compensation coverage;
- H. legal liability for Board members and employees.

**Contractors**

The Board shall require that all contractors performing services on District property, or as part of a District program, are covered by appropriate insurance coverage for the activity and, wherever possible, that the contractor includes the District as an additional insured party on the contractor's



**SCHOOL DISTRICT OF WEST DE PERE**  
**INSURANCE MANAGEMENT**

**3150 cont'd**

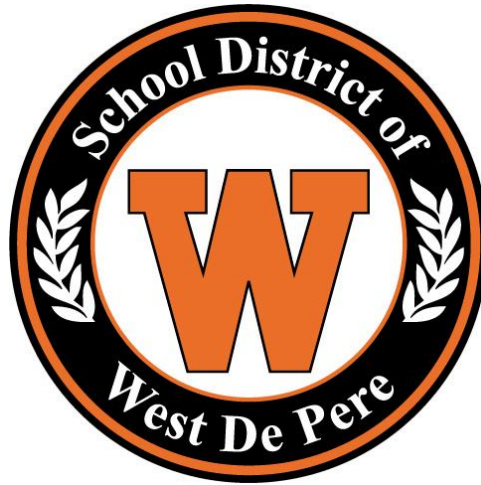
policies. The Board shall also require that contractors performing work on any public works projects cover those projects with payment and performance bonds as may be required by law.

LEGAL REFERENCE: 120.12(6), 779.14, Wis. Stats.

ADOPTED: 10/17/72

REVISED: 7/20/83, 3/21/84, 2/18/99, 3/18/99





# Academic and Career Planning (ACP) Plan

Created March 2017

Revised August 2024



Academic and Career Planning, or ACP, is a student-driven, adult supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, and the development of career management and planning skills. The Wisconsin Department of Public Instruction (<http://dpi.wi.gov/acp>) in the P126 legislation requires public school districts to provide academic and career planning services to students in Grades 6 through 12 beginning in the 2017-2018 school year. These new academic and career planning requirements connect school districts' education for employment plans and programs to the new academic and career planning requirements.

In the School District of West De Pere, we are proud to report that we have implemented Academic and Career Planning since 1998. The heart of our ACP lies within our Advisement and Portfolio process. The ACP is a 4 part process of KNOW, EXPLORE, PLAN, AND GO which students develop throughout Middle School and High School. It is an integral part of our Comprehensive School Counseling conferencing model.



	<b>Counseling</b>	<b>Classroom</b>	<b>Other</b>
<b>5th</b>	<ul style="list-style-type: none"> <li>• Counseling Lessons (Career Clusters)</li> <li>• Academic Support</li> <li>• Communication and Collaboration with families</li> </ul>	<ul style="list-style-type: none"> <li>• Soft skill Development (Ex: Following Directions, Participation, Self-Control)</li> <li>• Career Exploration in Certain Subjects (Ex: Social Studies)</li> <li>• Academic Support</li> <li>• Communication and Collaboration with Families</li> </ul>	<ul style="list-style-type: none"> <li>• Career Day</li> <li>• Kids Camp</li> <li>• Wisconsin Forward Exam</li> <li>• FastBridge</li> <li>• Co-Curricular Opportunities</li> <li>• Get to Know Your Teacher Name Plate</li> <li>• Intermediate School Orientation</li> </ul>
<b>6th</b>	<ul style="list-style-type: none"> <li>• Career Classroom Presentations</li> <li>• Conferencing</li> <li>• Academic Support</li> <li>• Communication and Collaboration with Families</li> </ul>	<ul style="list-style-type: none"> <li>• Xello- Matchmaker</li> <li>• Career Exploration in STEM, Social Studies, Music, and PE</li> <li>• Subject Specific Career Posters</li> <li>• Academic Support</li> <li>• Communication and Collaboration with Families</li> <li>• ACP Teacher Pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Career Day</li> <li>• Kids Camp</li> <li>• Wisconsin Forward Exam</li> <li>• FastBridge</li> <li>• Co-Curricular Opportunities</li> <li>• Get to Know Your Teacher Name Plate</li> <li>• Middle School Orientation</li> </ul>





For more specific information about these offerings, please visit:

<https://www.wdpsd.com/schools/intermediate/academics/academic-and-career-planning.cfm>

	<b>Counseling</b>	<b>Classroom</b>	<b>Other</b>
<b>7th</b>	<ul style="list-style-type: none"> <li>• Classroom Presentations</li> <li>• Academic Support</li> <li>• Communication and Collaboration with Families</li> </ul>	<ul style="list-style-type: none"> <li>• Xello Assessments</li> <li>• School Options including Phantom Knight School and Phantom eAcademy</li> <li>• Junior Achievement</li> <li>• Work Site Experience</li> <li>• Career Exploration in Family and Consumer Science, Science, Math, Health, and Art</li> <li>• Subject Specific Career Posters</li> <li>• Academic Support</li> <li>• Communication and Collaboration with Families</li> <li>• ACP Teacher Pathways</li> <li>• Building-wide focus on Disciplinary Literacy</li> <li>• Partnership with Medical College of WI—Career and Cadaver Organ Exploration</li> <li>• School-wide Advisory Program</li> <li>• School-wide Camfel Productions Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Wisconsin Forward Exam</li> <li>• FastBridge</li> <li>• Co-Curricular Opportunities</li> </ul>
<b>8th</b>	<ul style="list-style-type: none"> <li>• Classroom Presentations</li> <li>• Freshman Course Selection</li> <li>• Academic Support</li> <li>• Communication and Collaboration with Families</li> </ul>	<ul style="list-style-type: none"> <li>• Xello Assessments</li> <li>• School Options including Phantom Knight School and Phantom eAcademy</li> <li>• Junior Achievement</li> <li>• Work Site Experience</li> <li>• Career Exploration in Family and Consumer Science, Language Arts, World Language, and Tech Ed</li> <li>• Subject Specific Career Posters</li> <li>• Academic Support</li> <li>• Communication and Collaboration with Families</li> <li>• ACP Teacher Pathways</li> <li>• Building-wide focus on Disciplinary Literacy</li> <li>• School-wide Advisory Program</li> <li>• School-wide Camfel Productions Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Greater Green Bay Chamber FYI Career Event</li> <li>• Wisconsin Forward Exam</li> <li>• FastBridge</li> <li>• Volunteer Opportunities</li> <li>• Co-Curricular Opportunities</li> </ul>

For more specific information about these offerings, please visit: <https://www.wdpsd.com/schools/middle/academics/acp.cfm>



	Counseling	Classroom	Other
<b>9th</b> 	<ul style="list-style-type: none"> <li>• High School Orientation</li> <li>• ACP Conferencing/Parent Involvement</li> <li>• 4 year planning               <ul style="list-style-type: none"> <li>◦ <a href="#">Digital Technology</a></li> <li>◦ <a href="#">Architecture/Construction</a></li> <li>◦ <a href="#">Patient Care</a></li> <li>◦ <a href="#">Advanced Manufacturing</a></li> </ul> </li> <li>• College Introduction</li> <li>• Resume Development</li> <li>• Mentoring</li> <li>• Academic, Career, and Personal Social Support</li> <li>• Communication and Collaboration with Families</li> </ul>	<ul style="list-style-type: none"> <li>• Course Selection and Sequencing, including CTE and AP options</li> <li>• ACP Teacher Name Plates</li> <li>• School Options including Phantom Knight Charter School, West Academy, and Phantom eAcademy</li> <li>• Academic Support</li> <li>• Communication and Collaboration with Families</li> <li>• Subject Specific Career Posters</li> <li>• Integrated ACT Skill Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer Opportunities</li> <li>• Xello</li> <li>• Pre ACT Secure</li> <li>• Co-Curricular Opportunities</li> <li>• Incorporate ACP into IEPs</li> <li>• Career Fairs</li> <li>• Annual Staff ACP Review</li> <li>• ACP Staff Inservice Presentation as needed</li> </ul>
<b>10th</b> 	<ul style="list-style-type: none"> <li>• Review 4 year plan               <ul style="list-style-type: none"> <li>◦ <a href="#">Digital Technology</a></li> <li>◦ <a href="#">Architecture/Construction</a></li> <li>◦ <a href="#">Patient Care</a></li> <li>◦ <a href="#">Advanced Manufacturing</a></li> </ul> </li> <li>• Resume Review and Revisions</li> <li>• Academic, Career, and Personal Social Support</li> <li>• Communication and Collaboration with Families</li> </ul>	<ul style="list-style-type: none"> <li>• Course Selection and Sequencing, including CTE, AP, and College Credit options</li> <li>• ACP Teacher Name Plate</li> <li>• School Options including Phantom Knight Charter School, West Academy, and Phantom eAcademy</li> <li>• Academic Support</li> <li>• Communication and Collaboration with Families</li> <li>• Subject Specific Career Posters</li> <li>• Integrated ACT Skill Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer Opportunities</li> <li>• Xello</li> <li>• Pre ACT Secure</li> <li>• Wisconsin Forward Exam</li> <li>• Co-Curricular Opportunities</li> <li>• Incorporate ACP into IEPs</li> <li>• ACT Practice Testing</li> <li>• Career Fairs</li> <li>• ACT Practice Testing</li> <li>• Annual Staff ACP Review</li> <li>• ACP Staff Inservice Presentation as needed</li> </ul>
<b>11th</b> 	<ul style="list-style-type: none"> <li>• Review 4 year plan               <ul style="list-style-type: none"> <li>◦ <a href="#">Digital Technology</a></li> <li>◦ <a href="#">Architecture/Construction</a></li> <li>◦ <a href="#">Patient Care</a></li> <li>◦ <a href="#">Advanced Manufacturing</a></li> </ul> </li> <li>• Resume Review and Revisions</li> <li>• ACP Conferencing/Parent Involvement</li> <li>• Scholarship Information</li> <li>• College Admissions, Planning, and Visits</li> <li>• Military Recruitment on Campus</li> <li>• Academic, Career, and Personal Social Support</li> <li>• Communication and Collaboration with Families</li> </ul>	<ul style="list-style-type: none"> <li>• Course Selection and Sequencing, including CTE, AP and College Credit options</li> <li>• ACP Teacher Name Plate</li> <li>• School and Community Partnership Options including Early College Credit, Start College Now, Youth Apprenticeship, Trades Career Academy, Bellin Health Academy, Phantom Knight Charter School, West Academy, and Phantom eAcademy</li> <li>• Academic Support</li> <li>• Communication and Collaboration with Families</li> <li>• Subject Specific Career Poster</li> <li>• Integrated ACT Skill Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer Opportunities</li> <li>• Job Shadowing</li> <li>• Xello</li> <li>• ACT</li> <li>• ASVAB</li> <li>• Accuplacer</li> <li>• PSAT</li> <li>• Co-Curricular Opportunities</li> <li>• Incorporate ACP into IEPs</li> <li>• Career Fairs</li> <li>• ACT Practice Testing</li> <li>• Annual Staff ACP Review</li> <li>• ACP Staff Inservice Presentation as needed</li> </ul>
<b>12th</b> 	<ul style="list-style-type: none"> <li>• Review 4 year plan</li> <li>• Resume Review and Revisions</li> <li>• Scholarship Information and Assistance</li> <li>• Financial Aid</li> <li>• College Admissions, Planning, and Visits</li> <li>• Military Recruitment on Campus</li> <li>• Academic, Career and Personal Social Support</li> <li>• Communication and Collaboration with Families</li> <li>• Post-Secondary Photo Board</li> </ul>	<ul style="list-style-type: none"> <li>• Course Selection and Sequencing, including CTE, AP and College Credit options</li> <li>• ACP Teacher Name Plate</li> <li>• School Options including Early College Credit, Start College Now, Youth Apprenticeship, Trades Career Academy, Bellin Health Academy, Phantom Knight Charter School, West Academy, and Phantom eAcademy</li> <li>• Academic Support</li> <li>• Communication and Collaboration with Families</li> <li>• Subject Specific Career Posters</li> <li>• Integrated ACT Skill Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer Opportunities</li> <li>• Job Shadowing</li> <li>• Xello</li> <li>• ASVAB</li> <li>• Accuplacer</li> <li>• Co-Curricular Opportunities</li> <li>• Incorporate ACP into IEPs</li> <li>• Career Fairs</li> <li>• Annual Staff ACP Review</li> <li>• ACP Staff Inservice Presentation as needed</li> </ul>

Labor Market Information: [Brown County 2023 Workforce Profile](#) and [The Wisconsin Department of Workforce Development Data Dashboards](#)

For more specific information about these offerings, please visit: <https://www.wdpsd.com/schools/high/student-services/acp.cfm>



West De Pere High School  
665 Grant Street  
De Pere, WI 54115-1497

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Phone: 920-338-5200  
Fax: 920-338-5310  
[www.wdpsd.com](http://www.wdpsd.com)

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To: Dr. Lau, Superintendent & Board of Education

From: Dr. Russ Gerke, Principal

Date: September 4, 2024

Re: 2025 High School Graduation Date

I am asking the School Board to accept graduation to be held on Sunday, June 1, 2025 at 2:00 p.m.

Thank you for considering my recommendation.





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

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

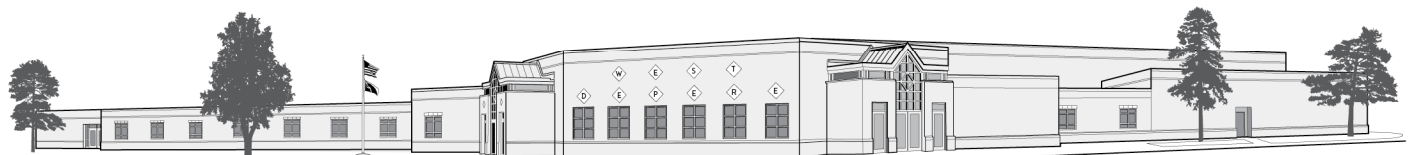
September 4, 2024

TO: Jason Lau

FM: Jim Finley

REF: 2024-2025 8<sup>th</sup> grade promotion

Please be advised that we are planning to hold our 8<sup>th</sup> grade promotion event on Wednesday, June 4, 2025, 7:00pm, at our high school. We will have a dance for students after the ceremony and the event in general will be very similar to past 8<sup>th</sup> grade promotions.



**CITIZENSHIP • COMPASSION • COURAGE • FAIRNESS • HONESTY • PRIDE • RESPECT • RESPONSIBILITY • UNITY**



# P H A N T O M K N I G H T

s c h o o l o f o p p o r t u n i t y

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

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September 4, 2024

To: Jason Lau, PhD Superintendent

From: Joseph Feldhausen, Principal  
Thomas Ashley, Advisor  
Erica Stindt, Advisor

Re: Phantom Knight Graduation

The 2025 Graduation Ceremony for Phantom Knight School of Opportunity will be held at 6:00 pm on May 19, 2025. The ceremony will be held in Michels Commons on the St. Norbert College campus.

Sincerely,



Joseph Feldhausen  
Principal

---

Erica Stindt  
Advisor

Thomas Ashley  
Advisor



## **SCHOOL BOARD**

**Jenni Fuss**

President

**Ryan Van Den Heuvel**

Vice-President

**Scott Borley**

Treasurer

**Barbara Van Deurzen**

Clerk

**Jason Dorn**

Member

## **ADMINISTRATIVE TEAM**

**Jason Lau**

Superintendent

**Jason Melotte**

Business Manager

**Amy LaPierre**

Director of Curriculum

**Amy Schuh**

Director of Student Services

**Russ Gerke**

High School Principal

**Justinn Heraly**

High School Assoc Principal

**Scott Eggart**

High School Activities Director/Assoc  
Principal

**Brian Schumacher**

Dean of Students

**James Finley**

Middle School Principal

**Jason Zielinski**

Middle School Assoc Principal

**Scott Marsden**

Intermediate School Principal

**Chuck Brehm**

Intermediate School Assoc Principal

**Kristin Krahn**

Elementary Principal

**Jay O'Konski**

Elementary Assoc Principal

**Kathleen Held**

Elementary Principal

**Michael Kowalczyk**

Elementary Assoc Principal

## **AGENDA**

### **FOR THE ANNUAL DISTRICT MEETING**

### **OF**

### **THE SCHOOL DISTRICT OF WEST DE PERE**

HIGH SCHOOL AUDITORIUM

WEDNESDAY OCTOBER 16, 2024

5:30 P.M.

- |   |                                      |
|---|--------------------------------------|
| I. Call the meeting to order                                      | J. Fuss<br>School Board President    |
| II. Pledge of Allegiance  | J. Fuss<br>School Board President    |
| III. Approval of agenda   | J. Fuss<br>School Board President    |
| IV. Election of Chairperson                                       | J. Fuss<br>School Board President    |
| V. Review of minutes of last Annual Meeting                       | B. Van Deurzen<br>School Board Clerk |
| VI. Executive Summary   | J. Lau<br>Superintendent             |
| VII. 2023-2024 Clerk's Report                                     | B. Van Deurzen<br>School Board Clerk |
| VIII. 2023-2024 Treasurer's Report &<br>2024-2025 Proposed Budget | J. Melotte<br>Business Manager       |
| IX. Adopt tax levy resolution                                     | Chairperson                          |
| X. Set salary of school board members                             | Chairperson                          |
| XI. Set date of 2025 Annual Meeting                               | Chairperson                          |
| XII. Any other business as provided by law                        | Chairperson                          |
| XIII. Adjourn the meeting   |                                      |



# ADVANCEMENT PLAN FOR THE SCHOOL DISTRICT OF WEST DE PERE

## Strategic Plan

- Review progress with committee
- Add specific tasks that will stretch us
- Living document that guides decisions

## Budget

- Address deficit-regular discussions
- Develop list of priorities
- Business manager transition

## Calendar

- Review current calendar-flexibility
- Professional learning communities
- Family focused

## Instruction

- Listen to teachers-what do they need
- Provide time and resources
- Student engagement

## Professional Development

- Grow district talent and expertise
- Mental health
- Fidelity vs Integrity vs Art

## Community

- Visibility-Organizations/Events
- Partnerships-Community Conversations
- Embedded-Understand and know WDP

## Culture

- Maintain & build strong WDP culture
- Visibility in buildings
- Go to school, not work

## Compensation

- Salary schedule for all staff
- Insurance
- Benefits-credits, TSA, HSA, PTO



A VISION OF PRIDE AND EXCELLENCE-FOR ALL





# School District of West De Pere

## Board Update

*A Vision of Pride and Excellence*

*September 2024*

### **Lemonade Stand**

Kids in West De Pere hosted the Lemon Market Lemonade Stand Fundraiser in honor of Ella Winters.

Ella is currently undergoing chemotherapy treatment for leukemia, so her older sister Ava came up with the idea for the Stand Of Helping Hands and enlisted a group of friends to help.

Money raised at the stand will go to the Ronald McDonald House Charities and Children's Wisconsin, two organizations that have played a pivotal role in Ella's fight against cancer. They raised over \$12,000!



### **HC Recess Rescuers**

Hemlock Creek Recess Rescuers just finished their training and they are ready to help students solve problems on the playground.



### **HS Girls Golf Team**

The High School Girls Golf Team Volunteered at the Special Olympics State Golf Tournament held at Ledgeview Golf Course. The girls assisted with the putting contest, as well as walked the course with the golfers as score keepers. Fun was had by all!



### **MS Student attends Joint Science and Technology Institute East**

Helena Reich, 7th grader, was one of 32 middle school students who attended the Joint Science



and Technology Institute (JSTI) East, an educational opportunity to expand their knowledge and experience in science, technology, engineering and math. JSTI East is a one-week residential program in Maryland for current middle school students that exposes them to scientific research through hands-on projects.

### **Upcoming Events**

- Sept. 27- 7:00PM- Bridge Battle- De Pere for Lapierre Charity Event during the HS football game
- October 5- 8:30AM-Hemlock Creek Phantom Fun Run/Walk
- November 7 -6:30PM- Soup for the Soul at the High School

