

The mission of the Boyceville Community School District, as a partner with family and community, is to provide a high quality education in which students gain respect for themselves, others, and their surrounding and develop a desire for excellence while learning the skills to become contributing members of a global society.

BOYCEVILLE COMMUNITY SCHOOL DISTRICT
Board of Education Regular Meeting
Wednesday, June 11, 2025 - 6:30 PM
Middle/High School IMC
1003 Tiffany Street
Boyceville, Wisconsin 54725

Agenda items may change up to 24 hours prior to the start of the meeting. Please check our web page for the most current agenda - www.boyceville.k12.wi.us.

The regular Board meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated on the agenda.

1. Call to Order
2. Roll Call of Attendance
3. Approval of Agenda
4. Approval of Minutes from the May 21, 2025, Board meeting 3
5. Visitor's Welcome & Comments
6. **Information & Discussion Items:**
 - a. Principal's & Special Education Director's Reports 6
 - b. Superintendent's Report 12
 - c. Achievement Gap Reduction Program Year End Report 14
 - d. Discuss Breakfast and Lunch Prices
 - e. Discuss Door Security Options
7. **Action Items**
 - a. Treasurer's Report 17
 - b. Act on the Approval to Purchase Two Additional Propane Buses and a Mini Van 25
 - c. Personnel
 - I. Act on the Resignation of Emma Ouellette as an Elementary Paraprofessional
 - II. Act on the Hiring Recommendation of Stephanie Crowe as the Elementary Art Teacher
 - III. Act on the Hiring Recommendation of Denise Jeske as the Varsity Girls Basketball Coach
 - d. Discuss/Act on the Early Literacy Remediation Plan 26
 - e. Act on the High School Membership Renewal to the WIAA for the 2025-2026 School Year 44

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- f. Grants/Donations
- I. Accept a Donation of \$5,205.33 from Ohly Americas to our Science Olympiad Program 47
- II. Accept a Giving Back to Our Community Grant of \$500 from Alcivia for the FFA to use for greenhouse upgrades
- III. Accept a Donors Choose Grant of \$500 to Kristen Henningfeld for Two Standing Whiteboard Desks
- IV. Accept a \$3,747.06 Career and Technical Education (CTE) Incentive Grant from the WI Department of Education and WI Department of Workforce Development to support our CTE programming 48
- 8. Adjournment to closed session under Wis. Statutes 19.85 (1)(c) for the purpose of discussing employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.
- 9. Reconvene in open session for the purpose of taking action as deemed necessary or appropriate on any matter discussed or deliberated upon in closed session.
- 10. Adjournment

**BOYCEVILLE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION
Middle/High School Media Center
Wednesday, May 21, 2025**

The Board of Education of the Boyceville Community School District met in regular session on Wednesday, May 21, 2025, at 6:00 p.m. in the Middle/High School Media Center.

Board members present: Stacy Fetzer, Sharon Formoe, Ben Mrdutt, Jessie Olson, and Amber Carlsrud attended virtually

Others present: Superintendent Nick Kaiser, Alesha Kersten, Emmaly Monfort, Patrick Gretzlock, Jerim Des Jarlais, Rebecca Hanestad, and Renee Bettendorf from the Tribune Press Reporter

Motion by Stacy Fetzer to approve the agenda with line item *7.c.IV Act on the Hiring Recommendation of Ashley Larson as a TCE Special Education Teacher* to be acted on after closed session. Seconded by Sharon Formoe. All voted in favor. Motion carried.

Motion by Stacy Fetzer to approve the Board of Education Minutes from the April 16 and May 14, 2025, meetings as presented. Seconded by Sharon Formoe. All voted in favor. Motion carried.

Visitor's Welcome & Comments:

President Carlsrud welcomed those in attendance. No comments from the audience were made.

Information/Discussion Items:

Principals/Special Education Director Reports – The principals and special education director provided an overview of their written reports to the Board. Reports included staff and student recognitions and accomplishments as well as recent and upcoming events and activities in the schools.

Superintendent's Report

- The Board of Education has a work session with WASB and regular meeting scheduled for Wednesday, June 11 beginning at 5:30 p.m. in the Middle/High School Library.
- Board meetings will remain at the Middle/High School building this summer.
- Festival of the Arts was a great event. Congratulations to all the students who displayed work and performed.
- Congratulations to the graduating Class of 2025! We are very proud of their accomplishments during their time in Boyceville. Best wishes moving forward to the next phase of their lives.
- Mr. Kaiser thanked our staff for all the work they have done this school year. Staff and Teacher Appreciation Week was May 5-9.
- Fall in-service planning is underway as well as planning for our Summer School/Transition Days.
- The last day of school for our students is May 29th. Teachers have in-service on May 30th.

- Referendum Updates – The roofing project has started. We are currently prepping for painting work, greenhouse panel replacement, weight room flooring installation, and curtain replacement for our drama stage.

Action Items:

Treasurer's Report – Motion by Sharon Formoe to approve Check Numbers: 1428-1433 16328-16337, 16340 83062-83067 83120-83158 83165-83251 83260-83296 and the ACH payments made by PMA as presented totaling \$393, 270.52 from Fund 10, the General Fund and \$112,772.99 from Fund 49, the Referendum Fund. Seconded by Stacy Fetzer. All voted in favor. Motion carried.

Finance Update – District Accountant Emmaly Monfort gave a budget overview to the Board. The estimated budget deficit of \$46,000 could potentially end up as surplus due to additional revenue and expense savings throughout the year. The amount of referendum funds spent as of the end of April is \$2.3 million. We have redeemed \$170,000 in interest from our two CD's. Emmaly shared that she is working with CESA on budget updates and cross-referencing budget models, ultimately planning to create a hub on our website for greater transparency for our community.

Peoples State Bank Authorized Signers – Motion by Sharon Formoe to accept the authorized signers for Peoples State Bank Accounts ending in 066, 231, 186, 598 to be as follows: President, Vice President, Clerk, & Treasurer. Seconded by Stacy Fetzer. All voted in Favor. Motion carried.

Personnel:

Motion by Ben Mrdutt to accept the resignation of Kelsey Kuehl as the Elementary Art Teacher. Seconded by Jessie Olson. All voted in favor. Motion carried.

Motion by Ben Mrdutt to accept the hiring recommendation of Kendra Durkee as the Middle School Boys Basketball coach. Seconded by Stacy Fetzer. All voted in favor. Motion carried.

Motion by Sharon Formoe to accept the hiring recommendation of Kysa Deitz as a Speech and Language Pathologist – a shared services position with the Glenwood City School District. Seconded by Jessie Olson. All voted in favor. Motion carried.

Motion by Ben Mrdutt to accept the hiring recommendation of Suzanne Lombardo as the Fall Cheerleading Advisor. Seconded by Sharon Formoe. All voted in favor. Motion carried.

2025-2026 Open Enrollment Applications - Mr. Kaiser recommended approval of all the open enrollment applications. Motion by Amber Carlsrud to approve the 2025-2026 Open Enrollment Applications as recommended. Seconded by Ben Mrdutt. All voted in favor. Motion carried.

Awarding of Diplomas – Motion by Sharon Formoe to accept the recommendation to award diplomas to the members of the Class of 2025 who have met the district's graduation requirements. Second by Jessie Olson. All voted in favor. Motion carried.

Overnight Field Trip Request – Motion by Ben Mrdutt to approve the overnight field trip request for Kate Webster to take students to the State FFA Convention in Madison, WI. Seconded by Stacy Fetzer. All voted in favor. Motion carried.

IXL Learning Subscription Quote – The IXL program has been piloted by our students and has been a success. Motion by Ben Mrdutt to approve the IXL Learning Subscription quote for the middle/high school grade levels. Seconded by Jessie Olson. All voted in favor. Motion carried.

Grants/Donations:

Motion by Ben Mrdutt to accept the Randy Roemhild Memorial donation of \$1,700 for the summer rec ball field scoreboard. Seconded by Jessie Olson. All voted in favor. Motion carried.

Motion by Sharon Formoe to adjourn to closed session under Wis. Statutes 19.85 (1)(c) for the purpose of discussing employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility; specifically to discuss staffing and compensation. Seconded by Stacy Fetzer. Roll call vote: Carlsrud-Yes, Fetzer-Yes, Formoe-Yes, Mrdutt-Yes, and Olson-Yes. The meeting adjourned to closed session at 6:59 p.m.

The meeting reconvened in open session at 7:33 p.m. for the purpose of taking action as deemed necessary or appropriate on any matter discussed or deliberated upon in closed session.

Action Item

Motion by Sharon Formoe to accept the hiring recommendation of Ashley Larson as TCE Special Education Teacher. Seconded by Jessie Olson. All voted in favor. Motion carried.

Motion by Sharon Formoe to adjourn. Seconded by Ben Mrdutt. All voted in favor. Motion carried. The meeting adjourned at 7:35 p.m.

Respectfully submitted
by Alesha Kersten for

Stacy Fetzer, School Board Clerk

Boyceville Community School District



Home of the Bulldogs

Board Report for June - Report aligned to 2024-25 Goals

Culture/Climate

- Phenomenal turnout for the end of the year picnic
- A number of awards given to students
- K-4 students sang to 5th grade students at the end of the year ceremony
- Nice staff gathering at Jake's Supper Club

Curriculum and Instruction

- [Title One Report](#)
- [Title One Presentation](#)
 - ELA: In summary:
 - Our PK-3 data is skewed due to an assessment change mid-year.
 - On January 1st, 2025, all Wisconsin Public Schools were mandated to assess students in grades 4 K-3, in all reading areas, using AIMSweb Plus.
 - Students who fell below the 25th percentile in grades K-3 during the winter or spring assessment window received a Personal Reading Plan (PRP).
 - For a student to be released from a PRP, they must:
 - Score above the 25th percentile during the next assessment period AND/OR meet, and or exceed, their progress monitoring goal 3 consecutive times
 - Show adequate progress in classroom work and assessments
 - In 3rd grade, be Proficient on the FORWARD exam
 - Math: In summary:
 - Fall school-wide: 67% of students scored at or above the 30th percentile
 - Spring school-wide: 72% of students scored at or above the 30th percentile
 - School-wide: Students had an overall **increase of 5%**
 - Need to implement opportunities for enrichment with regards to students above the 85th percentile; this group is not showing growth from fall to spring;

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actually four of the grades decreased the percentage of students above the 85th percentile and one remained the same.

- A focus on universal Math curriculum, instruction and assessment was a priority in 2024/25. Staff identified essential standards and evidence based/researched based practices with support from CESA II staff. Math committee volunteers piloted two programs with students: iReady and Eureka squared. After the pilot, the creation of a pros/cons list, completion of a survey by the piloting staff to indicate which curriculum best aligned to the NCTM standards, thorough discussion we hope to adopt i-Ready as the new math curriculum
- Math interventions will continue during 2025–2026; small group core instruction or push in support will be offered to the grades in need according to screener data based on grade level math instructional time and the interventionist schedule.
- [Achievement Gap Reduction Goals](#)
 - 70% of the goals created met the success threshold
 - We are continuing to align our goals to the essential standards and expected outcomes provided by the state
- The work:
 - Goal development and action planning
 - Adopting a new math curriculum
 - Curriculum professional development
 - Aligning goals to expectations and essential standards
 - Curriculum, Instruction and Assessment best practices
 - Success criteria, evidence based practices, NCTM math practice standards implementation, curricular assessment identification and data interpretation, screener organization with inclusion of meetings built into the calendar
 - Continued partnership with CESA staff with a focus on ELA and Math

Respectfully submitted by Jerim DesJarlais – Tiffany Creek Elementary Principal

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**Boyceville High/Middle School
Principal's Report
June 11, 2025**

Submitted: Thursday, June 5, 2025

End-of-the-Year

Not only did we send off forty-seven graduates of Boyceville High School last month, we were able to end the school year with the remainder of our three hundred students in a busy, frenetic and excited way. From trips to Action City and Valleyfair, to high school students disassembling a weight room, the past three weeks have provided a great deal of activity throughout the building. In addition, we are on the verge of sending a group of students to Costa Rica. As I reflected on all the events of the past few weeks, what struck me was all the amazing opportunities that we provide our students. I am hopeful that the next year provides even more opportunities (conversations have already begun about the addition of some co-curricular activities that have been absent at BHS/BMS for an extended period.

We have been able to wrap up the academic year with the completion of grade reports being sent home. We are in the midst of sending home ISRs (Individual Score Reports) which share information about our standardized testing that was completed this spring; reports for the ACT, PreACT Secure and Forward should be in the hands of parents/guardians by mid-June. The high/middle school website has been updated in order to provide links to additional information that will help to better explain the reports and their significance.

Academics

We have formalized our agreement with UW-Stout and will be officially offering Organismal Biology (Bio 135) during the upcoming school year. This class will replace our previous AP Biology offering and provides students the opportunity to earn an additional four university-level credits. This update to our course offerings came at the end of the school year, however, our Science Department (and Russ Riehbrandt, the course instructor), was very receptive to making this change. NEXT STEPS... we will be reaching out to students who had initially signed up for AP Biology to inform them of this change; we will provide an explanation of the course and provide them the opportunity to decide whether to pursue the UW-Stout course OR opt out. Once this has been completed, we will share a general update to the balance of our eligible students in order to determine whether there is additional interest.

I engaged in a conversation with Elizabeth Stolte about a possible revamp of our Spanish Curriculum. I am excited by the potential change and look forward to working with Elizabeth on learning what we need to do in order to make her thoughts a reality. SNEAK PEAK... we would move away from a traditional Spanish 3 and Spanish 4 model to incorporate programs that would focus more on literature and language (similar to what we currently offer in our English Department.)

School Culture

We continue to celebrate student success and positive contributions through our Student of the Month program. For May, Lucy Wheeldon (Class of 2027), recognized by Mr. Huevos and Jillian Boesel (Class of 2029), recognized by Ms. Stoveren were chosen based on their ability to epitomize school spirit. I have shared the nominations here -

Lucy Wheeldon

This student is the exemplar of what it means to be a Bulldog. She engages spiritedly in a vast array of Boyceville High School activities. Be it partaking in Solo/Ensemble performances, singing with Choir, performing onstage with the Drama department, competing in Science Olympiad, or pushing past boundaries with her Track team, this student's commitment to excellence shines bright through all of her endeavors. She has exactly the school spirit we look for here in Boyceville: hard-working, risk-taking, and continuously growing. Any team would be lucky to have her in their ranks, but we are lucky first and foremost to call her a Bulldog. May she continue to achieve and exceed all she puts her mind to.

Jillian Boesel

When I think of a student that represents "School Spirit", Jillian comes to my mind. I feel that Jillian represents "School Spirit" in her everyday presence. First of all, Jillian is a great friend and is kind to all. She demonstrates bulldog pride and teamwork in the classroom, Science Olympiad, on the ball field, school play, and out in the community. If she is not playing or competing herself, she is cheering on others from the stands all decked out in the theme clothing, bulldog wear and a big smile. She is the first to volunteer to help out. Jillian gets others involved and makes them feel welcome. She is dedicated to all that she does. Great work Jillian!

Building Project

Thank you to Jacob Schoeder and Derrick Retz on completing the move of the HS/MS Office to the Family & Consumer Science classroom. Although we are working in "unique" circumstances, I feel blessed that we (Nancy, Rachael and I) are able to work well together in close quarters and look forward to all the challenges that this summer will bring. It is incredible to witness the activity and see changes already - I am excited to have the opportunity to be a part of this and look forward to working with staff members to implement some upgrades that will enhance our offerings.

Boyceville Community School District



Leading Today... Developing Excellence for Tomorrow

June Board Report – Special Education Department

Facilities

- Thank you to all the staff who cleaned and moved items during the remodel.

Climate/Culture

Celebrations:

- On Thursday, June 5th, DPI completed the final step in the Special Education Audit and determined that there were no findings to report.
- Thank you to Bonnie, Emma, Jill, Hanna, and Kristen P. for their contributions to the Boyceville School District. We wish them well on their next adventures.

Curriculum and Instruction

- Recently purchased a comprehension intervention curriculum for grades 3-6 (Explore 95 Comprehension).

Recent Professional Development:

- Nothing to report

Upcoming events:

- Little Bulldog Playgroup has posted the summer days: July 30th and August 15th.
- Five paraprofessionals have registered for the summer paraprofessional summit in August. **August 11 or 12 from 8:30 am – 3:00 pm.**

Student Health and Safety

- Nothing to report

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Boyceville Community School District



Leading Today... Developing Excellence for Tomorrow

Technology

- Nothing to report

Reflections From Training

- Nothing to report

Respectfully submitted by *Rebecca Hanestad*

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Superintendent Report June 2025

- On May 23, I enjoyed watching the class of 2025 participate in their graduation. It was great to see all the families and students.
- The summer work is well underway. Derrick and his staff have been working hard to coordinate the chaos.
- Referendum working is on-going. Roofing and HVAC have been progressing and we are working on the schedule of items for the month of July.
- Congratulations to our State track meet qualifiers.
- Admin summer meeting is scheduled for June 11.



Boyceville Community School District

June 2025 Construction Update

Contractor Updates

PROJECT DATE

- Fall 2026

BUDGET

- \$18,000,000

INVOICED TO DATE

- \$1,205,099

CLIENT

- Boyceville Community School District

LOCATION

- 1003 Tiffany Street, Boyceville, WI 54725

PROJECT CONTACT

- Alex Larson



- Halverson - Demoing mechanical room
- RTS Roofing - Old roofs coming off and new roofs going on
- Hartung Electric - Demoing lighting fixtures in classrooms
- Hoeft - Demoing doors to science rooms

Upcoming Work

- Halverson - Replacing all air handling units, boilers, and chillers
- RTS Roofing - Continuing to replace old roof with new
- Hartung Electric - Replace old lights with new LED lighting fixtures
- Hoeft - Science room remodeling
- RNR Flooring - Installing carpet in classrooms



A construction update will be provided monthly by CESA 10 to communicate the project budget, recent work, and upcoming deliverables.

Achievement Gap Reduction (AGR) Goals for 24-25

- We are in our ninth year of the Achievement Gap Reduction (AGR) program. Requirements for the AGR program consist of mid-year and end-of-the-year reports given to the school board about the success in attaining the objectives stated for each grade level and the strategies used.
- [DPI's AGR Criteria](#) and [Frequently Asked Questions](#)
 - The AGR program requires a participating school to create performance objectives, including reducing the achievement gap between low-income students in that school and students in the same grade and subject statewide.
 - The AGR program requires school board review of implementation and progress towards achieving performance objectives in each participating school at the end of every semester.

Grade Level	Performance Objectives	End of Semester Data	Strategy/ Strategies Used	Goals Met
Kindergarten Reading	<ul style="list-style-type: none"> ● 85% of students show 85% accuracy of all upper and lower case letter names ● 75% of students show 75% accuracy of (36/48) sight words 	Data	Coaching 18:1	2 of 2
Kindergarten Math	<ul style="list-style-type: none"> ● 75% of students show accuracy naming numbers to 100 ● 75% of student show 75% accuracy naming 8 shapes ● 75% of students show 100% accuracy creating and recording a 3 part pattern ● 70% of students show 100% accuracy orally counting to 100 ● 80% of students show 100% accuracy sequencing numbers out of numerical order (0-100) 	Data	Coaching 18:1	5 math goals with data
1st Grade Reading	<ul style="list-style-type: none"> ● 75% of students will answer questions about key details in a text with 75% accuracy (HMH Selection Quiz). ● 75% of students will read 8/10 CVC words ● 75% of students will read 95/120 high frequency words. ● 75% of students will correctly spell 75% of the grade-level phonics words (PALS/UFLI) 	Data	Coaching 18:1	Reading and math on same sheet

1st Grade Math	<ul style="list-style-type: none"> 75% of students will correctly answer 3 of 4 addition word problems (sums within 20) 75% of students will efficiently answer basic addition facts to 10 with 75% accuracy 75% of students will perform at 80% accuracy when counting by 2's, 5's, and 10s 75% of students will perform at 80% accuracy showing 5 numbers using base 10 blocks. 	Data	Coaching 18:1	Reading and math on same sheet
2nd Grade Reading	<ul style="list-style-type: none"> 75% of students will demonstrate 75% accuracy in writing a minimum of four complete sentences that include capitalization, punctuation, and correct spelling of high frequency words 75% of students will read at or above the 25th percentile rank on a decodable grade level one minute timing (AIMSWEB) 75% of students will correctly spell 75% of words with Structured Literacy spelling patterns 	Data	Coaching 18:1	
2nd Grade Math	<ul style="list-style-type: none"> 75% of students will recall basic addition facts to 18 with 85% accuracy (85/10) 75% of students will recall 50 basic subtraction facts to 18 with 75% accuracy (43/50) 75% of students will read a clock's time to the five minute with 75% accuracy 	Data	Coaching 18:1	
3rd Grade Reading	<ul style="list-style-type: none"> 75% of the students will reach the 30th percentile on the AIMS Oral Reading Fluency (ORF) Web Assessment 75% of students will summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. 70% or above grade level (HMH Weekly Assessments) 75% of students will reach the "Within Word Pattern" stage on the Grade 3 Qualitative Spelling Inventory 75% of students will reach instructional level for Grade 3 spelling inventory list 	Data	Coaching	

3rd Grade Math	<ul style="list-style-type: none"> • 75% of the students will reach the 50th percentile on Fastbridge Math Web Assessment • 75% of the students will reach the 50th percentile on the Fastbridge CBMmath • 70% of the students will correctly identify area and perimeter with 80% accuracy 	Data	Coaching	
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- Coaching has been provided by CESA staff and teaching staff during professional development opportunities. PD has been offered in-house by CESA 11 consultants. It has also been led by and/or supported by Shannon Bignell and Jerim DesJarlais. Additional PD has included HMH online coaching sessions, Top Ten Tools training and virtual learning sessions.
- Most objectives are for the end of the school year.

**Boyceville Community School District
Activity Fund Balances**

ACCOUNT	BALANCE
PBIS	\$1,811.66
Playground	\$404.93
Reading Club	\$1,570.09
TCE Field Trips	\$635.05
TCE Picture Fund	\$922.35
TCE PTO	\$13,283.33
Scholarships/Grants	\$1,575.12
Scholarships/Grants - Knights of Columbus	\$771.15
Scholarships/Grants - Suicide Prevention	\$380.50
Scholarships/Grants - TCE Alfalfa Fest	\$2,222.26
Scholarships/Grants - Wellness	\$53.93
Band	\$1,519.08
Choir	\$349.86
Drama Club	\$5,324.15
School Based Enterprise (prev FBLA)	\$281.05
FCCLA	\$68.56
FFA	\$4,750.81
High School Student Council	\$844.15
Library	\$833.95
Middle School Student Council	\$1,713.82
Science Olympiad	\$29,406.95
Spanish Club	\$3,410.24
Special Ed Voc	\$551.23
Success for Children	\$800.25
Yearbook	\$1,013.83
Baseball	\$5,398.93
Boys Basketball	-\$0.05
Cross Country	\$109.77
Dance	\$1,299.31
Football	\$4,082.14
Football Cheerleading	\$670.94
Girls Basketball	\$261.24
Softball	\$1,881.04
Tournament	\$5,418.23

Track	\$4,088.77
Volleyball	\$7,658.03
Wrestling Cheerleading	\$0.00
Wrestling	-\$950.77
Class of 2025	\$983.11
Class of 2026	\$5,034.47
Class of 2027	\$190.57
Class of 2028	\$844.48
General In/Out	\$97,336.25
TOTAL FUND 21 BALANCE	\$208,804.76

**BOYCEVILLE COMMUNITY SCHOOL DISTRICT
FINANCIAL SUMMARY
6/11/2025**

TREASURER'S REPORT Accounts Payable Expenditures	BANK RECONCILIATION FUND 10	LOCAL GOVERNMENT INVESTMENT POOL FUND 10
<u>Check Sequences</u> 1435-1438 16338, 16344-16345 83297-83319 83329-83362 Total \$ 244,133.42 Accounts Payable by Fund: Fund 10 \$ 217,189.09 Fund 27 \$ 1,739.75 Fund 50 \$ 23,080.74 Fund 80 \$ 2,123.84	Balance April 30, 2025 \$ 910,208.69 May Receipts \$ 84,488.34 April E-Funds not credited \$ 820.00 May E-Funds dep not credited \$ 820.20 May Budgetary Checks \$ 566,558.13 Usage Fees & Bank Charges \$ 583.96 May Payroll Checks \$ 373,069.98 Returned Deposit Items \$ 114.50 Misc (Referendum check cashed not reimb) \$ 12,162.48 Book Balance May 31, 2025 \$ 66,532.74 Balance General Checking \$ 333,053.18 Outstanding Checks \$ 266,520.44 Bank Balance May 31, 2025 \$ 66,532.74 FUND 39 Book Balance May 31, 2025 \$ 697,980.68 Bank Balance May 31, 2025 \$ 697,980.68	Balance April 30, 2025 \$ 2,119,233.27 Interest \$ 8,212.35 DOR Property Aid \$ 10,927.87 DOR 2023 ACT 12 Aid \$ 44,279.18 SAGE Aid \$ 508.68 Food Service Reimbursement \$ 30,094.50 IDEA Flowthrough Reimbursement \$ 33,278.24 State School Breakfast Aid \$ 1,915.80 State Milk Program \$ 3,142.56 Transfer to Cash Balance May 31, 2025 \$ 2,251,592.45 FUND 39 Balance April 30, 2025 \$ 47,406.08 Plus Interest \$ 175.56 Less Transfer To Cash \$ - Balance May 31, 2025 \$ 47,581.64
<u>Accounts Receivable</u> Receipts/Revenues \$ 84,488.34 Referendum Xfer Reimbursement LGIP Transfer to Cash Total \$ 84,488.34 Fund 46 Book Balance May 31, 2025 \$ 135,100.00 Bank Balance May 31, 2025 \$ 135,100.00		

WISC - Fund 49 - Referendum Account Summary

5/31/2025 - Issue 1 - \$14,000,000 GO Promissory Note

Accounts Payable Expenditures		ACH Redemption Activity			
AP Check Number	Amount	Details	Reference #	Vendor	Amount
83326-83328	\$ 116,020.58	Reimbursement in June	11357209	CESA 10	\$ 30,780.00
1434*	\$ 3,408.52	Reimbursed 5/19/25	11357207	AUTH CONSULTING	\$ 11,400.00
16341-16343*	\$ 1,098.52	Reimbursement in June	11357208	RTS ROOFING INC	\$ 380,000.00
Total	\$ 120,527.62				
				Reimbursement to Fund 10	\$ 3,408.52
				Direct Expense Total	\$ 422,180.00
				Reimbursement Total	\$ 3,408.52
				Total Monthly Expenditures	\$ 425,588.52

CD Maturity Description	Amount	Beginning Balance:	
Peoples State Bank CD#1364474-1	\$ 2,100,000.00	Interest earned	\$ 12,499.94
Interest earned	\$ 90,653.38	CD Maturity & Interest Earned	\$ 2,190,653.38
		Ending Balance:	\$ 4,237,239.62
		Pending Reimbursement to Fund 10	\$ 117,119.10
		Adjusted Ending balance	\$ 4,120,120.52

WISC - Fund 49 - Referendum Account Summary

5/31/25 - Issue 2 - \$4,000,000 GO Promissory Note

Beginning Balance:	\$ 330,335.63
Interest Earned	\$ 1,201.61
Ending Balance	\$ 331,537.24

Accounts Payable Expenditures	Reimbursement Detail	ACH Redemption Activity

WISC - Fund 49 - Referendum Account Summary

Combined balance totals	
Cash	\$ 4,451,657.76
Investments	\$ 11,020,557.11
Total	\$ 15,472,214.87

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
05/23/2025	1435	AMAZON CAPITAL SERVICES	CLASSROOM, SPED, MAINT, TECH & DISTRICT SUPPLIES	3,204.11
05/23/2025	1436	VISA	PRINCIPAL SUPPLIES/STAFF APPRECIATION/STUDENT NEED	480.11
05/23/2025	1437	VISA	CONFERENCE TRAVEL & DISTRICT SUPPLIES	95.60
05/23/2025	1438	VISA	CLASSROOM, SPECIAL ED, MAINT & DISTRICT SUPPLIES	3,964.64
05/23/2025	16338	SECURIAN FINANCIAL GROUP INC	LIFE PREMIUMS JUNE	1,453.74
05/23/2025	16344	UNITED HEALTHCARE	HEALTH & VISION PREMIUMS JUNE	144,258.01
05/23/2025	16345	LINCOLN LIFE	LIFE, DISABILITY & DENTAL PREMIUMS JUNE	12,442.58
05/23/2025	83297	ANDERSON SANITATION LLC	6 PORTABLES AND PUMPS	420.00
05/23/2025	83298	ARBITER SPORTS LLC	ACTIVITY SCHEDULER INTEGRATION APRIL - JUNE 2025	21.00
05/23/2025	83298	ARBITER SPORTS LLC	ACTIVITY SCHEDULER INTEGRATION JULY 25-JUNE 26	431.00
05/23/2025	83299	ARISTOTLE INSIGHT	ARISTOTLE LICENSE 25-26	9,629.40
05/23/2025	83300	BARKER, BONNIE	REIMBURSEMENT FOR SENIOR CELEBRATION ITEMS	156.99
05/23/2025	83301	BAUER, ADAM	REIMBURSEMENT FOR SUPPLIES	23.49
05/23/2025	83302	BERG, RYAN	V BB OFFICIAL 4-25-25	110.00
05/23/2025	83303	CENTURYLINK	715-643-3647	994.46
05/23/2025	83304	CESA 11	SPRING PAPER ORDER	1,324.00
05/23/2025	83305	SCHOOL DISTRICT OF COLFAX	MS/HS TRACK ENTRY FEES: 4/24, 5/6 & 5/12	600.00
05/23/2025	83306	DACHEL, PAYTON	V BB OFFICIAL 4-25-25	110.00
05/23/2025	83307	HANSEN, BRIAN	V SB OFFICIAL 4-25-25	110.00
05/23/2025	83308	HEARTLAND BUSINESS SYSTEMS	TECH SUPPORT	80.00
05/23/2025	83309	HELDT, DONALD	REIMBURSEMENT FOR SCHOOL VEHICLE CAR WASH	15.00
05/23/2025	83310	JMC COMPUTER SERVICES INC	STUDENT SOFTWARE - HIGH SCHOOL	3,976.70
05/23/2025	83310	JMC COMPUTER SERVICES INC	STUDENT SOFTWARE - MIDDLE SCHOOL	3,233.20
05/23/2025	83310	JMC COMPUTER SERVICES INC	STUDENT SOFTWARE - TCE	5,897.39
05/23/2025	83311	MCGINLEY, JOHN	V BB OFFICIAL 5-16-25	110.00
05/23/2025	83312	MIDWEST BUS PARTS INC	BUS PARTS	73.74
05/23/2025	83313	PAN-O-GOLD BAKING CO	BREAD	227.43
05/23/2025	83313	PAN-O-GOLD BAKING CO	BREAD	354.64
05/23/2025	83314	RAPACZ, JOSEPH	TRACK OFFICIAL 5-15-25	150.00
05/23/2025	83315	SCHMIDT, JEFFREY	V SB OFFICIAL 4-25-25	110.00
05/23/2025	83316	TAPPE, COLE	V BB OFFICIAL 5-16-25	110.00
05/23/2025	83317	TRIO SUPPLY COMPANY	FOOD SERVICES SUPPLIES	129.00
05/23/2025	83318	WSPRA	MEMBERSHIP RENEWAL - N KAISER	150.00
05/23/2025	83319	ZAIS, TERRY	TRACK OFFICIAL 5-15-25	150.00
06/04/2025	83329	ARBITER SPORTS LLC	FACILITIES SCHEDULER	945.00
06/04/2025	83330	BCN TELECOM INC TBS	LONG DISTANCE	297.48
06/04/2025	83331	BLUUM OF MINNESOTA LLC	CHROMEBOOK - MS/HS	885.00
06/04/2025	83331	BLUUM OF MINNESOTA LLC	CHROMEBOOK SECURE STORAGE- MS/HS	1,377.49
06/04/2025	83332	BUCHHOLTZ, JAMIE	TRACK TIMING 5/15	400.00
06/04/2025	83333	CHIPPEWA VALLEY SPORTING GOODS	APPAREL	160.00
06/04/2025	83333	CHIPPEWA VALLEY SPORTING GOODS	SUMMER REC HATS/VISORS	1,135.00
06/04/2025	83333	CHIPPEWA VALLEY SPORTING GOODS	SOFTBALL SUPPLIES	312.41
06/04/2025	83334	CINTAS CORPORATION	UNIFORMS & DOORMATS	1,196.86
06/04/2025	83335	GFL ENVIRONMENTAL	RECYCLING HS	664.48
06/04/2025	83335	GFL ENVIRONMENTAL	RECYCLING TCE	333.74
06/04/2025	83336	HEARTLAND BUSINESS SYSTEMS	TECH SUPPLIES	221.77
06/04/2025	83337	INDIANHEAD FOOD DISTRIBUTORS	FOOD	14.00
06/04/2025	83337	INDIANHEAD FOOD DISTRIBUTORS	FOOD & SUPPLIES	6,907.55
06/04/2025	83337	INDIANHEAD FOOD DISTRIBUTORS	FOOD & SUPPLIES	5,300.69
06/04/2025	83337	INDIANHEAD FOOD DISTRIBUTORS	FOOD & SUPPLIES	4,537.65
06/04/2025	83337	INDIANHEAD FOOD DISTRIBUTORS	FOOD	1,615.67
06/04/2025	83337	INDIANHEAD FOOD DISTRIBUTORS	FOOD	341.84
06/04/2025	83337	INDIANHEAD FOOD DISTRIBUTORS	CREDIT MEMO	-166.60
06/04/2025	83337	INDIANHEAD FOOD DISTRIBUTORS	FOOD	137.60
06/04/2025	83338	IRRA GATOR LLC	SPRING START UP	85.00

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
06/04/2025	83339	JACOB MAES PHOTOGRAPHY, LLC	GRAD PHOTOS	690.00
06/04/2025	83340	JEFF BANKS LAT ATHLETIC TRAINING SE	ATHLETIC TRAINING MAY	1,308.24
06/04/2025	83341	JOURNEYED.COM INC.	MICROSOFT STUDENT ADVANTAGE	6,548.00
06/04/2025	83342	JUNIOR ACHIEVEMENT OF WI, INC	JUNIOR ACHIEVEMENT 24-25	720.00
06/04/2025	83343	KEMPS LLC	MAY MILK INVOICES	3,008.91
06/04/2025	83344	MISSISSIPPI WELDERS SUPPLY CO	AG SUPPLIES	42.78
06/04/2025	83345	NEXTGEN COMMUNICATIONS	BUS GARAGE FIBER	400.00
06/04/2025	83346	NILSSEN'S FOODS	HOUSE ACCOUNT CHARGES- FOOD SERVICE	9.95
06/04/2025	83347	PITNEY BOWES INC	MAIL MACHINE	511.53
06/04/2025	83348	POINT C HEALTH	HRA ADMIN FEE MARCH-MAY	150.00
06/04/2025	83349	PUSTOL, NANCY	REIMBURSEMENT FOR GRADUATION SUPPLIES	15.82
06/04/2025	83349	PUSTOL, NANCY	STATE TRACK FOOD ALLOWANCE	280.00
06/04/2025	83350	REGISTRATION FEE TRUST	REMAINING DUE FOR REPLACEMENT PLATES	4.00
06/04/2025	83351	RULE, ROB	GUITAR LESSONS APRIL/MAY	80.00
06/04/2025	83352	SKYWARD	E-SIGNATURE - NEW BOARD MEMBERS	250.00
06/04/2025	83353	STOVEREN, APRIL	REIMBURSEMENT FOR HOTEL STAY - NURSING CONF	398.00
06/04/2025	83354	TEAM SPORTING GOODS INC	UMBRELLAS	198.00
06/04/2025	83355	TRIO SUPPLY COMPANY	FOOD SERVICE SUPPLIES	594.26
06/04/2025	83356	VERIZON WIRELESS	HOTSPOTS	135.72
06/04/2025	83357	WALMART- CAPITAL ONE	FOOD SERVICE SUPPLIES	68.15
06/04/2025	83358	WI ASSN OF SCHOOL BOARDS	TITLE IX TRAINING	395.00
06/04/2025	83359	WE ENERGIES	GAS 922 TIFFANY ST	28.77
06/04/2025	83359	WE ENERGIES	GAS 426 EAST ST	76.67
06/04/2025	83359	WE ENERGIES	GAS BUS GARAGE	33.53
06/04/2025	83360	WHITE, NANCY	STAFF APPRECIATION SUPPLIES REIMBURSEMENT	84.85
06/04/2025	83361	WISEMILLER, ASHLEE	SUPPLIES REIMBURSEMENT - BOY/MEMORY BOOKS	30.00
06/04/2025	83362	XCEL ENERGY	ELECTRICITY HIGH SCHOOL	6,772.38
Totals for checks				244,133.42

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	158,154.33	0.00	59,034.76	217,189.09
27	SPECIAL EDUCATION FUND	0.00	0.00	1,739.75	1,739.75
50	FOOD SERVICE FUND	0.00	0.00	23,080.74	23,080.74
80	COMMUNITY SERVICE FUND	0.00	0.00	2,123.84	2,123.84
***	Fund Summary Totals ***	158,154.33	0.00	85,979.09	244,133.42

***** End of report *****

CHECK		INVOICE	
NUMBER	VENDOR	DESCRIPTION	AMOUNT
1434	VISA	REFERENDUM PURCHASES - SOFTBALL FIELD FLAGPOLE, WEIGHTROOM PAINT	3,408.52
16341	VISA	REFERENDUM STORAGE SUPPLIES	131.68
16342	GOPHER SPORT	REFERENDUM STORAGE SUPPLIES	544.92
16343	KURZ INDUSTRIAL SOLUTIONS	MOTOR - AHU	421.92
83326	ADVANCE AUTO PARTS	ROTARY LIFT BUS GARAGE	42,000.00
83327	AMRAMP	RAMP FOR FOOTBALL STADIUM	37,300.00
83328	DYNAMIC FITNESS & STRENGTH	WEIGHT ROOM	36,720.58
11357207	AUTH CONSULTING & ASSOCIATES, INC	REFERENDUM ENGINEERING/DESIGN SERVICES	11,400.00
11357208	RTS ROOFING INC	PAY APPLICATION #1 - REFERENDUM ROOF REPAIR PROJECT	380,000.00
11357209	CESA 10	REFERENDUM CONSTRUCTION MGT SERVICES	30,780.00
Totals for checks			542,707.62

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
49	OTHER CAPITAL PROJECT FUNDS	0.00	0.00	542,707.62	542,707.62
***	Fund Summary Totals ***	0.00	0.00	542,707.62	542,707.62

***** End of report *****



Blue Bird School Bus Quotation

For

Boyceville Community School District

Price Date: **May 29, 2025**

Expiration Date: **June 29, 2025**

Quote Number: **242926**

Bus Model: **2026 Blue Bird Vision (Propane)**

Capacity: **71P**

Quantity: **2 (two)**

F.O.B. : **Boyceville, WI**

Features:
 ⇒ Meets all Federal Motor Vehicle Safety Standards.
 ⇒ Meets all Wisconsin Trans. 300 requirements.
 ⇒ Equipped per attached specification.

Terms:
 ⇒ Payment in full at time of delivery.
 ⇒ License and title fees are included in price.

Delivery: **Est. Summer 2025**

Dealer Installs: **Lettering/Fleet Numbers**
 (Incl. Parts & Labor) **SEE II Air Foil**



2026 Blue Bird Vision Price:	\$	141,571
Price for 2 (two)	\$	283,142

*Blue Bird reserves the right to amend, modify, or increase the invoiced amount for EV & Non-EV buses at any time prior to and at the time of invoice dependent upon additional costs and expenses incurred by Blue Bird resulting from the implementation of U.S. tariffs on raw materials, components, and imported finished goods. Customer acknowledges potential amendments, modifications or increases.

NOTE: Specifications and pricing shown here were in effect at time of quote. In keeping with its policy of continual improvement, Blue Bird reserves the right to change specifications and pricing without notice or obligations

Boyceville Community School District

Title I Schoolwide Plan

2024-2025



BCSD Mission Statement

The mission of the Boyceville Community School District, as a partner with family and community, is to provide a high-quality education in which students gain respect for themselves, others, and their surroundings and develop a desire for excellence while learning the skills to become contributing members of a global society.

Tiffany Creek Mission Statement

Our mission is to create a community based environment that is committed to providing a nurturing atmosphere where students feel accepted, valued and supported. We are committed to fostering personal growth, while encouraging students to reach their full academic potential.

Building Goals

- 70% of students will meet or exceed proficiency on the oral reading fluency normed measure.
 - Improving Oral Reading Fluency (Responses)
- 85% of students will meet or exceed proficiency on Fastbridge aMath.
- 90% of students will fall in the “No Current Risk” category, in the overall score, on SAEBRs.

Needs Assessment- District Effort (Structural Organization of Tiffany Creek) May, 2025

Grade	Enrolled # of students	Students below 30th Early Math/ aMath	Students below 25th AimsWeb+ /30th Fastbridge	Identified Spec. Ed. Students	English Language Learners	Migrant Students	Homeless Students *	Classroom Teachers	Student to Teacher Ratio (including paras)
ECH	9	NA	NA	11	0	0	0	1	1:3
4k	31	3	10	2	0	0	0	2	1:7
KDG	44	5	12	6	0	0	0	3	1:15
1st	49	7	22	13	2	0	1	3	1:17
2nd	54	10	21	14	2	0	0	3	1:18
3rd	49	9	21	7	0	0	0	2	1:25
4th	46	8	20	8	1	0	0	2	1:23
5th	39	8	19	6	2	0	0	2	1:20
School	321	50 16%	125 39%	67	7	0	1 (9 total in district)	18	

*Provide the number of homeless, unaccompanied children and youth in your district enrolled in public school during the school year according to the grade level groups below. The district that is educating the student, not the district where the student resides, should be counting homeless students for this report.

Primary Nighttime Residence of Homeless Children & Youth	Total Number
Shelter	0
Doubled Up	9
Unsheltered (cars, parks etc.)	0
Hotels/Motels	0
Total	9

*PK includes the following programs when they are administered by public school districts or 2R (independent) charter schools: early childhood special education, Title I preschool, district-operated at-risk programs, and Head Start

**The McKinney-Vento Homeless Education Assistance Act defines unaccompanied homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence, and are not in the physical custody of a parent or guardian.

Academic Data

Fastbridge Math-Fall 2024

Grade Level	0-19.99 %ile High Risk	20-29.99 %ile Some Risk	30-84.99 %ile Low Risk	85th %ile and above College Pathway
PK	6/31 (19%)	1/31 (3%)	17/31 (55%)	7/31 (23%)
K	3/45 (7%)	2/45 (4%)	32/45 (71%)	8/45 (18%)
1st	10/48 (21%)	4/48 (8%)	28/48 (58%)	6/48 (13%)
2nd	26/54 (48%)	3/54 (6%)	22/54 (40%)	3/54 (6%)
3rd	9/46 (19%)	7/46 (15%)	26/46 (57%)	4/46 (9%)
4th	10/45 (22%)	7/45 (16%)	20/45 (44%)	8/45 (18%)
5th	7/39 (18%)	6/39 (15%)	19/39 (49%)	7/39 (18%)
School wide	71/308 (23%)	30/308 (10%)	164/308 (53%)	43/308 (14%)

Fastbridge Math-Spring 2025

Grade Level	0-19.99 %ile High Risk	20-29.99 %ile Some Risk	30-84.99 %ile Low Risk	85 %ile and above College Pathway
PK	3/29 (11%)	1/29 (3%)	20/29 (69%)	5/29 (17%)
K	5/43 (12%)	4/43 (9%)	32/43 (74%)	2/43 (5%)
1st	7/49 (14%)	7/49 (14%)	29/49 (59%)	6/49 (13%)
2 nd	10/51 (19%)	4/51 (8%)	25/51 (49%)	12/51 (24%)
3 rd	9/47 (19%)	5/47 (11%)	27/47 (57%)	6/47 (13%)
4 th	8/44 (18%)	7/44 (16%)	26/44 (59%)	3/44 (7%)
5 th	8/39 (20%)	7/39 (18%)	19/39 (49%)	5/39 (13%)
School wide	50/302 (17%)	35/302 (12%)	178/302 (59%)	39/302 (13%)

Math: In summary:

- Fall school-wide: 67% of students scored at or above the 30th percentile
- Spring school-wide: 72% of students scored at or above the 30th percentile
- School-wide: Students had an overall increase of 5%
 - (from Fall to Spring in the 30th-100% percentile according to the Fastbridge Early Math/aMath screener data.)

Observations about Fastbridge Math data:

- 20 minutes per day; Monday-Thursday; 2nd grade Do The Math Intervention
- 25 minutes per day; Monday- Thursday; 5th grade Core Math support was provided for students along with sporadic one to one reteaching of concepts with manipulatives or enrichment activities for students who performed above the average
- 25 minutes per day; Monday-Thursday; 3rd grade Core Everyday Math small group instruction for students below the 25th percentile according to winter screener
- 2nd grade, in the 30th percentile and greater, showed tremendous growth from 46% in the fall to 73% of the population in the spring.
- 3rd grade in the below the 30th percentile decreased from 34% (fall) to 30% (spring) of the student population.
- Need to implement opportunities for enrichment with regards to students above the 85th percentile; this group is not showing growth from fall to spring; actually four of the grades decreased the percentage of students above the 85th percentile and one remained the same.

- A focus on universal Math curriculum, instruction and assessment was a priority in 2024/25. Staff identified essential standards and evidence based/researched based practices with support from CESA 11 staff. Math committee volunteers piloted two programs with students: iReady and Eureka squared. A program will be chosen, after thorough discussion, and presented to the School Board in June 2025.
- Math interventions will continue during 2025-2026; small group core instruction or push in support will be offered to the grades in need according to screener data based on grade level math instructional time and the interventionist schedule.

Fastbridge Early Reading (4k-1) CBMR (2-5) -Fall 2024 /AIMSweb PK-3 Fastbridge Spring 2025

Fall	0-19.99th percentile rank High Risk	20th - 29.99th percentile rank Some Risk	30th - 84.99th percentile rank Low Risk	above 85th percentile rank College Pathway	
Spring 4k-3	0-10th percentile	11-25th percentile	26-74th percentile	75-89th percentile	90-99th percentile
4K	LNF 16% LWSF 6%	LNF 16% LWSF 16%	LNF 52% LWSF 55%	LNF 10% LWSF 13%	LNF 0% LWSF 3%
K	9%	15%	76%	0%	
K	11%	16%	64%	4%	2%
1st	23%	35%	42%	0%	
1st	29%	16%	51%	2%	4%
2nd	27%	29%	23%	12%	
2nd	24%	15%	39%	9%	11%
3rd	23%	34%	26%	17%	
3rd	27%	16%	43% (CLOSER TO 25TH THAN 74TH)	8%	6%
4th	20%	29%	38%	13%	
4th	30%	13%	46%	11%	
5th	26%	28%	38%	8%	
5th	28%	21%	51%	2%	

Fastbridge Early Reading (4k-1) CBMR (2-5) -Fall 2024

Grade Level	0-19.99th percentile rank High Risk	20th - 29.99th percentile rank Some Risk	30th - 84.99th percentile rank Low Risk	above 85th percentile rank College Pathway
4K				
K	9%	15%	76%	
1st	23%	35%	42%	
2 nd	27%	29%	23%	12%
3 rd	23%	34%	26%	17%
4 th	20%	29%	38%	13%
5 th	26%	28%	38%	8%

Spring AimsWeb Early Reading (4k-1) AimsWeb ORF (2,3) - 2025

Grade Level	1-10th percentile rank Well Below Average	11th - 25th percentile rank Below Average	26th - 74th percentile rank Average	75th-89th percentile rank Above Average	90th -99th percentile rank Well Above Average
4K-31	LNF 5/16% LWSF 2/6%	LNF 5/16% LWSF 5/16%	LNF 16/52% LWSF 17/55%	LNF 3/10% LWSF 4/13%	LNF 0/0% LWSF 1/ 3%
K-45	5/11%	7/16%	29/64%	2/4%	1/ 4%
1st-49	14/29%	8/16%	25/51%	1/ 2%	2/4%
2 nd -54	13/24%	8/15%	21/39%	5/9%	6/11%
3 rd -49	13/27%	8/16%	21/43% (CLOSER TO 25TH THAN 74TH)	4/8%	3/6%

Fastbridge CBMR (4,5) Spring 2025

	0-19.99th percentile rank High Risk	20th - 29.99th percentile rank Some Risk	30th - 84.99th percentile rank Low Risk	above 85th percentile rank College Pathway
4 th	14/46 30%	6/46 13%	21/46 46%	5/46 11%
5 th	11/39 28%	8/39 21%	20/39 51%	1/39 2%

In summary:

- Our PK-3 data is skewed due to an assessment change mid-year.
- On January 1st, 2025, all Wisconsin Public Schools were mandated to assess students in grades 4 K-3, in all reading areas, using AIMSweb Plus.

- Students who fell below the 25th percentile in grades K-3 during the winter or spring assessment window received a Personal Reading Plan (PRP).
- For a student to be released from a PRP, they must:
 - Score above the 25th percentile during the next assessment period **AND/OR** meet, and or exceed, their progress monitoring goal 3 consecutive times
 - Show adequate progress in classroom work and assessments
 - In 3rd grade, be Proficient on the FORWARD exam

What does the data tell us?

- 4k **32%** going into Kindergarten
- 5K **27% with PRPs** ~ below the 25th percentile
- 1st grade **45% with PRPs** ~ below the 25th percentile
- 2nd grade **39% with PRPs** ~ below the 25th percentile
- 3rd grade **43% with PRPs**~ below the 25th percentile... what next?
- 76 total PRP of 186 students = **41% K-3**

ELA Professional Development: fluency instructional practices (EAR), informal assessments

ELA Goal: Reading Fluency

- 70% of all students' grades PK-1 will score at or above the 25th percentile on the AIMSweb+ Early Literacy Screening composite by May 15, 2026.
- 70% of all grades 2 and 3 students will score at or above the 25th percentile on the AIMSweb Oral Fluency Measure by May 15, 2026.
- 70% of all grades 4 and 5 students will score at or above the 30th percentile on the Fastbridge CBMr by May 15, 2026.

Bulldog Time:

- Highest ELA needs in 2025-2026 are in grades 2,4, and 5.
- Kindergarten will have push-in for the 1st semester.
- Intervening early can prevent or reduce the likelihood of students experiencing reading difficulties in later grades.

**State of Wisconsin Student Achievement Results
Forward Exam-English Language Arts ~ Spring 2024**
(Forward data is lagged one year)

Grade	Number of Students Enrolled	Not Meeting Expectations	Meeting Expectations
3	41	34.1%	65.9%
4	38	23.7%	76.3%
5	53	39.6%	60.4%

State of Wisconsin Student Achievement Results
Forward Exam-Math Spring 2024
(Forward data is lagged one year)

Grade	Students Enrolled	Not Meeting Expectations	Meeting Expectations
3	41	36.6%	63.4%
4	38	39.5%	60.5%
5	53	42.7%	52.8%

SAEBRs Winter Data/Character Strong

Tiffany Creek Elementary SAEBRs (Social, Academic, & Emotional Behavior Rating Scale)

Overall SAEBRs Scores

High Risk %	Low Risk %	No Current Risk %
2%	16%	82%

Academic Behavior Scores

High Risk %	Low Risk %	No Current Risk %
5%	14%	81%

Social Behavior Scores

High Risk %	Low Risk %	No Current Risk %
7%	15%	78%

Emotional Behavior Scores

High Risk %	Low Risk %	No Current Risk %
2%	15%	83%

In the fall of 2024, Character Strong, an evidence-based, multi-tiered solution to support whole child success, was adopted for PK-5. The goal is to improve behavior, increase safety, and support mental health. Grade levels aligned report card language with Social Emotional learning standards, and the Behavior Intervention Team (BIT) continues to work toward Tier 2 and Tier 3 intervention implementation.

Title III Boyceville Title III Data Review Protocol

Staffing

- Number of Title I Schools: 1
- Number of certified staff: 27
- Number of certified paraprofessionals: 10

Transitions

**Communication/activities that reflect attention to transitions to the next levels:

- Tours
- ELC Orientation Days
- Playgroups for the community on Wednesdays throughout the year - put on by ELC staff
- Kindergarten Orientation Day
- Open House Day
- Transition meetings between grade levels after the school year
- Parent Survey to help us plan for next year's events
- 5th to 6th grade middle school transition ½ day
- The first 2 days are official "Transition Days"

Data Meetings

- Tuesday rotation (PBIS, Guiding Coalition, Staff Meeting, Building Council)
- Wednesday Grade Level PLC meeting
- Friday Leadership Team meeting

Professional Development Inservice Plans: 2024-2025 [Professional Development](#)

- ELA Standards Alignment and Assessment
- EARs Fluency Modeling and Instruction
- Math Standards Alignment/Curriculum adoption
- English Learners' Best Practices
- AIMSweb+ training
- John Hattie's Visible Learning
- IXL training

District/Building Curriculum Resources June 2025

	READING	Grade Span	Funding Source	Mathematics	Grade Span	Funding Source
Universal/Core Program	HMH Into Reading With UPDATE 2025-2026	K - 5	District	Everyday Mathematics (Updated version June 2016)	1 – 5	District
Selected & Supplemental Programs	IXL Decodable Text *Read Alouds *Partner Reading *Paired Reading UFLI Epic Heggerty HMH Structured Literacy	K-5	Grants/ District	Math Facts Timings Computer Software Moby Max	K-5	District

Targeted & Intervention Programs	Direct Instruction Fastbridge UFLI Sonday Phonics to Reading Read Live Naturally Heggerty Advanced Word Study	PreK-5	Title I & Spec. Ed. grants	Direct Instruction Connecting Math Concepts Bridges Graham Fletcher Building Fact Fluency K-5	K-5	District Spec. Ed. Grants
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Parent Involvement

1.) Identify the district parental involvement policy.

2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirements of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

Development of Administrative Guidelines for Parent Participation

The District Administrator shall ensure that the Title I plan under Section 6312 contains administrative guidelines which have been developed and approved by the District and parents of participating students and distributed to parents. The guidelines shall describe how:

- A. the District expects and encourages parents to be involved in the planning, review, and improvement of Title I programs, including their participation in the development of the plan under Section 1112 and the process for school review and improvement under Section 1116;
- B. meetings will be conducted with parents including provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- F. parents will be provided with assistance (e.g., literacy training and technology) in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- G. timely responses will be given to parental questions, concerns, and recommendations;

The district will provide coordination, technical assistance and other support necessary to assist Title I schools in developing effective parental participation activities to improve academic achievement and school performance;

- I. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and how strategies will be devised to improve parental involvement and to revise, if necessary, this policy;
- J. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- K. other activities will be conducted as appropriate to the plan and State and Federal requirements.

The District Administrator shall also ensure that the guidelines include a school-parent compact developed jointly by the District and parents, which outlines the responsibilities of the school staff, the parents and the student for academic improvement. The school-parent compact shall include provisions addressing:

- A. the school's responsibility to provide high quality curriculum and instruction in a supportive, effective learning environment;
- B. parent's responsibility for such things as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and positive use of extracurricular time; and
- C. the importance of parent-teacher communication on an ongoing basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to parents; reasonable access to staff; and to opportunities to observe and participate in classroom activities.

Informing Parents of Their Right to be Involved in Development and Administration of this Policy

The District Administrator shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting, at a convenient time, to which parents of participating children are invited and encouraged to attend, to explain the school's involvement under Title I, the requirements to develop this policy, and the parents' right to be involved;

involves parents in an organized, ongoing and timely way in the development, review, and

- B. improvement of parent involvement activities;
- C. provides participating students' parents with:

- 1 timely information about the Title I programs;
- 2 an explanation of the curriculum, the forms of academic assessment, and the proficiency levels expected;
- 3 regular meetings, upon request by a parent, to make suggestions and receive responses regarding their student's education.

Notice to Parents and Updating the Policy

The District will notify all parents of this policy, the guidelines, and the school-parent compact in a language understandable to the parents, to the extent practicable. Additionally, this policy will be made available to the local community and will be updated periodically to meet the changing needs of parents and the school.

20 U.S.C. 6318

34 C.F.R. Part 200 et seq.

2.) How were parent involvement activities assessed?

There will be a survey coming to families that will assist us with planning 24-25 activities and committees.

3.) School/~Family Compacts

[School-Parent-Student Compact](#)

At parent teacher conferences all students fill out a sheet cooperatively with parents and teachers to set goals for the coming trimester. An example of these is linked in our digital folder.

4.) Communication to parents identifying procedures to voice concerns.

This is put in the elementary newsletter and the district newsletter to make all parents aware of their rights. We also post on JMC, our Facebook Page and on the district webpage.

Family Activities

Grade-Level	Date	Participants	Activities
All	8/24/23	520+	Open House Day ~ Welcome back to school
All	8/24/23 10/19/23 2/19/24 2/22/24	300+	Scholastic Book Fair at TCE
pre-ELC	monthly	25+	Little Bulldogs Playgroup
Pre K - 2nd	December	300+	Winter Music Concert

3rd-5th	April	300+	Spring Music Concert
4th	April	100+	Madison Field Trip
5th	May	200+	Re-Invention Fair ~ created a grade level video of all projects and shared with community & parents
Family Fun Nights	Throughout the year		PT Conferences Book Fairs Annual Meeting
Reading Week	January 2025	All	Guest readers, family reading logs, kick-off and wrap-up assemblies

2025-2026 Family Engagement Goal and Plan

Data Team

- Jerim DesJarlais (Principal)
- Shannon Bignell (Title I Coordinator, Reading Specialist, Title III Co-Coordinator)
- Becky Hanestad (Director of Special Education)
- Angela Hellmann (Interventionist)
- Taylor Pitt (School Counselor)
- Liz Stolte (Title 3 Co-Coordinator)



Boyceville Early Remediation Plan

Section 1: Introduction

Boyceville’s Early Literacy Remediation Plan

Publication Date: 6-5-2025

Tiffany Creek Elementary Vision: Empowering individuals to realize their fullest potential to become impactful members of society
Tiffany Creek Elementary Mission: Create a community based environment that is committed to providing a nurturing atmosphere where students feel accepted, valued and supported. We are committed to fostering personal growth, while encouraging students to reach their full academic potential.

Universal Approach to High Quality Instruction

Links to Standards:

- [Wisconsin Standards for English Language Arts \(DPI, 2020\)](#)
- [Wisconsin Essential Elements for English language Arts \(DPI, 2022\)](#)
- [Wisconsin Model Early Learning Standards Fifth Edition](#)
- [The 2020 Edition | WIDA](#)

Public schools and independent charter schools must provide explicit and systematic instruction in science-based early literacy, which must include all the following:

- Phonological awareness, including word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation.
- Phonemic awareness, including phoneme identification, isolation, blending, segmentation, addition, substitution, and deletion
- Phonics
- Building background knowledge
- Oral language development
- Vocabulary building to develop lexical and morphological knowledge
- Instruction in writing
- Instruction in comprehension
- Reading fluency

(Wis. §§ 118.015(1c)(b))

Universal Approach to High Quality Instruction Narrative:

- *Instructional framework(s)*
 - English Language Arts instruction is based on language and vocabulary building with close reading and the development of comprehension skills.
 - Foundations of Reading include direct instruction in the areas of phonemic awareness and phonics with systematic and systemic phonics instruction delivered daily.
 - Routine writing as part of evidence-based responses is modeled and written as part of the written language curriculum. Process writing of argument, narrative and informational genres is included at each grade level.
 - Grammar and sentence writing are addressed at all grade levels.
- *Curriculum*
 - *Grades K-5 utilize Houghton Mifflin Into Reading Language Arts program.*
 - Phonemic Awareness:
 - Heggerty Phonemic Awareness 4K-Grade 1
 - Phonics instruction:
 - Kindergarten and Grade 1 - UFLI : University of Florida Literacy Institute Foundations
 - Grade 2 - HMH Structured Literacy
 - Grade 3 - HMH Phonics and Spelling
 - Grades 4-5 Morpheme Magic
 - *Evidence-based and inclusive instructional practices including engagement strategies:*

- Standards-based learning targets
 - Direct Instruction- Systematic instruction
 - Gradual release of responsibility (I do, we do, you do)
 - Metacognitive strategies
 - Graphic organizers
 - Evidence-based writing responses
 - Writing frames
- *Positive behavior expectations*
 - Perseverance, Responsibility,
 - Character Strong Universal Counseling Curriculum, Behavior Solutions, Behavior Academies, Character Strong Tier 2
 - *Differentiated scaffolds/supports available within universal instruction:*
 - All educators grades Kindergarten through Grade 3 have been trained in the evidence-based Top Ten Tools through the 95% group. Educators utilize this program as part of differentiated phonics instruction in addition to on grade level core word study/phonics lessons.

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners

<p>Statewide 4K Fundamental Skills Screening Assessment</p> <p>Screening windows/dates: Fall Spring</p>	<p>Pearson aimswebPLUS</p> <ul style="list-style-type: none"> Phonemic Awareness Letter-Sound Knowledge 	<p>Parent/Caregiver Communication:</p> <ul style="list-style-type: none"> Parents and caregivers can expect to receive a letter within 15 days of the scoring of the statewide early literacy screener. Reports will be sent twice per year in the fall and spring. Please notify the school of your preferred language and mode of communication.
<p>Statewide 5K - 3 Universal Screener</p> <p>Screening windows/dates: Fall Winter Spring</p>	<p>Pearson aimswebPLUS</p> <ul style="list-style-type: none"> Phonemic Awareness Letter-Sound Knowledge Alphabetic Knowledge Decoding Oral Vocabulary Reading Comprehension (2-3) Oral Reading Fluency 	<p>Parent/Caregiver Communication:</p> <ul style="list-style-type: none"> Parents and caregivers can expect to receive a letter within 15 days of the scoring of the statewide early literacy screener. Reports will be sent three times per year in the fall, winter, and spring. Please notify the school of your preferred language and mode of communication.

Diagnostic Literacy Assessments

Diagnostic assessments will be administered to students who score below the 25th percentile on the screener or who are referred for additional testing by a teacher or parent/caregiver. Act 20 requires that a diagnostic assessment include all of the specific literacy subskills enumerated in Act 20 and meets the technical specifications in Act 20 (i.e., a sensitivity rate of at least 70%, a specificity rate of at least 80%, and includes a growth measure).

Diagnostic technical specifications: [Diagnostic Assessment for Early Literacy](#)

Skill Area	Assessment(s)
Rapid Naming (RAN)	Fastbridge
Phonological Awareness	aimswebPlus
Word Recognition	aimswebPlus
Spelling	aimswebPlus
Vocabulary	aimswebPlus
Listening Comprehension	aimswebPlus
Oral Reading Fluency	aimswebPlus
Reading Comprehension	aimswebPlus
Parent/Caregiver Notification	https://dpi.wi.gov/reading/dyslexiaguidebook

Section 3: Student Supports

Early Literacy Interventions

The following evidence-based interventions provide explicit and systematic instruction and are available for students in need of additional support, including students with characteristics of dyslexia:
(add link to additional document or complete the table below)

Literacy Skill Intervention	Strategy or Resource	Weekly Progress Monitoring Tool or Resource
Phonemic Awareness Phonological Awareness	Heggerty Phonemic Awareness UFLI SIPPS	aimswebPlus
Basic Reading Skills <ul style="list-style-type: none"> • Phonics • Fluency 	UFLI Sonday System Fastbridge Interventions - Word Boxes and Word Mix-Up Fastbridge Fluency Intervention Phrase drills Read Live From Phonics to Reading Foundations	aimswebPlus
Vocabulary and Comprehension	95% Group Comprehension Toolkit Read Live/Naturally	Fastbridge CBMr w/Comprehension
Spelling	UFLI Fastbridge Word Mix-Up	Weekly dictation assessment

Personal Reading Plans

- Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan will include:
 - A description of the science-based early literacy programming being delivered to the child;
 - Early literacy assessment data;
 - Overall early literacy analysis;
 - Student goals and support plan;



- Additional services to accelerate early literacy skills;
- Recommendations for culturally relevant early literacy learning;
- Record of attendance and progress;
- Record of communication with parent(s)/caregiver(s)

- The school will provide a copy to families/caregivers **no later than the third Friday in November or within 10 days** of a subsequent screener or diagnostic assessment requested by a parent/teacher.
- Families/caregivers can expect to receive updates about the student’s progress **at least every 10 weeks**
- Personal Reading Plan Template
- Local exit criteria for PRP by grade level, if outlined by the LEA (See below)

Wisconsin’s Informational Guidebook on Dyslexia and Related Conditions

<https://dpi.wi.gov/reading/dyslexiaguidebook>

Promotion Policy

[Promotion Board Policy 5411](#)

Summer Reading Support

Tiffany Creek Elementary School provides two summer sessions of support and enrichment classes.

Exit Criteria

- Students who score above the 25% on the aimswebPlus progress monitoring measure for three consecutive data points will be considered to have completed their current personal reading plan.
- Third grade students will be considered to have completed their personal reading plans with the addition of scoring of Meeting or Advanced on the Wisconsin Forward Exam proficiency level.
- Review of data with families will be considered in personal reading plan completion.

Section 4: Family & Community Engagement

Family Notification Policy

Insert or link your family notification policy to demonstrate compliance with Act 20. This policy must include:

- how parents/caregivers will be notified of assessment results;
- a plain language description of the literacy skills measured in the reading readiness assessment(s); and
- how the district/school will share special education information and information about the characteristics of dyslexia with families/caregivers of students whose diagnostic assessment results indicate “at-risk” status.

Family and Community Engagement Strategies

[Family Engagement District Policy](#)

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

As part of the Wisconsin Reading Specialist requirements ([118.015](#)), the District Reading Specialist annually reports to the district’s school board addressing the following components as outlined in the law.

- Implement a reading curriculum in grades kindergarten to 12.
- Act as a resource person to classroom teachers to implement the reading curriculum.
- Work with administrators to support and implement the reading curriculum.
- Conduct an annual evaluation of the reading curriculum.
- Coordinate the reading curriculum with other reading programs and other support services within the school district.



Note: Act 20 includes 4K curriculum/evaluation.



Wisconsin Interscholastic Athletic Association

5516 Vern Holmes Drive, Stevens Point, WI 54482-

8833 Phone (715) 344-8580 · Email:

sschulfer@wiaawi.org

SENIOR HIGH MEMBERSHIP RENEWAL

Grades 9-12

2025-26 School Year

Member School *

Boyceville High School ▼

I, as duly authorized by the Board of Education or Governing Body of the above named school, request membership in the Wisconsin Interscholastic Athletic Association for 2025-26. **I understand and agree that as a condition of membership, the above named school adopts the rules of this Association and will conduct its athletic program in accordance with the Constitution, Bylaws, Rules of Eligibility and Sports Regulations (boys and girls) as well as the interpretations and decisions of the WIAA Board of Control.**

It is further agreed that the administrators and coaches of the above named school have Board of Education or Governing Body approval if called upon to serve the WIAA in an elected or appointed position.

Note 1: A school that voluntarily terminates membership in the Association shall be denied readmission for a period of four (4) school years.

Note 2: A member school is required to maintain administrative control and oversight of at least one independently sponsored interscholastic athletic program or co-op program throughout the duration of its membership.

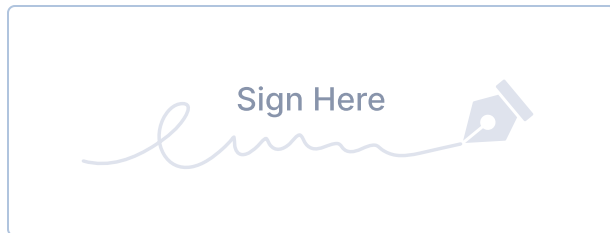
Note 3: The WIAA membership-sponsored tournaments are the collective property of the Association and not of any individual member. The Association reserves the right to promote and advance the membership's interests with publication information; exclusive arrangements to create recognition and exposure for school-sponsored activities; restrictive policies prohibiting exploitation and commercialization of

membership-sponsored tournaments; appropriate proprietary interests; and the use of images or transmissions identifying students, administrative personnel and member school marks.

By checking this box and submitting our 2025-26 Senior High Membership Renewal form, you agree that you and your school administration have read, in its entirety, the [WIAA Senior High Handbook](#). You are verifying that you, your staff, and student athletes are abiding by all WIAA rules and regulations as outlined in the WIAA Constitution and Bylaws. I further certify that if I have not understood any information contained in this document, I have sought and received an explanation of the information prior to signing this document. *

By checking this box and submitting our 2025-26 Senior High Membership Renewal form, I am acknowledging that I am responsible for ensuring that our School Directory is accurate and updated with any/all changes. I have also verified that our administration and coach contact information is updated in the online [WIAA School Directory](#). By ensuring that these are accurate, important information from WIAA staff will reach the necessary people. *

Board of Education, Governing Body President, or Authorized Administrator *



Powered by **Jotform Sign**

Signature

Name *

First Name

Last Name

Email *

example@example.com

Sign and submit this Membership Application no later than August 1, 2025.

Continue

Boyceville Community School District

1003 Tiffany Street • Boyceville, Wisconsin 54725-9407

www.boyceville.k12.wi.us • 715-643-3647 (DOGS)

Leading Today ... Developing Excellence for Tomorrow!

June 2, 2025

Dear Ohly Americas,

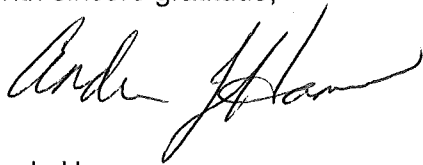
On behalf of the Boyceville Science Olympiad team, we would like to extend our deepest thanks for your generous donation. Your support plays a vital role in helping our students pursue their passion for science, technology, engineering, and mathematics through hands-on, inquiry-based learning.

Your contribution allows our team to access essential resources, travel to competitions, and continue building a strong tradition of academic excellence. The impact of your generosity will be felt far beyond this season, inspiring curiosity and confidence in our students for years to come.

Specifically, this donation will help us to expand our Science Olympiad makerspace environment by investing in a new Laser Engraver/Cutter as well as enhance student opportunities related to 3D printing and fabricating, both in Science Olympiad and in the classroom in general. Laser engraving/cutting and 3D printing technology is changing quickly and we are doing our best to provide students with exciting opportunities to learn about and utilize this technology. Your donation will allow us to continue and expand on these efforts, providing more students with more opportunities to not only learn about the technology but actually use it in the classroom.

Thank you once again for investing in the future of young scientists. We are proud to have Ohly Americas as a partner in our educational journey.

With sincere gratitude,



Andy Hamm
Coach, Boyceville Science Olympiad
andyha@boyceville.k12.wi.us



Russell Riehbrandt
Coach, Boyceville Science Olympiad
russr@boyceville.k12.wi.us

From: **Coulton, Shiela DPI** <Shiela.Coulton@dpi.wi.gov>
Date: Thu, Jun 5, 2025 at 2:40 PM
Subject: Technical Incentive Grant Payment
To: nicholask@boyceville.k12.wi.us <nicholask@boyceville.k12.wi.us>

Congratulations! This email serves as a notification that your school district received Career and Technical Education (CTE) Incentive Grant funding from your application claim submitted by September 30, 2024.

This state grant, administered by the WI Department of Workforce Development (DWD) in collaboration with DPI, awards funds of up to \$1,000 per student to school districts for the class of 2024 high school graduates who have also earned industry-recognized certifications (IRCs). This appropriation incentivizes school districts **to support CTE programming**, which results in students earning industry-recognized certifications. For more information about the IRCs, please visit the DWD website at: <https://dwd.wisconsin.gov/det/cteincentive/>

School districts claimed funds for reimbursement based on the students who met the following eligibility criteria:

- certifications earned were on the Class of 2024 Approved Certifications List, and,
- students graduated with a high school diploma in 2024 from the district that submitted the claim

For this fiscal year, the available allocation for the grants was \$8 million. The funding is limited to \$1,000 per pupil regardless of the number of certifications the student earned on the approved list. The total allocation of \$8 million was prorated across the eligible 12,810 claims, resulting in \$624.51 per student. These funds will be disbursed to each qualifying applicant's school district electronically on June 9, 2025. You may utilize the [Aids Register](#) to check if the payment has been deposited into the ACH account the DPI has on file.

District Name: 0637 - Boyceville Community School District

Submitted By: Pat Gretzlock


#Claims Approved: 6

Total Payment: \$3,747.06

Questions regarding this notification should be directed to CTE@dpi.wi.gov.

Questions regarding the award amount should be directed to DETCTEGrants@dwd.wisconsin.gov

Career and Technical Education (CTE) Team
WI Department of Public Instruction
[\[SB1\]](#)

 **CTE** Learning that works for Wisconsin

This institution is an equal opportunity provider