

# October Newsletter

Boscobel Area Schools



## Homecoming 2023



### OCTOBER BOARD MEETING

The Monthly Regular Board Meeting will be held on **Monday, October 9th at 6:30pm.**

### BUDGET MEETING

The Budget Meeting will be held in the Middle/High School Cafeteria on **Monday, October 30th, 2023 at 6:30 pm.**

### ANNUAL MEETING

The 2023 Annual Meeting of the Boscobel Area School District will be held in the Middle/High School Cafeteria, 300 Brindley Street, Boscobel, on **Monday, October 30th, 2023 following the budget meeting.**



3rd Graders went to the school forest on Friday, September 8th  
to harvest vegetables.  
Monday and Tuesday after,  
Mrs. Kendricks class made salsa and quesadillas.







Congratulations to Harper Edge, a Third Grader at Boscobel Elementary!

Harper caught the largest Rainbow Trout this past summer in Mr. Kinney's summer school fishing class. Harper received her trophy mount this past week. Doug Post of Doug Post Taxidermy mounted and donated the trout to Harper. Way to go Harper!

Mr. Kinney would like to again thank Cabela's, Amcor, Tall Tales, Fillbacks, Doug Post,, Shane Wagner, and all the people who helped make the summer school fishing class a great success again this past year.



Mrs. Dalton's math group has been working on perfect squares and perfect cubes. This day they were building perfect cubes using mini cubes. They enjoyed building towers!



# Boscobel Area Schools 2023-2024

**Jul-23**

Sun	M	T	W	TH	F	Sat
	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**July**  
18 - Online Registration Begins

**January**  
1-2 - No School Holiday Break  
1 - Holiday (New Years)  
15-18- Finals  
18 - End of 2nd Qtr  
19- Teacher Workday

**Jan-24**

Sun	M	T	W	TH	F	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**Aug-23**

Sun	M	T	W	TH	F	Sat
			2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**August**  
1 - In-person Registration Begins/Picture Day ES/MS/HS  
14-18, 25, 28 Floating Work Day  
21- New Hire In-service  
22 - All staff In-service  
23-24, 31- Teacher In-service  
29 - Teacher Workday  
30 - Teacher Workday Open House 5:00 - 7:00 PM

**February**  
16 - Mid-quarter grade checks (MS/HS)  
22- Early Release 1:15 at ES, 1:25 as MS/HS  
22- Parent Teacher Conferences 1:45 PM - 8:30 PM  
23- No School - Mid-winter Break

**Feb-24**

Sun	M	T	W	TH	F	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

**Sep-23**

Sun	M	T	W	TH	F	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**September**  
1- First Day of School  
4- Labor Day- NO SCHOOL  
13 -Picture Day (MS/HS)  
20 - Picture Retake Day (ES)  
29 - Mid-quarter grade checks (MS/HS)

**March**  
21 - End of 3rd Quarter  
22- Student Early Release (ES at 1:15 PM, MS/HS at 1:25 PM)/Teacher Work Time  
25-29- Spring Break- NO SCHOOL  
29- Good Friday

**Mar-24**

Sun	M	T	W	TH	F	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**Oct-23**

Sun	M	T	W	TH	F	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**October**  
11- Picture Retake Day (MS/HS)  
26- Early Release 1:15 at ES, 1:25 as MS/HS  
26- Parent Teacher Conferences 1:45 PM - 8:30 PM  
27- Fall Break- NO SCHOOL

**April**  
26 - Mid-quarter grade checks (MS/HS)

**Apr-24**

Sun	M	T	W	TH	F	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**Nov-23**

Sun	M	T	W	TH	F	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**November**  
3- End of 1st Quarter- Student Early Release (ES at 1:15 PM, MS/HS at 1:25 PM)/Teacher Work Time  
10- Veteran's Day  
22 - Early Release (ES at 1:15 PM, MS/HS at 1:25 PM)  
23- Thanksgiving - NO SCHOOL  
24- Fall Break - NO SCHOOL

**May**  
25- Class of 2024 Graduation  
27- No School- Memorial Day  
31- Last day of School, End of 4th Quarter  
(1:15 PM at ES, 1:25 PM at MS/HS)

**May-24**

Sun	M	T	W	TH	F	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**Dec-23**

Sun	M	T	W	TH	F	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**December**  
8 - Mid-quarter grade checks (MS/HS)  
22 - NO SCHOOL Winter Break  
25-29- Winter Break- NO SCHOOL  
25- Holiday - NO SCHOOL(Christmas Day Holiday)  
26- Holiday - NO SCHOOL (Christmas Eve Holiday)  
29- Holiday - NO SCHOOL (New Year's Eve Holiday)

**June**

**Jun-24**

Sun	M	T	W	TH	F	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Teacher Work Day (No School)	<span style="background-color: #FFDAB9; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Student Contact Day
<span style="background-color: #FFB6C1; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Teacher In-Service Day	<span style="background-color: #FFFF00; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Early Release for PLC's (1:15 PM at ES, 1:25 PM at MS/HS)
<span style="background-color: #FFA07A; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> New Hire In-Service (Floating Teacher Work Day)	<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Early Release (1:15 PM at ES, 1:25 PM at MS/HS)
<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Floating Work Days	<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> End of Quarter (Early Release at 1:15 at ES, 1:25 as MS/HS)
<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Online Registration	<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Parent/Teacher Conferences
<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> In-Person Registration	

**School Day:** 7:55 am - 3:20 pm (ES)  
7:50 am - 3:25 pm (MS/HS)

### Student Contact Days

44 days - 1st Qtr  
44 days - 2nd Qtr  
43 days - 3rd Qtr  
45 days - 4th Qtr  
**176 Student Contact Days**

### Teacher Contracted Days

Total Student Contact Days	176
Total Inservice Days	4
PPTC	2
Total Teacher Work Days (Including Floating)	4
Holiday	3
<b>Total</b>	<b>189</b>





Our students at Boscobel Elementary School had fun participating in the various dress-up days for National Suicide Awareness Week. In addition to the dress-up days, students participated in activities that revolved around helping students develop skills related to self-care, recognizing and understanding their own feelings, and providing them with guidance on what steps to take if they ever find themselves overwhelmed by their emotions.





# Dress up Days











# School Spirit Day



**Go Big Red!!**



# "We Believe All Our Students Can Achieve"

Wisconsin School Board Appreciation Week October 1st-7th

Thank you to our school board for everything you do for the district and our community!

Todd Miller– President  
Wendi Stitzer– Vice President  
Casey Updike– Treasurer  
Kaye Woodke– Clerk  
Sarah Roth– Director  
Jimmie Kaska– Director  
Greg Loos– Director



**THANK YOU**





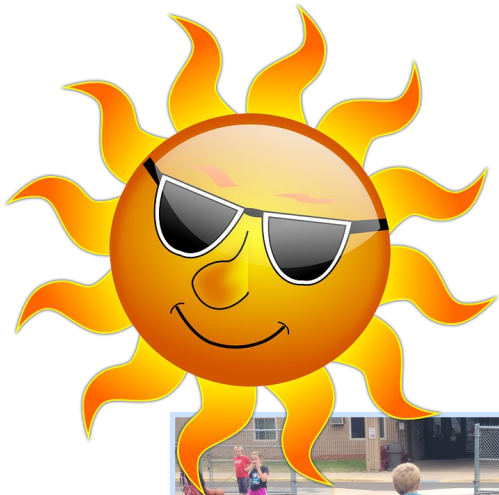


# Harvesting Veggies from the School Forest





# Playground Fun!!







Each month Ms. Bender's class receives a book to take home and keep due to generous book sponsors. Pictured are her students with their September book.





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## National Custodian Day, October 2nd!

Thank you to the custodial staff for keeping the school district clean and running smoothly. You do an amazing job everyday!

Nate Copsey– Director of Facilities & Grounds

Burnie Faulkner

Jim Trumm

Sue Guernsey

Arnie Burgus

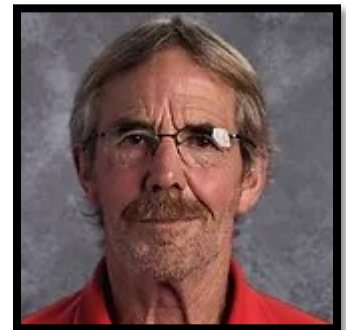
Theresa Pendleton

Emerald Faulkner

Brent Childs

John Kussmaul

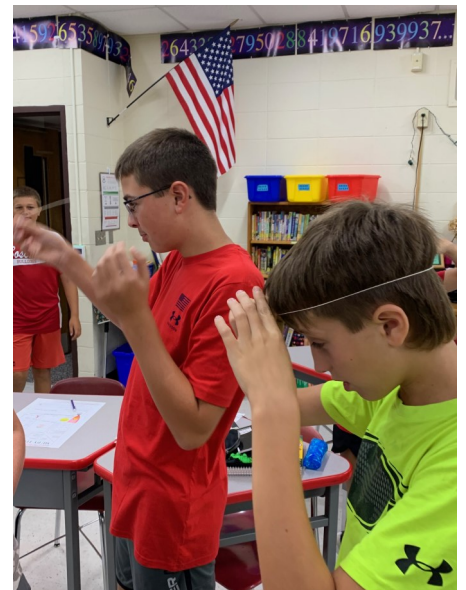
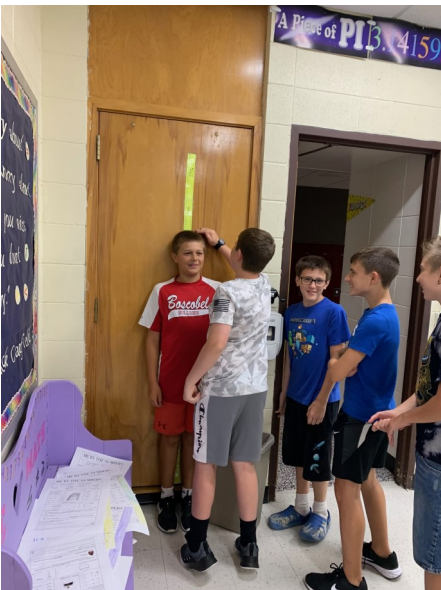
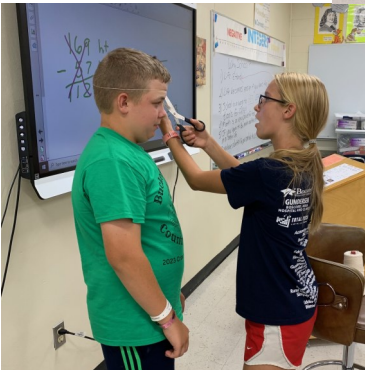
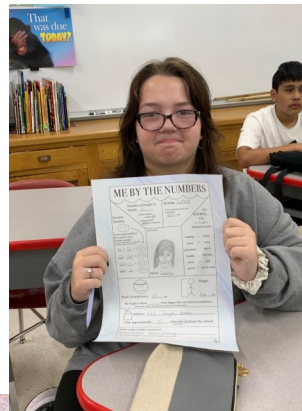
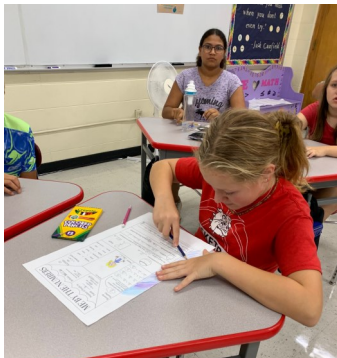
James Madsen





# First Day of School

On the first day of school, the 7th grade math students completed a poster about themselves. To answer the questions, they had to do several math problems, such as long division to determine how much taller they are in comparison to the circumference of their head. This task also involved measurement. Students were also asked to calculate how many days they have been alive. They needed to remember to count the leap years. This is just a few of the mathematical questions they were engaged in to start the school year.







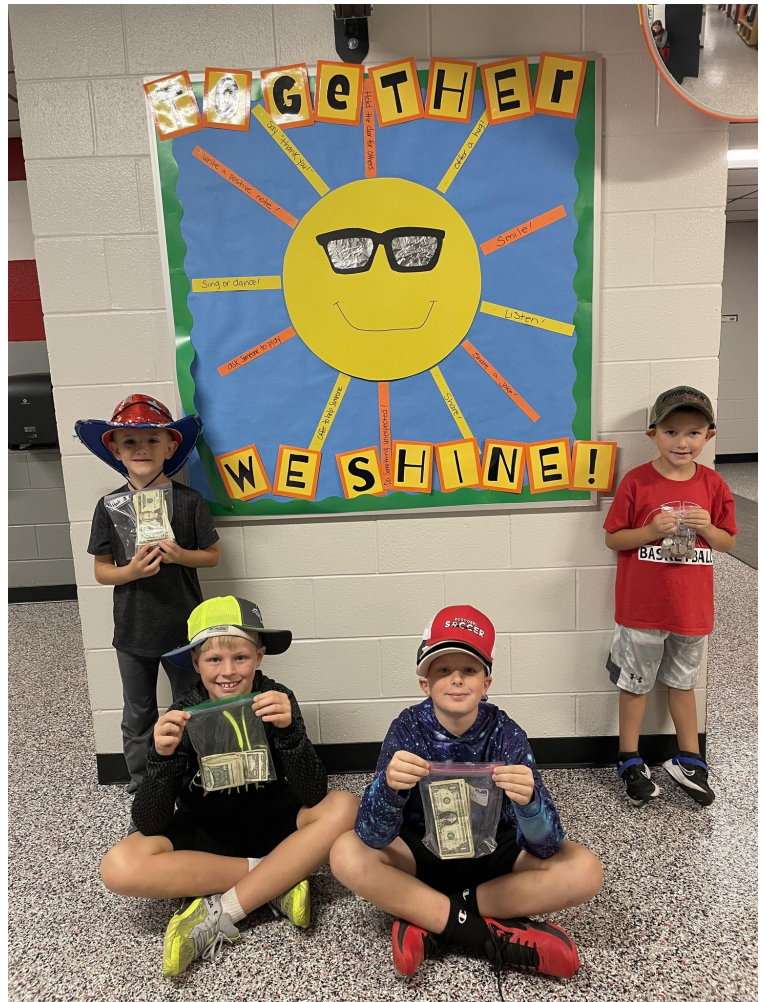
Accounting Associates, Inc. of Boscobel recently donated \$500 towards the purchase of birthday books at Boscobel Elementary School. On their birthday, each student selects one book to take home along with a bookmark. Weekend and summer birthdays are included so all students receive a book throughout the year. The Boscobel Parent Teacher Community (PTC) sponsors this activity by purchasing the books through Scholastic. Pictured are Bridget Bender and Michelle Mueller of the PTC along with DeAnne Chappell of Accounting Associates. If you would like to donate or support the PTC, you can find them on Facebook under Boscobel Elementary Parent Teacher Community. Any donations can be mailed to the school, but all checks must be made payable directly to Scholastic.





The response from parents and students alike was truly heartwarming. Your willingness to contribute \$1.00 to wear your favorite hats not only added a touch of fun to our school day, but also made an impact on those in need.

We also want to acknowledge the importance of educating our students about mental health and the value of supporting one another. Your participation in this event has not only raised funds, but has also helped create a safe and understanding environment where we can openly discuss these important issues. Together, we can continue to make a difference in our community and beyond. [#BoscobelPride](#)



Our high school Foods classes are setting up kitchen crime scenes for FACE and FCS 6-8 exploratory classes this week. The middle school Exploratory students will be investigators and challenged to find all the kitchen rules that were broken and explain how to be safe in the kitchen!





The Boscobel Area School District and staff, specifically **Rhonda Scallon**, were honored for being one of the top-producing Youth Apprenticeship programs in southwest Wisconsin.

The criterion for this award is based on the number of students who are available to participate, divided by the number of students who successfully complete the Youth Apprenticeship program.

In 2022-23 Boscobel had 27 students successfully participate in the program which is approximately 23% of the eligible population. Statewide the average participation rate is about 6%. Boscobel has seen significant growth in Youth Apprenticeship participation in the last two years. In 2020-2021, nine (9) students participated.

The reason for this successful growth is multi-fold. First and foremost is the hard work, dedication, and passion of Rhonda Scallon. Rhonda's passion and compassion for her students' success through the Academic and Career planning process is proven by the number of Youth Apprentices.

Boscobel is blessed to have professional educators who provide high-quality relevant instruction. This relevant instruction provides students with the basic knowledge needed to start exploring their career pathways with local employers. Students enrolled in the Youth Apprenticeship program are required to take two semesters of related instruction in their chosen pathway.

The Youth Apprenticeship program is a work-based learning program sponsored by the Department of Workforce Development. For students to participate they must agree to work at least 450 hours a year in their chosen pathway. Students would not be able to meet this requirement without the support of the community and local businesses. Employers agree to provide meaningful work, mentor their Youth Apprentices, and provide training to meet the required occupational competencies of the program.

Finally, the program cannot exist without the support of district administration and the Board of Control. Boscobel has a vision of excellence for its students and community. The recognition presented provides evidence Rhonda Scallon and the entire Boscobel staff are striving for excellence.





## MESSAGE FROM THE STUDENT SERVICES TEAM

Dear Parents and Guardians,

As part of our ongoing commitment to the emotional well-being of our students, we are addressing an increasingly recognized concern - depression in teenagers. It is distressing to note that many students who require additional support often go unnoticed. Studies reveal that 17% of teenagers grapple with severe depression and even contemplate suicide. At the Boscobel Area School District, we consider this issue of paramount importance, and firmly believe that no student should endure their struggles in silence when help is readily available.

To better support our students, we are pleased to introduce a confidential and free emotional health screening program for our student body. We are proud to take this proactive step in safeguarding the health and welfare of our students. We sincerely hope that you will consider making use of this valuable service for your child.

**About the Screening:** The Reynolds Adolescent Depression Scale (RADS-2) is a concise questionnaire designed to identify teenagers who may be experiencing depression or other mental health concerns. This screening serves as a vital first step in connecting these students and their parents with the necessary community resources.

### How Does the Program Work?

The screening will take place at Boscobel Middle and High School over three separate days:

- **7th Grade students:** Thursday, October 5, 2023
- **9th Grade students:** Thursday, October 12, 2023
- **11th Grade students:** Thursday, October 19, 2023

The screening will be integrated into the school day and will have minimal impact on instructional time. It is coordinated with classroom teachers and seamlessly incorporated into the daily schedule. The screening process consists of three straightforward steps:

**Step One:** On their designated day, students will complete a brief 5-8 minute questionnaire addressing general emotional health, including depression and anxiety.

**Step Two:** If your child's responses raise concerns or if they request assistance, they will have the opportunity to meet one-on-one with a mental health professional on the same day to determine if further evaluation is advisable.

**Step Three:** Following the individual meeting with the mental health professional, you will be promptly notified if further evaluation is recommended. If this is the case, we will share the overall results with you and discuss pathways to accessing resources and additional support.

We want to emphasize that the Boscobel Area School District provides this screening at no cost. The choice to pursue additional services for your child remains entirely at your discretion. If you require guidance or assistance throughout this process, our team is readily available to support you.

Parents of 7th, 9th, and 11th graders should have already received a letter by mail regarding the screening, along with a Non-Participation Form should you choose not to have your child participate. Additionally, you have the option to opt your child out by emailing our Middle/High School Counselor, Rhonda Scallon, at [scalrhon@boscobel.k12.wi.us](mailto:scalrhon@boscobel.k12.wi.us).

We thank you for entrusting us with your child's education and well-being. Together, we can ensure that every student feels supported and cared for during their time at Boscobel Area School District.

Sincerely,  
The Student Services Team



Consume one apple a day and you will not have to diet. In community dignity it is not a question of diet.

ADDRESS: 1110 Park Street, Brookfield, WI 53005

List ALL children, infants, and students up to and including grade 12. Attach another sheet of paper if you need space for more names.

Child's First Name

Check all that apply

Do any household members (including you) participate in: FoodShare (SNAP), W-2 Cash Benefits (TANF), or FDIPIR? BadgerCare, Medicaid, Pandemic EBT are not eligible.

☐ **YES** → Write case number here and proceed to STEP 4.

Reprints: 4. Mr. David P. Rindrick, ITT, 1101 15th St.,

Write only correct numbers in this space.

List ALL household members and income for each member (before taxes and deductions)

List all Adult Household Members not listed in STEP 1 (including yourself) even if they do not receive income. For each Household Member listed if they receive income, report total gross income (before taxes and deductions) for each source in whole dollars (no cents) only. If they do not receive income from any source, write "0". If you enter "0" or leave any field blank, you are certifying (penalty) that there is no income to report.

**The gendered:** Total Households: Members/Children and Adult

**Required:** List Four Numbers of Social Security Number, SSN's (1st name), Marital Status, or Other


Check back for No. 521 ☐

441

Month	Year	2010	2011	2012
Jan	2010	10	10	10
Feb	2010	10	10	10
Mar	2010	10	10	10
Apr	2010	10	10	10
May	2010	10	10	10
Jun	2010	10	10	10
Jul	2010	10	10	10
Aug	2010	10	10	10
Sep	2010	10	10	10
Oct	2010	10	10	10
Nov	2010	10	10	10
Dec	2010	10	10	10
Jan	2011	10	10	10
Feb	2011	10	10	10
Mar	2011	10	10	10
Apr	2011	10	10	10
May	2011	10	10	10
Jun	2011	10	10	10
Jul	2011	10	10	10
Aug	2011	10	10	10
Sep	2011	10	10	10
Oct	2011	10	10	10
Nov	2011	10	10	10
Dec	2011	10	10	10
Jan	2012	10	10	10
Feb	2012	10	10	10
Mar	2012	10	10	10
Apr	2012	10	10	10
May	2012	10	10	10
Jun	2012	10	10	10
Jul	2012	10	10	10
Aug	2012	10	10	10
Sep	2012	10	10	10
Oct	2012	10	10	10
Nov	2012	10	10	10
Dec	2012	10	10	10

Activity	Jan 7	Jan 14	Jan 21	Jan 28	Feb 4
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please see application's back for list of income sources.

Some of the children in the household earn or receive income. Include the TO-TAL income (before taxes and deductions) received

used by ALL children listed in STEP 1 here.

**RETURN COMPLETED FORM TO YOUR CHILD'S SCHOOL:**

10

**Required Signature of Adult**

Today's Date: \_\_\_\_\_

Mailing Address (If available)



## Summary

2

### Pharmaceutical

Email: [fp@pdl.ac.uk](mailto:fp@pdl.ac.uk)

**Return completed form to your child's school.**







## How To Apply for Free and Reduced Price School Meals

Please use these instructions to help you fill out the application for free and reduced price school meals. You only need to submit one application per household, **even if your children attend more than one school in the Boscobel Area Schools.**

The application must be filled out completely to determine the eligibility of your child(ren) for free or reduced price school meals.

Please follow these instructions in order! Each step of the instructions is the same as the steps on your application. If at any time you are not sure what to do next, please contact Shannan Aspenson, Boscobel Area School District, [aspeshan@boscobel.k12.wi.us](mailto:aspeshan@boscobel.k12.wi.us)

**Please use a pen (not a pencil) when filling out the application and do your best to print clearly.**

### Step 1: List ALL children, infants, and students up to and including grade 12

Tell us how many infants/toddlers, children not in school, and elementary/middle/high school students live in your household. They do NOT have to be related to you to be a part of your household.

**Who should I list here?** When filling out this section, please include **ALL** members in your household who are:

- Children age 18 or under **AND** are supported with the household's income;
- In your care under a formal foster arrangement through a court or state/local agency, or qualify as homeless, migrant, or runaway youth;
- Students attending (regardless of age) Boscobel Area Schools.

A) List each child's name. Print each child's name. Use one line of the application for each child. When printing names, write one letter in each box. Stop if you run out of space. If there are more children present than lines on the application, attach a second piece of paper (or a second application if completing electronically) with all required information for the additional children. This also applies to adults in Step 3. "MI" is short for middle initial. Print the first letter of each child's middle name in the box.	B) Is the child a student? If "Yes," write the grade level of the student in the "Grade" column to the right.	C) Do you have any foster children? If any children listed are foster children, mark the "Foster Child" box next to the child's name. If you are <b>ONLY</b> applying for foster children, after finishing Step 1, go to Step 4.  <u>Foster children who live with you may count as members of your household and should be listed on your application. If you are applying for both foster and non-foster children, go to Step 3. Note: Adopted children are not considered foster children. A foster child is a minor child who has been taken into state custody and placed with a state-licensed adult, who cares for the child in place of their parent or guardian.</u>	D) Are any children homeless, migrant, or runaway? If you believe any child listed in this section meets this description, mark the "Homeless, Migrant, Runaway" box next to the child's name and complete all steps of the application. Homeless, Migrant, Runaway status must be confirmed with the appropriate program staff. If the school district cannot confirm your student's homeless, migrant, or runaway status, then the school district will contact you to complete an income-based application. You may choose to provide income information now in order to prevent the school district from potentially needing to contact you later.
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## Step 2: Do any household members currently participate in SNAP, TANF, or FDIPIR?

If anyone in your household (including you) currently participates in one or more of the assistance programs listed below, your children are eligible for free school meals:

- The Supplemental Nutrition Assistance Program (SNAP) or FoodShare
- Temporary Assistance for Needy Families (TANF) or W-2 Cash Benefits
- The Food Distribution Program on Indian Reservations (FDPIR).

A) If no one in your household participates in any of the above listed programs:

- Check "No" in Step 2 and go to Step 3.

B) If anyone in your household participates in any of the above listed programs:

- Write a case number for SNAP, TANF, or FDIPIR. You only need to provide one case number. If you participate in one of these programs and do not know your case number, contact: <https://www.dhs.wisconsin.gov/forwardhealth/imagency/index.htm>
- Go to Step 4.

## Step 3: List ALL household members and income for each member

### How do I report my income?

- Use the lists titled "Sources of Income" & "Examples of Income for Children," on the back side of the application form to determine if your household has income to report.
- Report all amounts in GROSS INCOME ONLY. Report all income in whole dollars. Do not include cents.
  - Gross income is the total income received **before** taxes and deductions.
  - Many people think of income as the amount they "take home," and not the total, "gross" amount. Make sure that the income you report on this application has NOT been reduced to pay for taxes, insurance premiums, or any other amounts taken from your pay.
- Write a "0" in any fields where there is no income to report. Any income fields left empty or blank will also be counted as a zero. If you write "0" or leave any fields blank, you are certifying (promising) that there is no income to report. If local officials suspect that your household income was reported incorrectly, your application will be investigated.
- Mark how often each type of income is received using the check boxes to the right of each field.

### 3.A. Report income earned by adults

#### Who should I list here?

- When filling out this section, please include ALL adult members in your household who are living with you and share income and expenses, even if they are not related and even if they do not receive income of their own.
- **Do NOT include:**
  - People who live with you but are not supported by your household's income AND do not contribute income to your household.
  - Infants, children and students already listed in Step 1.



### Step 3: List ALL household members and income for each member

<p><b>1) List adult household members' names.</b> Print the name of each household member in the boxes marked "Names of Adult Household Members (First and Last)." Include college students, unless they are declared independently on taxes (all college students are considered adults). <u>Do not list any household members you listed in Step 1.</u></p>
<p><b>2) List earnings from work.</b> List all income from work in the "Earnings from Work" field on the application. This is usually the money received from working at jobs. If you are a self-employed business or farm owner, you will report your net income. Net income is your income after taxes and deductions have been subtracted.</p> <ul style="list-style-type: none"> <li><i>What if I have multiple jobs?</i> List each job separately by entering your name and income from each job on a new line. Add an additional sheet of paper if necessary.</li> <li><i>What if I am self-employed?</i> List income from your business as a net amount. This net amount is calculated by subtracting the total operating expenses of your business from its gross receipts (revenue). Gross receipts or revenue are all the income earned from the sale of any products or services offered.</li> </ul> <p>If a child listed in <b>Step 1</b> has income, follow the instructions in <b>Step 3, Part B.</b></p>
<p><b>3) List income from public assistance/child support/alimony.</b> List all income that applies in the "Public Assistance/Child Support/Alimony" field on the application. <u>Do not report the cash value of any public assistance benefits NOT listed on the chart.</u> If income is received from child support or alimony, only report court-ordered payments. Informal but regular payments should be reported as "other" income in the next part.</p>
<p><b>4) List income from pensions/retirement/all other income.</b> List all income that applies in the "Pensions/Retirement/All Other Income" field on the application.</p> <ul style="list-style-type: none"> <li><i>What if I receive income from multiple sources in this category?</i> List each source separately by entering your name and income from each source on a new line. Add an additional sheet of paper if necessary.</li> </ul>
<p><b>5) List total household size.</b> Enter the total number of household members in the field "Total Household Members (Children and Adults)." This number <b>MUST</b> be equal to the number of household members listed in <b>Step 1</b> and <b>Step 3</b>. If there are any members of your household that you have not listed on the application, go back and add them. It is very important to list all household members, as the size of your household affects your eligibility for free and reduced price meals.</p>
<p><b>6) Provide the last four digits of your Social Security Number.</b> An adult household member must enter the last four digits of their Social Security Number in the space provided. You are eligible to apply for benefits even if you do not have a Social Security Number. If no adult household members have a Social Security Number, leave this space blank and mark the box to the right labeled "Check if no Social Security Number."</p>
<p><b>3.B List income earned by children</b></p> <p><b>List all income earned or received by children.</b> List the combined gross income for ALL children listed in <b>Step 1</b> in your household in the box marked "Child Income." Only count foster children's income if you are applying for them together with the rest of your household.</p> <ul style="list-style-type: none"> <li><i>What is Child Income?</i> Child income is money received from outside your household that is paid <b>DIRECTLY</b> to your children. Many households do not have any child income.</li> </ul>



## Step 4: Contact information and adult signature

*All applications must be signed by an adult member of the household. By signing the application, that household member is promising that all information has been truthfully and completely reported. Before completing this section, please also make sure you have read the statements on the back of the application.*

**A) Provide your contact information.** Write your current mailing address in the fields provided, if this information is available. If you have no permanent address, that is okay. Sharing a phone number, email address, or both is optional, but helps us reach you quickly if we need to contact you.

**B) Print and sign your name and write today's date.** Print the name of the adult signing the application and that person signs in the box "Signature of adult."

**C) Mail completed application to:**  
Boscobel Area Schools  
1110 Park Street  
Boscobel, WI 53805

## Optional

**Share children's racial and ethnic identities (optional).** On the back of the application, we ask you to share information about your children's race and ethnicity. This field is optional and does not affect your children's eligibility for free or reduced price school meals. This information is requested solely for the purpose of determining the State's compliance with Federal civil rights laws, and your response will not affect consideration of your application, and may be protected by the Privacy Act. By providing this information, you will assist us in assuring that this program is administered in a nondiscriminatory manner.

**Please return the application directly to your child's SCHOOL. DO NOT mail, fax, or email completed applications or questions about applications to the USDA Office of the Assistant Secretary for Civil Rights or your child's eligibility for free or reduced-price meals will be delayed.**





If your family is experiencing homelessness, please contact  
Laurie Genz Prien 608-375-4164 ext 2516

The McKinney-Vento Homeless Assistance Act defines homeless children and youths as those who lack a fixed, regular, and adequate nighttime residence. The law provides several examples of situations that meet the definition. This includes children and youths: sharing housing due to a loss of housing, economic hardship, or a similar reason;

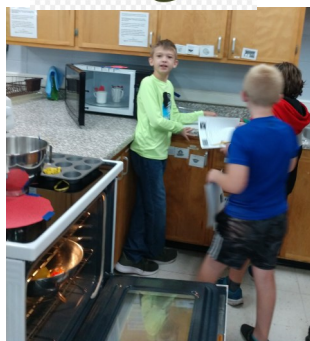
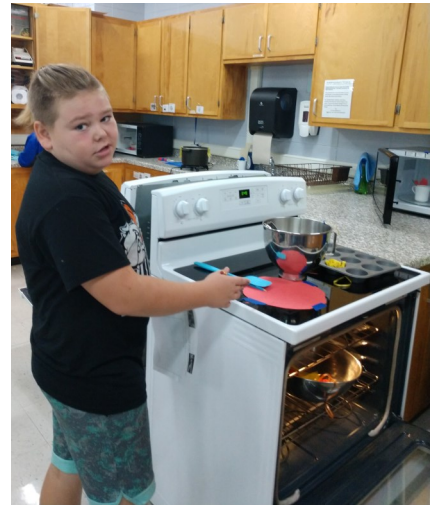
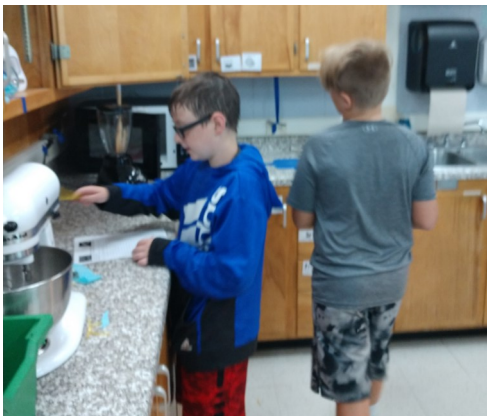
- living in hotels, motels, trailer parks, or camping grounds due to a lack of alternative adequate housing;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- living in a public or private place not designated for, or normally used as, a regular sleeping accommodation for human beings;
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar places; and/or
- living in one of the above circumstances and who are migratory





## Middle Schoolers Kitchen Crime Scene

The kitchen safety infractions couldn't get by our middle school FACE exploratory students. These detectives were on the case.







### University of Wisconsin Platteville Choral Festival

On Tuesday, October 10<sup>th</sup> a select group of High School choir students will participate in the 2023 UW-Platteville Choral Festival. The students will have the opportunity to sing with other students in the surrounding area, along with current UW-Platteville students. The men will work with "The Singing Pioneers" which is the men's chorus and the women will work with Coro D'Angeli, the women's chorus. The day starts at 9 am with rehearsals running all day with a concert at 6:30 p.m. that evening. The concert is open to the public and we encourage family and friends to attend. The admission fee for the concert is \$5. The concert will feature UW-Platteville choral organizations and the Festival Choirs at the Center for the Arts.

### Fall Concert

The Music Department presents its Fall Concert on Tuesday, October 24<sup>th</sup> at 6:30 p.m. in the High School Gym. The concert will feature the 7/8<sup>th</sup> Grade Band, 6<sup>th</sup> grade choir, 7/8<sup>th</sup> Grade Choir, and the High School Choir. The concert will feature a variety of genres including Folk Songs, Gospel, African music, and contemporary pieces. We hope to see you there!

### Butter Braid Fundraiser

Reminder to all music students: Butter Braid items will be available to pick up Friday, October 13<sup>th</sup> at 3:00 p.m. in the band room. Please make arrangements now to be able to pick up your items that evening.

### Upcoming Events

**October 10<sup>th</sup>:** UWP Choral Festival

**October 13<sup>th</sup>:** Butter Braid pick up

**October 24<sup>th</sup>:** Fall Concert @ 6:30 p.m.

**December 9<sup>th</sup>:** Madrigal Dinner

**December 11<sup>th</sup>:** Band and Choral Winter Concert 6-8 @ 6:00 9-12 @ 7:15





Our Mini Bulldog Vets 🐾 Have Been Hard at Work Learning about Pets in 4K! 🐾







## Powderpuff Competitions

Boy's Volleyball matches, the staff team took down the student champs (The Seniors) in a nail-biter of a game (26-24) for their 3rd consecutive homecoming title!

The Senior Girls won the Football games for their 3rd consecutive homecoming title!





## October Newsletter Notes from the Nurse

**IMMUNIZATION NON-COMPLIANCE:** If you have received legal notices for immunization non-compliance, please get your child vaccinated and submit the dates to school. You may also sign a personal conviction or religious waiver and submit that to school. The deadline for immunization compliance is October 13<sup>th</sup>. **NOTE: Non-compliant students will be excluded from school on October 16<sup>th</sup>!** Parents should be aware that children whose insurance covers immunizations will not be able to receive vaccines at local health departments. They will need to visit their primary health care provider for their immunizations, and we encourage parents to plan ahead to ensure their children are fully vaccinated during this back-to-school time. Uninsured children and those eligible for the Vaccines for Children (VFC) program can continue to receive their immunizations at their local health department or from a private health care provider.



**FLU VACCINATIONS FOR ALL STUDENTS:** Flu vaccinations are available to all students and will be provided by Grant County Health Department at school on **October 10<sup>th</sup>, 2023**. If you want your child to receive the flu vaccine, you must return the permission form to school by Monday, October 9<sup>th</sup>. If you did not receive a flu consent form from your child, please contact the school nurse.

**DENTAL CARE AT SCHOOL:** Teeth-For-Life is offering a preventive dental program for ALL children in your district. A dental provider will come to the school to provide the services. The program includes: dental cleaning assessment to determine if sealants can be done, sealants if appropriate, a fluoride varnish treatment, and oral health education with a new toothbrush. A follow-up letter will be sent home to describe what was completed and what is recommended for future needs. All procedures will follow recommendations from the American Dental Association and Center for Disease Control and Prevention's recommendations for school-based dental sealant programs. Services do NOT include a dental exam or dental x-rays, therefore a visit to a dentist at least once a year is recommended. If you would like a permission form and did not receive one, please contact the school nurse.

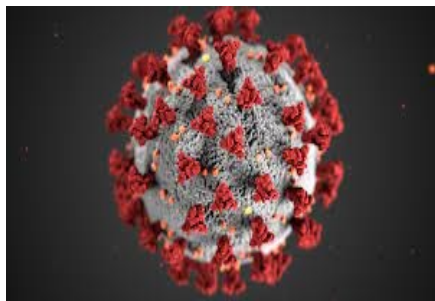


**SCREENINGS :** Height, weight, vision & hearing screenings are completed annually for grades K-5<sup>th</sup> and early childhood students. We will begin screenings in October will mail referrals to parents/guardians of students as indicated. Please call me if you receive a referral and have any questions, or are interested in applying for vision assistance. Screenings are not routinely performed for students at the middle/high School. However, if you have any concerns & would like your child screened, please contact me. Adequate hearing & vision are essential for your child's academic development!

**AUTOMATED EXTERNAL DEFIBRILLATORS (AEDs) :** As part of our desire to make our schools safe for our students, visitors, and employees, Boscobel Area Schools is pleased to advise you that we have three Automated External Defibrillators (AEDs) in our district. A defibrillator delivers an electric shock to the heart to restore normal heart rhythm during cardiac arrest. Thousands of people die each year as a result of sudden cardiac events, most of them outside of the hospital. We have a LIFEPAK CR Plus AED at the middle/high school and at the elementary school. The defibrillators are in unlocked, alarmed cabinets that are mounted on the walls. The elementary school's AED is located in the lobby area (to your right, near the gym doors) as you enter the front entrance to the main elementary building. The middle/high school's AED is located in the lobby/hallway on your left as you enter the front entrance of the building. When the cabinet doors are opened, a loud alarm will sound to alert everyone that there is a potential emergency. We also have a 3<sup>rd</sup>, portable LIFEPAK CR 2 AED for use on our athletic fields. The AED is a life saving device and is designed to work effectively unless tampered with. Any student who activates the alarm unnecessarily will be subject to disciplinary action. Staff have been trained to assist with an emergency during regular school hours. After school hours, this is a "public access" defibrillator. (Depending upon the activity, trained staff may not be available during after school activities.) If someone experiences a sudden death event, please utilize the equipment if you have had the proper training. Remember to call "9-1-1" to maintain a chain of survival. If the AED is used, contact me so I can replace the materials used in the resuscitation effort, and so that the proper event debriefing can be completed. We encourage all community members to learn CPR and AED use. It can be the difference between life and death!



## COVID-19:



The district will resume general illness and communicable disease protocols for staff and students this year. There will be no specific COVID-related protocols. Absences linked to COVID symptoms or to a positive test result will not be excused outside of typical illness protocols, but will be treated the same as any illness. Staff and students should stay home when ill and may return when feeling better and when symptoms have improved, and when fever-free for 24 hours.

*Any plan for in-person learning comes with some inherent risk of contracting COVID-19. The school board makes decisions regarding COVID-19 protocols.*

### References/Resources:

DPI	<a href="https://dpi.wi.gov/sspw/2019-novel-coronavirus/school-health-services-information">https://dpi.wi.gov/sspw/2019-novel-coronavirus/school-health-services-information</a>
DHS	<a href="https://www.dhs.wisconsin.gov/covid-19/index.htm">https://www.dhs.wisconsin.gov/covid-19/index.htm</a>
CDC	<a href="https://www.cdc.gov/coronavirus/2019-ncov/index.html">https://www.cdc.gov/coronavirus/2019-ncov/index.html</a>
WHO	<a href="https://www.who.int/emergencies/diseases/novel-coronavirus-2019">https://www.who.int/emergencies/diseases/novel-coronavirus-2019</a>

### WHEN SHOULD I KEEP MY CHILD HOME FROM SCHOOL BECAUSE OF ILLNESS?

Children can become sick quickly. You should be aware of signs and symptoms of an illness and when NOT to send your child to school. If any of the following symptoms or illnesses listed below are noted, you should keep your child home from school. The school is not a place where a child can easily rest, and illnesses can spread or be passed on to others easily in the school environment.

- \* **FEVER**-Fever is defined as having a temperature 100-100.4 degrees F taken orally or under the arm, or 101 degrees F taken rectally. **NOTE: Students should not return to school until they are fever free (without the use of a fever-reducing medication) for 24 hours.**
- \* **VOMITING**
- \* **DIARRHEA**-runny, watery or bloody stools
- \* **BODY RASH**-if suspicious or accompanied by a fever
- \* **SORE THROAT**-with a fever
- \* **EYE DISCHARGE**-thick mucous or pus draining from the eye or pink eyes
- \* **YELLOWISH SKIN/EYES**
- \* **CHICKEN POX**-until the lesions are all scabbed over (about 7 days after onset of rash)
- \* **ANY COLD SYMPTOMS** that cause sinus pain, chest pain, frequent cough, or a cough productive of gray/green sputum (with or without a fever)
- \* **HEAD LICE**-as per school procedure & policy

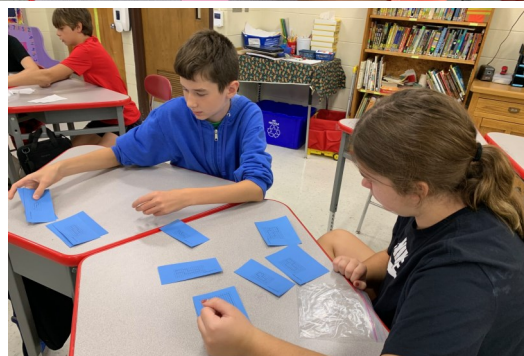
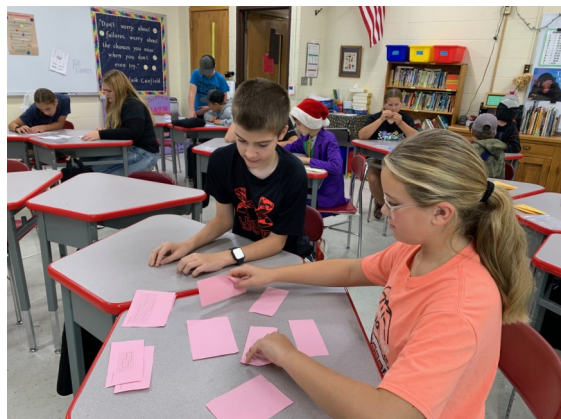
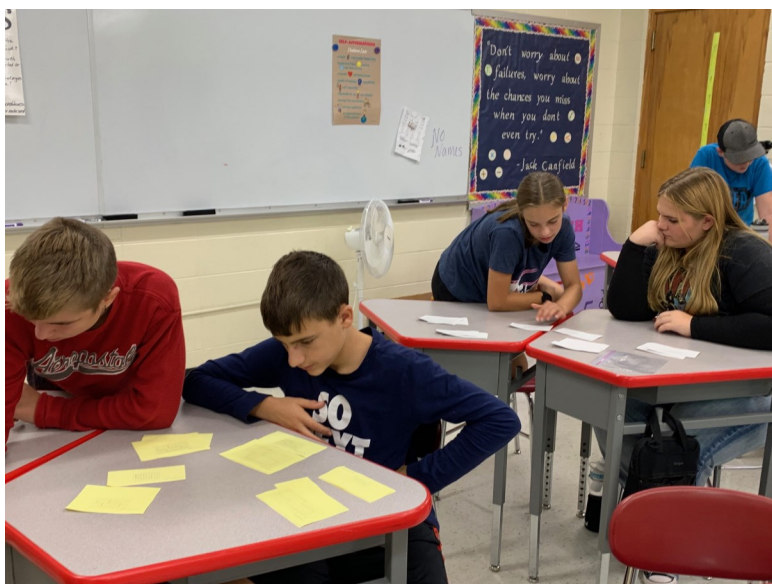
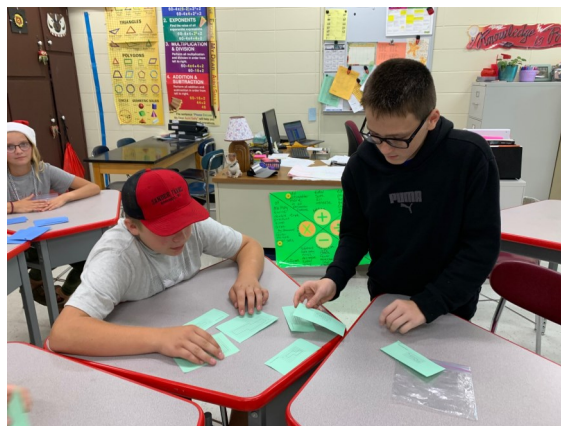
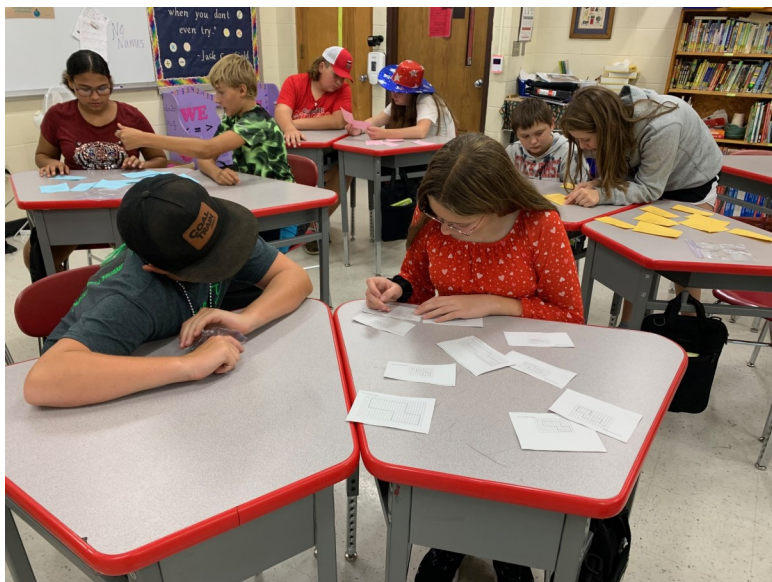


Students with these symptoms are to be excluded from school until symptoms resolve, or until excused or treated by a doctor/health care provider. Together we can make our schools a healthy place to learn!





The 7th grade students completed a card sorting activity that required them to match the figures that were scaled copies. This was a fun activity to get the students thinking about how all dimensions of the figure must change by the same scale factor in order to be considered a scaled copy.





# Senior/Baby Picture Information

Senior & Baby pictures need to be turned into Mr. Marc Chiefari by Monday, January 8th. They will be in color. The senior picture will be used for The Boscobel Dial, as well as the yearbook with the baby picture.

**Pictures need to be in a vertical pose.**



You may choose to send a digital image instead of an actual picture. (A digital image is **preferred**.) Digital images should be in JPEG or TIF format with a minimum resolution of 300 dpi. Pictures should be sent to [chiemarc@boscobel.k12.wi.us](mailto:chiemarc@boscobel.k12.wi.us) Mr. Chiefari will send a response if/when he receives any pictures that are emailed to him so that you know he received it/them. If you do not receive an email confirmation, please call him as your email might never have reached him due to being caught in the District email filter.

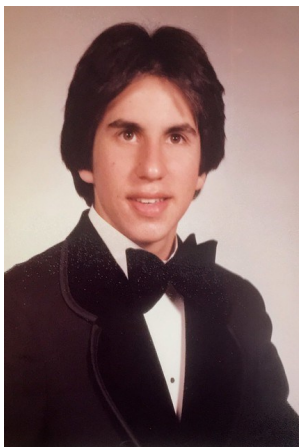
Boscobel Multimedia Class is offering parents/guardians of seniors the opportunity to place a baby picture/message in the yearbook for your graduate. There is **no charge** for this service; we are hoping to get the participation of all parents/guardians. In these messages you may show your love and support by sending a baby picture and a message of approximately **50 words or less** to your child. Any baby pictures and information received will be kept a “secret” from the graduate. If interested, send your baby picture and information to Mr. Marc Chiefari at the high school. A digital image or a printed picture may be sent along with the message. ***Please put the name of the “baby” on back of the picture if you send an actual picture.***

Due to space limitations, we are asking that each senior’s family send only one baby picture and one message. Individual circumstances will be taken into consideration.

If you send a printed baby picture, it will not leave Boscobel High School; Mr. Chiefari can scan the image in and make it digital. Pictures will be kept safe until they are returned to you or your graduate. The goal is to return baby pictures the same day as they are received.

If you would like to purchase a yearbook for your graduate, the cost is \$42.00, or \$47.00 (if after certain date). Yearbooks may be purchased from Mr. Chiefari. Checks are to be made payable to Boscobel High School. Yearbooks will be delivered in the fall of the 2024-2025 school year.

If you have any questions, please call Mr. Marc Chiefari at 375-4161, Ext. 2320, or email him at [chiemarc@boscobel.k12.wi.us](mailto:chiemarc@boscobel.k12.wi.us)





Members of the Art Club completed the Homecoming Run Through for the Football Team.



L to R: Edward Neumann, Wes Brown, Dante Blaconiere, Sierra Llaguno, Serenity Rumery







***From the Desk of***  
***District Administrator, Lisa Wallin-Kapinus***  
***[lisa@boscobel.k12.wi.us](mailto:lisa@boscobel.k12.wi.us), 608-375-4164***

## **Important Policy Points of Emphasis**

The following information is intended to help parents and students understand Boscobel Area Schools expectations and our commitment to provide a respectful and safe educational environment for all students and staff members. Like any organization, the district has sets of rules and expectations, built for the benefit of the whole school community to ensure safety, well-being and efficient organization of processes.

The Board of Education is committed to providing an equal educational opportunity for all students in the District. The Board supports all levels of learning and diversity while encouraging student individuality through differentiation of instruction in a respectful, safe educational environment. The Board also believes in respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

It is important for students and families to familiarize themselves with our school policies and student/parent handbooks. These materials can be found on our school website at [boscobel.k12.wi.us](http://boscobel.k12.wi.us). The information below are some of the points of emphasis that were discussed with students and are in this month's newsletter to further educate students and families of our policies and procedures.

### **School Expectations and Code of Conduct**

Boscobel Area Schools is an educational institution. Every student, from the time they get on a school bus or comes on school property, is expected to meet the behavior standards set by the school district. Actions that injure others, damage private or public property, or which impede or obstruct the learning process and/or operation of the school are not characteristics of a responsible citizen. These actions will not be tolerated.

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community. Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District. Student conduct on or adjacent to school premises, on school vehicles, and at school-related events and activities shall be governed by the rules and provisions of. In addition, student conduct on internet-based social media outlets, when such conduct forms a sufficient connection to school or staff.

### **Discipline**

The Board of Education acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of students.

The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions.

The Board shall require each student of this District to adhere to the Code of Conduct promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- A. conform to reasonable standards of socially-acceptable behavior;
- B. respect the person and property of others;
- C. preserve the degree of order necessary to the educational program in which they are engaged;
- D. respect the rights of others;
- E. obey constituted authority and respond to those who hold that authority.



The Principal, Assistant Principal, or their designee shall apply consequences for infractions of the rules which shall:

- A. relate in kind and degree to the infraction;
- B. help the student learn to take responsibility for their actions;
- C. be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

The Principal, Assistant Principal, or designee shall have the authority to assign discipline to students, subject to the student's due process right to notice, hearing, and appeal.

Teachers and other employees of this Board having responsibility for the supervision of students shall have the authority to apply consequences to control the misconduct of students. Serious student misconduct shall be reported to the District Administrator for further action in all situations and in all places where such students are within the jurisdiction of this Board when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

### **What is Bullying? - Board Policy 5517.01**

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

#### **Some Examples of Bullying Are:**

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name-calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.

The Board recognizes that cyberbullying can be particularly devastating to young people because cyberbullies more easily hide behind the anonymity that the Internet provides;

- 1. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
- 2. cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and
- 3. the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity;
- 4. cyberbullies hack into or otherwise gain access to another's electronic accounts (e-mails, social media, etc.) and pose as that individual with the intent to embarrass or harm the individual.

#### **Cyberbullying Includes, But Is Not Limited To The Following:**

- 1. posting slurs or rumors or other disparaging remarks about a student on a website or on weblog;
- 2. sending e-mails or instant messages that are mean or threatening, or so numerous as to drive up the victim's cell phone bill;
- 3. using a camera phone to take and send embarrassing photographs of students;
- 4. posting misleading or fake photographs of students on websites.



## **What is Harassment? - Student Anti-Harassment Policy 5517**

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student based on one or more of the student's Protected Class that:

1. places a student in reasonable fear of harm to their person or damage to their property;
2. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
3. has the effect of substantially disrupting the orderly operation of a school.

“Harassment” also includes “hate speech” directed against a student—the use of language, behavior, or images/symbols that express prejudice against a particular group or groups on the basis of any protected characteristic(s).

### **Examples Are:**

- A. making statements that promote violence toward a racial or ethnic group;
- B. drawing, displaying, or posting images or symbols of prejudice.

### **Types of Unlawful Harassment**

- Assault
- Threats
- Slurs (Racial, religious, sexual, etc)
- Misogynistic (Prejudice against women)
- Transphobic
- Homophobic
- Insults
- Dehumanizing gestures
- Online comments or pictures
- Nicknames implying stereotypes
- Exclusion
- Protected Class or Sexual Jokes
- Offensive cartoons, drawings, symbols, or gestures

## **What are Protected Classes?- Board Policy 2260**

Race, Color, Religion, National Origin, Ancestry, Creed, Pregnancy, Marital Status, Parental Status, Sexual Orientation, Sex, (Including Gender Status, Change Of Sex or Gender Identity), or Physical, Mental, Emotional, or Learning Disability

## **What is Non-Discrimination of the Basis of Sex in Education Programs or Activities? Board Policy 2266**

The Board does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment. Pursuant to its Title IX obligations, the Board is committed to eliminating sexual harassment and will take appropriate action when an individual is determined responsible for violating this policy. Members of the School District community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. Third Parties who engage in sexual harassment are also subject to the disciplinary sanctions listed in this policy. The Board will provide persons who have experienced Sexual Harassment ongoing supportive measures as reasonably necessary to restore or preserve access to the District's education programs and activities.

## **What is Sexual Harassment? Board Policies 5517 and 2266**

Conduct on the basis of sex that occurs in any education program or activity of the school in the United States, that satisfies one or more of the following:

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the institution's education program or activity; or
  - Sexual assault, dating violence, domestic violence or stalking (as defined by law).
- Prohibited acts that constitute sexual harassment under this policy may take a variety of forms.



## **Examples Of The Kinds Of Conduct That May Constitute Sexual Harassment Include, But Are Not Limited To:**

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls and obscene gestures;
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals;
- F. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- G. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- H. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- I. unwelcome behavior or words directed at an individual because of gender

### **When Should I Report Sexual Discrimination (Title IX) or Harassment of Any Form?**

When the conduct has the purpose or effect of interfering with the individual's educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the Title IX Coordinator(s) contact information, or by any other means that results in the Title IX Coordinator receiving the person's oral or written report. Reports may be made at any time (including during non-business hours), by using the telephone number(s) or electronic mail address(es), or by mail to the office address(es), listed for the Title IX Coordinator(s).

#### **Compliance Officers/ Title IX Coordinators:**

Danelle Schmid  
Elementary Principal  
200 Buchanan Street  
Boscobel, WI 53805  
608-375-4165  
[schmdane@boscobel.k12.wi.us](mailto:schmdane@boscobel.k12.wi.us)

Pete Schroeder  
Middle/High School Principal  
300 Brindley Street  
Boscobel, WI 53805  
608-375-4161  
[schrpete@boscobel.k12.wi.us](mailto:schrpete@boscobel.k12.wi.us)

### **How Do I Make a Report or Complaint of Harassing Conduct? Board Policies 5517 and 2266**

Reporting procedures are as follows:

- A. Any student who believes they have been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employees.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or District Administrator.
- C. Teachers, administrators, and other school employees who have the knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall report the alleged harassment to one (1) of the Compliance Officer(s) within two (2) days.
- D. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any District employee, such as a teacher, administrator or other employees.
- E. The reporting party or Complainant shall be encouraged to use a report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing.

F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the Board has designated both a male and a female Compliance Officer for receiving reports of harassment prohibited by this policy. At least one (1) Compliance Officer or other individuals shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

A compliance officer will be available during regular school/work hours to discuss concerns related to harassment and to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the student.

### **Complaint and Investigation Procedure**

A Complainant may file a complaint, either orally or in writing with a teacher, principal, or other District employee at the student's school, the Compliance Officer (CO), District Administrator, or other District official who works at another school or at the District level. Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, or other District official at the student's school, the CO, District Administrator, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the CO within two (2) days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); and a list of potential witnesses.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of class schedule for the Complainant or the Respondent, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the District Administrator prior to any action being taken, except for complaints against the District Administrator, in which case the Board President should be consulted. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform the Respondent that a complaint has been received. The Respondent will be informed about the nature of the allegations and a copy of any relevant policies and/or administrative procedures and the Board's anti-harassment policy shall be provided to the Respondent at that time. The Respondent must also be provided an opportunity to respond to the complaint.

All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The Complainant shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint and shall reach a determination concerning the complaint within ninety (90) days of receipt unless additional time is agreed to by the Complainant.

Generally, within two (2) days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.

The investigation generally will include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who reasonably may be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other evidence presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.



At the conclusion of the investigation, the CO shall prepare and deliver a report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in Board policy and State and Federal law as to whether the Respondent engaged in harassment/retaliation of the Complainant. In determining if harassment occurred, a preponderance of evidence standard will be used. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

The CO may consult with the Board's attorney during the course of the investigatory process and/or before finalizing the report to the District Administrator.

Generally, within five (5) days of receiving the report of the CO or designee, the District Administrator, or in the case of a complaint against the District Administrator or a Board member, the person designated to serve as the decision-maker for the complaint either must issue a written decision regarding whether the complaint has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the Complainant and the Respondent. The District Administrator may redact information from the decision consistent with applicable law. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

The decision of the District Administrator shall be final. If the Complainant feels that the decision does not adequately address the complaint they may appeal the decision to the State Superintendent of Public Instruction by submitting a written request to the Wisconsin Department of Public Instruction ("DPI"), Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157.

The Board reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the member of the School District community or Third Party alleging the harassment pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

To the extent required by law or permitted by the District, the parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

### **Additional School District Action**

If the evidence suggests that the harassment at issue is a crime or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall report the harassment to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes.

Any reports made to the local child protection service or to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the District Administrator.

**To access full policies regarding these points of emphasis, please visit our website at [boscobel.k12.wi.us](http://boscobel.k12.wi.us), go to the District tab and select School Policies.**

