

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, November 19, 2025 - 5:00 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 Board Minutes from the October 22, 2025, Regular Board Meeting and the November 5, 2025, Work Session 3
5. Visitor's Welcome & Comments
6. **Information & Discussion Items:**
 - a. New Staff Introductions to the Board
 - b. Bulldog Playgroup Presentation 5
 - c. Athletic Director's Report: Overview of Participation, Accomplishments, and Upcoming Activities 13
 - d. IT Director's Report: Overview of IT Department Projects and Goals 17
 - e. Principal's & Special Education Director's Reports: Staff and Student Recognitions and Accomplishments; Recent and Upcoming Events/Activities in the Schools 44
 - f. Superintendent's Report: Referendum Updates; School Board Reminders; Recent and Upcoming Events/Activities in the District 51
7. **Action Items**
 - a. Treasurer's Report: Act on Approval of Receipts, Bills, and Payments for October 2025 52
 - b. Act on the School District's Safety Plan
 - c. Act on the June 2027 Spanish Club Trip to Mexico 61
 - d. Act on the May 2026 Music Trip to Washington DC
 - l. Act on the Electronic Fund Transfer from Zeffy to Collect Music Student Donations

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- e. Act on an ACH Payment to Allfly for the January 2026 Science Olympiad Tournament in California
- f. **Grants/Donations**
 - Accept a Donation of \$1,500 from Nolato Contour for our Science Olympiad Program
- 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. Specifically, to discuss resignations and new hire recommendations, extra/co-curricular positions and compensation, and the need for an additional special education paraprofessional.
- 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. Act on the Addition of a Part-Time Special Education Paraprofessional Position
- 11. Act on Personnel Resignations and/or Hiring Recommendations
 - a. Act on the Resignation of Rochelle Olson as Co-Varsity Volleyball Coach
 - b. Act on the Resignation of Keri Peterson as Co-Varsity Volleyball Coach
 - c. Act on the Resignation of Gabby Lund as JV Volleyball Coach
- 12. Adjournment

**BOYCEVILLE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION WORK SESSION
Boyceville Middle/High School IMC
Wednesday, November 5, 2025**

The Board of Education of the Boyceville Community School District met for a Work Session and Special Meeting on Wednesday, November 5, 2025, at 5:03 p.m. in the Boyceville Middle/High School IMC.

Board Members Present: Amber Carlsrud, Stacy Fetzer, Sharon Formoe, Ben Mrdutt, and Jessie Olson

Others Present: District Administrator Nick Kaiser, Emmaly Monfort, Rebecca Hanestad, and Luke Schultz from CESA 10

Motion by Sharon Formoe to approve the agenda as presented. Seconded by Ben Mrdutt. Motion carried.

WORK SESSION

Discussion Items

CESA 10 Referendum Update Presentation – Luke Schultz from CESA 10 provided a referendum project update to the Board. Many of the phase 1 items are near completion, including – roofing, phase 1 flooring, water heaters, lighting, exterior improvements, elevator upgrade, science casework, track patching and restriping, controls upgrade, and other mechanical upgrades. Many of phase 2 items will go to bid in November, including – bus garage upgrades, career and tech ed upgrades, cement fixes, District Office vestibule window, flooring, gyms, locker rooms, restrooms, student lockers, and painting.

Bathroom Upgrades – The Board discussed the process for the bathroom upgrades and ADA compliance.

Digital Wall of Fame – The Board reviewed the quote for the Digital Wall of Fame and discussed alternative funding options. Mr. Kaiser will look for donors.

Bus Cameras Upgrades – The Board reviewed the quotes for new bus cameras to improve our safety and security for ten buses and one van.

Review the Secondary Referendum Items from the Facilities Study – The Board reviewed additional secondary referendum items to consider.

Questions, Topics, and Highlights for Upcoming Director’s Reports – The Board prepared discussion items for upcoming IT and Athletic Director reports.

SPECIAL MEETING

Action Items

Motion by Sharon Formoe to permit the superintendent to approve bids exceeding the threshold for referendum projects that are within the original scope. Quotes for additional items or work to be completed outside of the original plan are to be presented to the Board for approval. Seconded by Ben Mrdutt. Motion carried.

No action was taken on the Digital Hall of Fame quote. Funds for the Digital Hall of Fame will not be paid for with referendum funds and Superintendent Kaiser will look for donors.

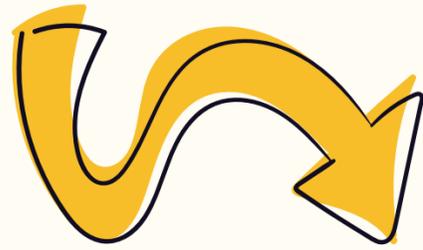
Motion by Ben Mrdutt to accept the quote for REI bus cameras for ten buses and one van. Seconded by Sharon Formoe. Motion carried.

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 personnel new hires and co-curricular and extracurricular positions. Seconded by Ben Mrdutt. Roll Call: Carlsrud-Yes, Fetzer-Yes, Formoe-Yes, Mrdutt-Yes, Olson-Yes. Meeting adjourned to closed session at 5:29 p.m.

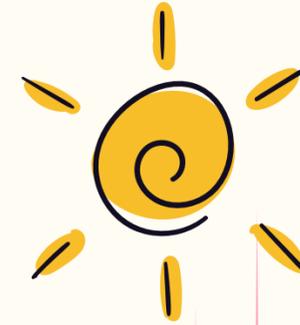
Motion by Ben Mrdutt to adjourn the meeting. Seconded by Sharon Formoe. The meeting adjourned at 5:57p.m.

Respectfully submitted by

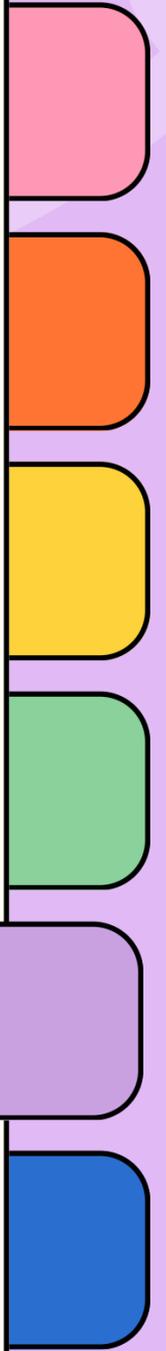
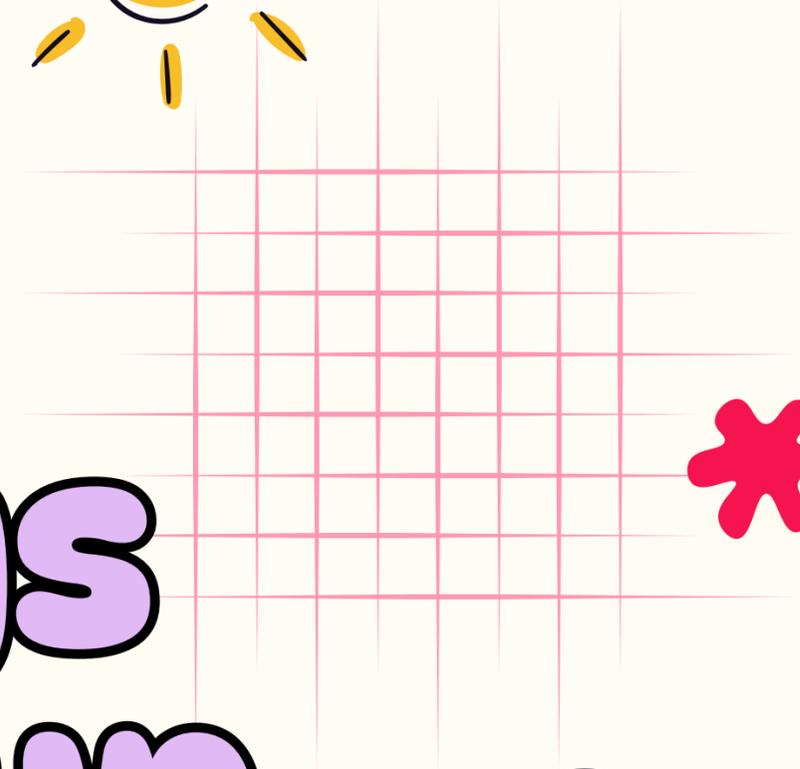
Stacy Fetzer, School Board Clerk

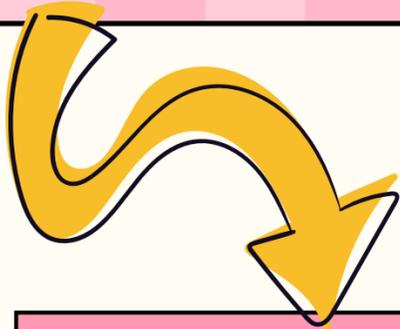


Education



Little Bulldogs Playgroup





Education

Introduction



Preschool



Our Little Bulldog Playgroups began in 2013 as a way to welcome incoming students and begin building strong relationships with them and their families. From the start, our focus has remained centered on developmentally appropriate practices and hands-on experiences that support early learning. Each playgroup session offers opportunities for rich social interaction, early exposure to print and literacy concepts, purposeful play, and the chance for children—and their grown-ups—to become familiar with our school community.

Over the years, Little Bulldog Playgroups have grown into a joyful tradition and an important part of how we support our youngest learners long before their first day of school.



Preschool



Education

* What Happens

Developmentally Appropriate Activities

- Arts and Crafts
- Imaginative Play Experiences
- Social Play with peers
- Stories and Songs



Learning Activities

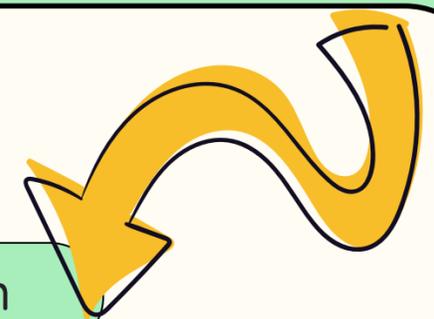
Child-led exploration:
Children are encouraged
to follow their interests
and guide their own
learning process.

Hands-on activities:
Learning happens through
sensory experiences,
creative projects, and
social play.

Adult-guided facilitation:
Teachers observe and support
play by asking open-ended
questions, setting up intentional
play spaces, and providing
guidance when needed.



Child Find Opportunities



Child Find is a continuous process of public awareness activities designed to identify, locate, and evaluate all children with disabilities who may be in need of early intervention programs or special education as early as possible.

Children ages 3 to 21 may qualify for special education provided by local school districts.





Meeting New Families

Any families with children from birth to five are invited to come into the school for playgroup. On average 20-25 preschoolers come in with their families. Last month we welcomed five new families to our district.

Quotes from Playgroup Families

"Boyceville playgroups give young children the opportunity to become familiar with the school and staff before starting school. It offers a variety of activities for all ages and gives the opportunity to interact with other children during play and also learning environments."

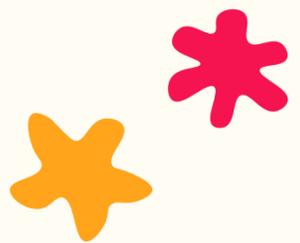


"Little bulldog playgroups are always something we look forward to. My child loves interacting with the teachers and other children. There are always many different opportunities for the children to be creative and explore in a safe environment. I love all of the hands-on learning and problem solving we get exposed to while playing."

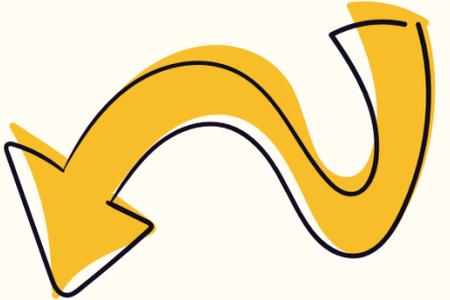
My family has been attending the Boyceville Little Bulldogs Playgroup consistently over the past 5 years. The playgroup has provided my children with a wonderful opportunity to meet the 4K teachers and gain such an excitement towards the "school experience" at such a young age! As parents, we are able to see how our children interact with other children and new adults, and give them encouragement in these new settings. My children are so excited to come home with projects and stories about their morning. Mrs. Syverson and Mrs. Oulette are both warm inviting faces for young families in our community, and I look forward to sending my children to more of these events.



Preschool

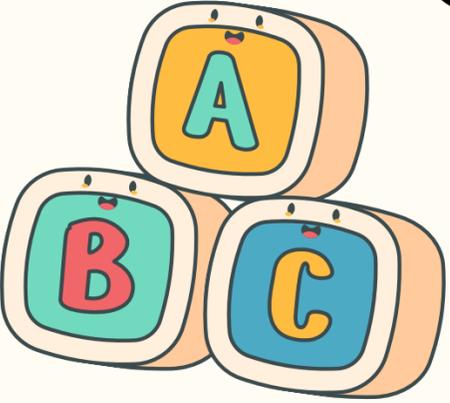


Education

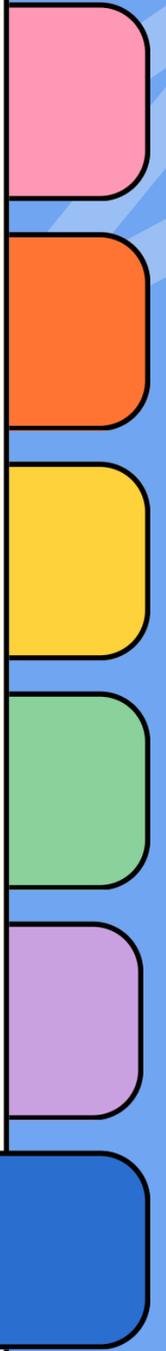
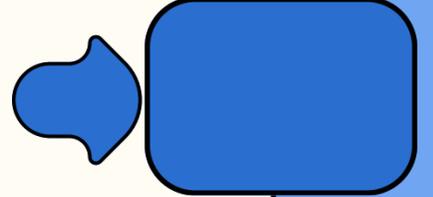


Do you have any questions?

Thank you



Education





Boyceville Middle/High School

Fall- November 19- Athletic Director Report (2nd Report)

Student Participation:

High School Fall Start/End participation

- **Football---**41 Athletes (Season end **40**) *Graduate 10
- **Cross Country** – Boys-7 athletes / Girls- **10** athletes (Season end **17**) *Graduate 2
- **Volleyball-** 28 Athletes (Season end **26** athletes) *Graduate 3
- **Fall Dance--** 8 athletes (Season end **8** athletes) *Graduate 1
- **Fall Cheer--** 14 Athletes (Season end **14**) *Graduate 2

Fall Recap/Awards

Volleyball: Varsity (13-10) ** Best record in 7 years**

- Lost second round of Regionals-received first round bye
- **All- Conference- 2nd Team-** Chelsi Holden and Lucy Wheeldon
- Team Academic and Individual State Pending release

Cross Country Season

- Girls won Third DSC Conference Championship in row
- **All Conference Girls 1st Team:** Jaycie Oberle, Ashlyn Maska, Katie Maska, Blake Jeske, Brooklyn Talmage, Ella Engeman **All Conference Second Team:** Halle Tonn (Girls took 1st-5th place at meet)
- **2025 Sectional Girl Champs**
- State 7th Place Girls team (Highest finish ever) **Jaycie Oberle** (7th Place overall)
- School Record: **Jaycie Oberle** -St. Croix Central Meet 19:15.7
- **All Conference Boys Second Team:** Clayton Score and Forrest Bettendorf

Football: Varsity (11-1)

- **2025 Conference Champs and Regional Champs**
- DSC Conference Champs 2023 and 2025 Undefeated
- Level 3 Playoff Qualifier 3rd year in a row
- JV Undefeated 5th year in a row
- **20 Total All-Conference Awards**-Most in School history
- **All Conference Team Offense- 1st Team-**Carson Roemhild- Quarterback, Zach Hellendrung- Running Back, Landyn Leslie-Wide Receiver, Owen Rydel- TE/FB Jon Madison and Owen Konsti- Offensive Lineman, Thomas Vitieli -Kicker
2nd Team- Tucker Lindstrom-Running Back
Honorable Mention- Bradley Maes-Wide Receiver, Jack Kurshner and Cole Retz- Offensive Lineman
- **All Conference Team Defense-1st Team-** Carson Roemhild- Defensive Back, Zach Hellendrung-Defensive Line, OLB- Landyn Leslie,
2nd Team- Tucker Lindstrom and Bradley Maes-Defensive Back, Andrew Tonn-ILB, Owen Rydel and Jon Madison-Defensive Ends
Honorable Mention: Lexton Benitz-OLB

- **Conference Player of the Year:** Zach Hellendrung- Defense (2X), Carson Roemhild- Offense (3X)
- **All Region Team-** Carson Roemhild – Quarterback/Defensive Back, Zach Hellendrung-Defensive Line, Landyn Leslie-Outside Linebacker
- **School Record Breakers:**
Carson Roemhild- Career Passing Yards, Career Touchdowns, Career All-purpose yards, Career Interceptions, Season Passing Yards, Season Touchdowns
Zach Hellendrung- Career Tackles
Landy Leslie- Career Return Yards Special Teams
Thomas Vitieli- Extra Points Made in one Season
- **Academic All State Team** 3.33 GPA
- **Academic All State Individuals:** Owen Rydel and Carson Roemhild
- **All State WFCB Football-** Defensive Back- Carson Roemhild, **Honorable Mention** QB- Carson Roemhild, Honorable Mention Defensive Lineman- Zack Hellendrung

Winter Sports Numbers High School:

Girls Basketball – 15 Girls (1 Senior) * Will increase next season

Boys Basketball – 16 Boys (5 Seniors) * Will decrease next season

Boys Wrestling- 20 boys (4 Seniors) * Will remain the same next season

Girls Wrestling- 2 Girls (No Seniors) * Will increase next season

- Still working on getting kids to participate

Uniform Rotation: (See Attached)

See Attached sheet for a 5-6 year plan depending on wear and tear

- This year’s Rotation Volleyball and Baseball
- Next year’s Rotation- Girls Basketball and Football
- Girls Basketball has no issues with uniforms- will wear JV and Varsity if needed this year-Wore Varsity only last year.

APP Use with Athletes:

- Some Coaches use email or JMC to send out reminders to families
- Volleyball tried the SPORTSYOU APP and found it to be the best they have use
- Moving all sports to SPORTSYOU APP

Sports Retention High School:

- Based on the success of the program- we will see an increase if a program is successful.
- Winter sports usually has the most athletes that don’t stick it over a 4-year period.
- Numbers from MS to HS will drop off some as we promote participating in a sport in the middle school to see if it is something you want to pursue in high school.
- On Staff Coaches- we will see more students out for those sports as coaches have access to those students more frequently.
- Largest Number increase over last four years- Football (New athletes out) (30 to 40)

Athletic Department Involvement-last 2 months:

- Took 12 Students to the DSC Sportsmanship/Leadership conference in Colfax
- Attended WADA Conference in Wisconsin Dells in November.
- Set-up 2 Home Playoff Games
- Ran two Pep Rally's for Volleyball, CC and Football (STATE CC)
- Attend Booster Club meetings
- Attended Committee meeting on restructuring All Conference Criteria for DSC Sports
- Attended DSC A.D. meeting with WIAA present
- Attended and helped out at the Fall All-Conference meeting at Menomonie
- Organized Fan bus for Level 3 playoff game
- Observing MS and HS basketball practice on a daily basis
- Finished Winter transportation schedule
- Finished Winter event worker schedule
- Promoted athlete's success on Facebook and school tv
- Meetings with Captains and new students that participated in the fall
- Coordinate fall teams award banquets

Uniform Rotation Schedule

2013-2014 Track/CC and BBB

2014-2015—Softball and Wrestling

2015-2016—Baseball and Volleyball

2016-2017-- Football

2017-2018—GBB (MSWR)

2018-2019--BBB and Track/CC (MS BBB and MSFB)

2019-2020---Softball and Wrestling (MSGBB)

2020- 2021--- Volleyball, Baseball, and GBB (Covid Year)

2021-2022 --- Football

2022-2023--- Upgrade MS or Go back into the cycle—Work 1 MS thing in at a time

*** Can separate and move around 2018-2020—5 year cycle ***--Dance/Cheer

2023-2024-- BBB and Track/CC and Dance

2024-2025--- Softball and Wrestling and Cheer

2025-2026—Baseball and Volleyball

2026-2027—GBB and MS Updates (FB and WR) —½ Football

2027-2028—1/2 Football and (MS Update BBB and GBB)

2028-2029--- BBB and Track/CC and Dance

2029-2030---- Softball and Wrestling and Cheer

You said:

create a AI student and teacher best practices in Wisconsin public k-12 schools

ChatGPT said:

Thought for 5s

Nice — below is a ready-to-use set of AI best practices for students and teachers tailored for Wisconsin public K–12 schools. It's written so districts, principals, or tech coordinators can drop it into handbooks, staff training, or classroom norms. I've included short rationales and quick implementation/checklist items so it's practical, not just theoretical. If you want, I can next: (A) turn this into a one-page poster, (B) draft district policy language, or (C) make a parent consent form — tell me which and I'll produce it immediately.

AI Best Practices — Wisconsin K–12 (Students & Teachers)

Guiding principles (short)

1. Learning-first: Use AI to improve learning outcomes, not to replace essential teacher instruction or critical thinking.
 2. Transparency: Students, teachers, and families should know when AI tools are used and how outputs are produced/checked.
 3. Privacy & legal compliance: Follow FERPA and applicable Wisconsin district policies when using AI with student data.
 4. Equity & access: Ensure AI tools don't widen gaps — provide alternatives and support for students who lack access.
 5. Digital citizenship & ethics: Teach students how to evaluate AI output for accuracy, bias, and reliability.
-

Student best practices (for grades K–12; simplify language for younger students)

Expectations for using AI tools

- Ask first: Use only teacher-authorized AI tools in class; for homework, follow teacher/district guidance.
- Be honest: When AI helps create work (writing, coding, images), clearly cite the AI tool and explain what it contributed.
- Use AI to support, not substitute: Use AI for brainstorming, revision, or practice — not to submit someone else’s work as your own.
- Verify outputs: Always check facts AI gives you — compare to reliable books, class notes, or teacher guidance.
- Protect private info: Never enter your full name, student ID, home address, passwords, or other private student data into AI tools.
- Respect copyright and peer work: Don’t use AI to reproduce copyrighted content or to produce work that copies other students.

Age-specific guidance (examples)

- Elementary (K–5): Use AI only with teacher supervision for fun practice (vocabulary games, story starters). Teachers should control inputs.
- Middle (6–8): Use AI for outlines, idea-generation, and practice explanations. Always add your own thinking and cite tools used.
- High school (9–12): Use AI for research summaries, revision, and coding help — but provide clear citations and an author’s reflection on how AI shaped the work.

Student checklist (before submitting work)

- Did I list the AI tool(s) I used and what they did?
 - Did I verify any facts with class resources or trusted sources?
 - Did I avoid sharing private or identifying information?
 - Did I add my own analysis, voice, or revision?
-

Teacher best practices

Classroom use & lesson design

- Set learning goals: Decide *why* AI is part of the lesson (e.g., spark ideas, create formative practice, differentiate instruction).
- Model usage: Demonstrate how to use AI responsibly — prompt design, checking results, and citing outputs.
- Scaffold skills: Use AI to support skill development (draft → critique → revise), not to short-circuit learning.
- Create explicit rubrics: Clarify how instructor will grade student work that used AI (what's acceptable, what isn't).
- Differentiate & scaffold: Use AI for differentiated content (reading-level adjustments, language scaffolds, practice problems).

Risk management & privacy

- Limit PII: Never upload student identifiable information (full names, teacher comments with PII, grades, student ID numbers) into public AI tools.
- Authorization & procurement: Use district-approved AI tools and follow district procurement/data-sharing rules.
- Check vendor policies: Verify vendor data retention, student-data handling, and FERPA compatibility. If a tool stores student work on external servers, confirm district approval.
- Parental communication: Notify families when new AI tools are introduced and what data (if any) will be shared.

Teaching AI literacy

- Critical evaluation lessons: Teach students how to detect hallucinations, bias, and plausible-sounding but incorrect outputs.
- Cite & reflect: Require a short reflection with AI-assisted assignments describing what the student did and why.
- Ethics & bias discussion: Include lessons about fairness, representation, and how AI systems can be biased.

Assessment & academic integrity

- Design AI-resilient assessments: Use oral defenses, in-class performance tasks, process portfolios, and teacher-staged checkpoints.
 - Use draft artifacts: Keep drafts and timestamps to see student progress (showing original work vs. final).
 - Honor code update: Update academic integrity policies to address misuse of AI; apply consistent, educational consequences.
-

Sample classroom norms (short poster copy)

- “Ask before using AI. Cite the tool and what it did. Check facts. Never enter private info. Use AI to learn — not to cheat.”
-

Administrator / District checklist (implementation)

1. Inventory: List all AI tools currently used in district/schools.
 2. Approval process: Create a standard vetting procedure (security, privacy, FERPA, DPI guidance).
 3. Training: Provide mandatory short PD for teachers on AI tool use, privacy, and lesson integration.
 4. Student policy: Publish simple student rules and include AI guidance in the student handbook.
 5. Family outreach: Send an FAQ and consent/notification when AI tools change how student data is handled.
 6. Monitoring: Periodically review usage, equity impacts, and learning outcomes.
-

Short sample policy blurb (copy-paste ready)

The District supports responsible, educational uses of artificial intelligence (AI) tools to enhance student learning. Teachers may authorize specific AI tools for classroom use. Students must not submit AI-generated work as their own without transparent acknowledgment. Students and staff must not enter personally identifiable information (PII) into AI tools unless an approved, secure district solution is used. Use of third-party AI tools that store student data requires prior district approval.

Quick dos & don'ts (one-liners)

- Do teach students to verify AI facts with trusted sources.
 - Do require students to document AI usage.
 - Do use district-approved tools where possible.
 - Don't allow PII to be entered into public AI tools.
 - Don't grade solely on final AI-generated products — assess process and understanding.
-

Privacy & legal notes (short)

- This guidance is educational, not legal advice. Schools must follow FERPA and Wisconsin DPI guidance and consult district legal counsel before adopting tools that process student data. Many districts require a vendor/data-sharing agreement before student data leaves district-controlled systems.
-

Suggested next deliverables I can create right away

- A one-page student-facing poster (PNG).
- A teacher PD slide deck (5–10 slides) with demo prompts and sample rubric.
- District policy draft and a parent notification/consent template.
- Sample classroom assignment with AI-use checklist and grading rubric.

Which one would you like me to produce next?

Cybersecurity

WISCONSIN STATEWIDE INTELLIGENCE CENTER (WSIC)

<https://wifusion.widoj.gov/>

WHAT IS A FUSION CENTER?

A fusion center is a collaborative effort of two or more agencies that provide resources, expertise, and information to the center with the goal of maximizing their ability to detect, prevent, investigate, and respond to criminal and terrorist activity.

Intelligence processes – through which information is collected, integrated, evaluated, analyzed, and disseminated – are a primary focus.

Cyber Crimes Unit
Wisconsin Statewide Intelligence Center
Wisconsin Department of Justice (WI DOJ) - Division of Criminal Investigation (DCI)

<https://wifusion.widoj.gov>
608-242-5393 (24x7)
wsic@wisdoj.gov

Questions? Thank you

IT trends in Wisconsin public schools —

This report was created November 17th, 2025 using ChatGPT <https://chatgpt.com/>

Wisconsin public schools continue to wrestle with a **digital divide**, particularly in rural and lower-income districts. According to a statewide analysis, more than **82,000 children** (students under 18) lack reliable internet subscriptions at home. wispolicyforum.org+2WPR+2 In district-level DPI surveys, about **one-third of districts** reported that at least **25% of their students do not have adequate home internet** for completing schoolwork. wispolicyforum.org+2Wisconsin Newspaper Association+2 Affordability is cited as a major barrier: in some districts, cost was the reason for lack of connectivity for more than half of the unconnected students. Wisconsin Newspaper Association+1 Meanwhile, broadband infrastructure remains uneven — in one survey, **64% of districts said parts of their area lack broadband or cellular access**, and **37%** reported being unable to provide hotspots or Wi-Fi cards to affected students. Madison365+1

On the device front, **1:1 computing** is well established: as of before the pandemic, over **80% of Wisconsin's 421 public districts** reported that each student had a personal laptop or tablet (or could be provided one). Wisconsin Watch+2Milwaukee Independent+2 Nevertheless, digital learning disparities persist. A **2019 UW–Madison La Follette School report** of 398 districts found gaps in planning, staffing, and broadband infrastructure, correlated with rural-urban divides and socioeconomic status. La Follette School of Public Affairs On the policy side, the state is making moves: the Public Service Commission's Broadband Office has a **State Broadband Plan** which aims for **97% of Wisconsin homes** to have at least 25/3 Mbps service by 2025. Public Service Commission of Wisconsin

Here's a comparative look at how Wisconsin's IT-in-schools trends align with / diverge from **national K–12** technology trends.

Nationally, connectivity remains a significant challenge: about **5%** of U.S. students (2.4 million) lived in homes without any internet access in 2019, with rural students disproportionately affected (7% in rural areas, and 11% in remote rural regions). National Center for Education Statistics+2National Center for Education Statistics+2 According to a Common Sense Media report, *prior to the pandemic*, around **30%** of K–12 students across the country lived in households without either an adequate internet connection or a device suitable for distance learning — that represents roughly 15–16 million students. Common Sense Media This national-level digital divide reflects similar challenges in Wisconsin, where access gaps (especially in rural districts) are a major concern.

On the emerging technology front, **AI adoption** in U.S. K–12 schools is growing rapidly. According to recent data, as many as **64%** of K-12 schools in the U.S. have reported using AI-driven learning tools. SEO Sandwich However, adoption is uneven: barriers such as lack of teacher training, concerns over ethical use, and workload persist. arXiv Compared to Wisconsin, where districts are proactively issuing AI guidance and investing in teacher professional development, these national patterns suggest that while AI use is widespread, **support structures are still catching up** in many parts of the country.

Here's a comparison of Wisconsin's IT-in-schools trends versus two peer states, **Minnesota** and **Illinois**, highlighting similarities and differences:

Minnesota: Minnesota’s public schools share Wisconsin’s focus on digital equity and access. The Minnesota Department of Education requires all K–12 districts to report **digital equity data**, tracking students’ home internet and device access. [Minnesota Department of Education+1](#) As of recent data, at least **25,000 students** in Minnesota still lack either a high-speed connection or a dedicated device at home. [Minnesota Department of Health](#) Minnesota’s 1:1 device programs are well established: around **55% of schools** already operate some form of it, with many more rolling out in recent years. [Minnesota Department of Education](#) To further expand connectivity, the state is leveraging broader Wi-Fi initiatives; for example, Minnesota K-12 institutions are working with Internet2’s eduroam to strengthen secure, seamless wireless access across schools and community institutions. [PR Newswire](#) On the AI front, Minnesota districts are also beginning to adopt generative AI cautiously, balancing innovation with concerns about privacy, ethics, and equity. [Axios](#)

Illinois: Illinois is also grappling with digital equity but has distinct policy levers. Through its **Digital Equity Grant**, the Illinois State Board of Education has provided funding to help districts reach a **1:1 device ratio**, particularly targeting underserved districts. [Illinois State Board of Education](#) According to the latest surveys, about **20% of Illinois districts** (as of a few years ago) were still not fully 1:1. [DCEO+1](#) Meanwhile, digital accessibility is a strong priority: Illinois passed legislation (Public Act 102-0238) requiring that any third-party online curriculum used by schools comply with **WCAG 2.1 accessibility standards**, ensuring content is accessible to all students. [Learning Technology Center](#) The **Learning Technology Center (LTC)** in Illinois supports districts in applying for funding, planning infrastructure, and closing the broadband gap, especially in rural or underfunded schools. [Learning Technology Center](#) Additionally, cybersecurity and AI are also growing concerns in Illinois: many district tech leaders report they are increasing investment in cybersecurity, and while a majority see benefits in AI, only a subset of districts currently run AI-specific initiatives. [Marketbrief](#)

Take-away comparison:

- Wisconsin, Minnesota, and Illinois all emphasize **digital equity**, but Minnesota uses more centralized digital-equity data collection, while Illinois leans heavily on grants and policy to close access gaps.
- The **1:1 device model** is strong in all three states, but adoption rates and scale vary: Minnesota is well along, Illinois is still expanding, and Wisconsin’s recent data suggests similar momentum.
- **AI adoption** is nascent but growing across all three: Minnesota is cautiously experimenting, Illinois tech leaders recognize its potential but are still scaling, and Wisconsin is also investing in AI training and policy.
- **Accessibility** is uniquely codified in Illinois law (WCAG compliance), which is a more formal requirement than in many other states.

Here’s a comparison of IT trends in **three more states** — **Michigan, Iowa, and Minnesota** — focusing on K-12 public schools and how they relate to the trends in Wisconsin.

Michigan:

Michigan is pushing strongly on **infrastructure consolidation and connectivity**. In 2024–25, the state awarded **over**

\$101 million in grants to consolidate technology services across intermediate school districts (ISDs), helping connect more schools to high-speed broadband via the Michigan State Education Network (MiSEN).

[Michigan.gov+2Michigan.gov+2](#) About **98% of Michigan’s schools** now meet federal minimum goals for broadband per student, a major improvement over prior years. [GovTech](#) To further reduce costs and improve security, several ISDs are migrating their IT infrastructure to the **cloud**, taking advantage of shared resources and centralized management. [EdTech Magazine](#)

On the emerging tech side, Michigan is also investing in **AI literacy** for teachers: a statewide “train-the-trainer” program, run jointly by Michigan Virtual and the AI Education Project (aiEDU), is training 50 educators to scale AI education. [eSchool News+1](#) However, trust and policy lag somewhat: in a 2024–25 survey, while **44% of teachers report using AI in their classrooms**, only a minority of districts have formal AI policies in place. [Michigan Virtual](#) Meanwhile, **cybersecurity** is a growing concern: 13 school districts in western Michigan formed a joint Cybersecurity Operations Center (CSOC), projected to save \$2 million over four years, consolidating threat detection and response. [GovTech](#)

Iowa:

In Iowa, a big focus is on **broadband access and digital equity**. The Iowa Communications Network (ICN) remains a key partner for K–12 schools, providing Internet, data, and firewall services — some of which are discounted through E-Rate funding. [Iowa Communications Network+1](#) According to the state’s broadband action plan, improving access in underserved rural and low-income areas is a top priority, which directly impacts students’ ability to engage in digital learning. [Iowa Department of Management](#) But there’s still a “homework gap”: about **16%** of Iowa K–12 students are estimated to have no adequate home internet, according to a recent policy report. [Political Science+1](#)

While Iowa’s technology trend is less focused on AI than in Michigan or Wisconsin, **security remains a priority**: some districts use firewall services via ICN, and there’s growing recognition that network infrastructure must be both robust and safe for students. [Iowa Communications Network](#)

Minnesota:

Minnesota’s public schools are also cautiously integrating **AI tools**. Several districts are now piloting generative AI (like ChatGPT), especially for tasks such as test generation, reading supports, and lesson planning — though administrators and teachers remain actively engaged in discussions around **privacy, ethics, and cheating**. [Axios](#) This mirrors a broader trend across Midwestern states, where AI adoption grows but with deliberate guardrails.

On infrastructure, Minnesota continues to support **equitable broadband access**, particularly in rural communities, though its strategy emphasizes both data-driven planning (tracking which students have access) and community partnerships. While not quite as centralized as Michigan’s MiSEN, Minnesota’s approach reflects a strong commitment to closing the digital divide via collaborative policymaking.

Key Take-Aways (comparing all six states — WI, MI, IL, MN, IA):

- **Digital equity** is a major priority in all these states. Michigan and Iowa are investing heavily in broadband infrastructure, while Minnesota and Illinois emphasize monitoring and policy support.
- **AI adoption** is accelerating but with varying speeds: Michigan is establishing teacher training infrastructure, Wisconsin is issuing formal guidance, Minnesota is piloting carefully, and Illinois is more cautious.
- **Cybersecurity and shared services** are increasingly common: Michigan’s CSOC shows cost savings and improved protection, and cloud migration is being used to centralize and secure data.
- **State-level coordination matters:** Michigan’s ISD consolidation and Iowa’s ICN services show how regional infrastructure can help districts that might not have the resources on their own.

Comparison table of IT trends across six states: **Wisconsin, Minnesota, Illinois, Michigan, Iowa, and (added) Ohio.**

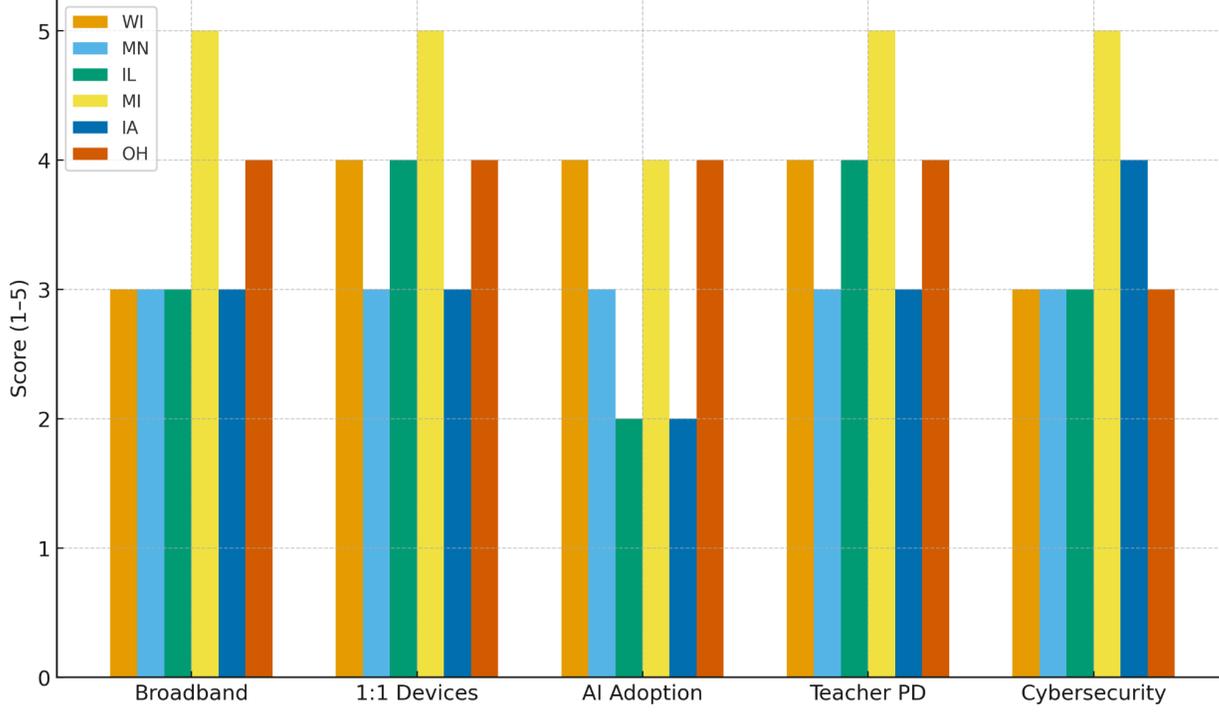
IT in K-12 Public Schools — Six-State Comparison Table

Category	Wisconsin	Minnesota	Illinois	Michigan	Iowa	Ohio
Broadband Access	Significant rural gaps; many districts report 25–30% of students lack adequate home internet	Strong state data tracking; rural areas still limited	Improving through Connect Illinois program; strong rural investment	~98% of schools meet federal bandwidth goals	ICN supports statewide connectivity; rural areas lack adequate home access	Highly connected; most districts meet bandwidth targets
1:1 Student Devices	>80% of districts have full 1:1	~55% of districts 1:1, rising	Many districts 1:1 via state grants	Nearly universal 1:1 across most ISDs	Mixed; many districts provide devices but not universal	Widespread 1:1 access in most districts

AI in Education	DPI released state AI guidance; growing use	Cautious pilot programs in districts	Slower adoption; limited district policies	Statewide AI training program for teachers	Limited AI initiatives; early-stage adoption	Rapid adoption in large districts; state exploring policy
Teacher PD for Tech	Strong push, especially around AI	Ongoing tech PD; varies by region	LTC provides PD on accessibility and tech	Statewide PD for cloud, AI, cybersecurity	ICN provides training for network and digital skills	Strong PD networks, especially in urban areas
Cybersecurity	Increasing investment; improving protections	Moderate focus; district-level variation	Growing concern; many districts upgrading systems	Regional Cybersecurity Operations Center saves districts \$2M	ICN firewall services widely used	State supports district cybersecurity standards
Notable State Strength	Clear AI policy leadership	Strong digital equity data collection	Strong accessibility laws (WCAG 2.1)	Highly coordinated tech infrastructure	Statewide network (ICN) used by most districts	Early AI classroom innovation
Key Challenge	Rural broadband gaps	Rural coverage	Policy + funding gaps in some districts	Policy for AI lags behind usage	Significant “homework gap”	Disparities between urban and rural tech access

See Bar Graph On The Next Page.

K-12 IT Trends Comparison — Bar Chart



You said:

current AI protocol in Wisconsin Public Schools

ChatGPT said:

Good question. Short answer: there's no single statewide "AI protocol" for all Wisconsin public schools — policy is largely being set at the district level, though the Wisconsin DPI (Department of Public Instruction) has issued guidance. Here's a breakdown of the current landscape, plus some key examples and issues.

What the State (Wisconsin DPI) Says

1. DPI AI Guidance Document

The Wisconsin DPI published a guidance document titled *"AI Guidance for Enhancing K-12 and Library Education."*

2. [Department of Public Instruction](#)

- It's not a mandate, but more of a set of best practices.
- [Department of Public Instruction](#)
- Emphasizes *ethical use, data privacy, equity, critical thinking, and human-centered AI*.
- [Department of Public Instruction](#)
- Encourages educators to teach students how to use AI responsibly (input matters, verifying output, understanding limitations).
- [Department of Public Instruction](#)
- Highlights generative AI (like ChatGPT or image-generation tools) as powerful, but positions AI as a "partner" rather than a replacement for human teachers.
- [Department of Public Instruction](#)

3. No Legal Mandate at State Level

According to the Wisconsin Association of School Boards (WASB), there are currently no statewide legal mandates specifically regulating AI in schools — districts are responsible for creating their own policies.

4. [Wisconsin Association of School Boards](#)

- WASB suggests districts appoint an "AI coordinator" to help develop acceptable use policies.
- [Wisconsin Association of School Boards](#)

- Key legal risk identified: student privacy, especially ensuring that student data (personally identifiable information) isn't misused via AI tools.
 - [Wisconsin Association of School Boards](#)
-

What Some Individual Districts Are Doing

Because statewide policy is light, districts are taking very different approaches. Here are some examples:

- Milwaukee Public Schools (MPS)
 - MPS has a formal “Artificial Intelligence Guidance” document.
 - milwaukeepublic.ic-board.com
 - Their policy allows access to open-AI software on student Chromebooks, but misuse (like data tampering) is prohibited.
 - milwaukeepublic.ic-board.com
 - Teachers may use AI for curriculum, but there are data and privacy guidelines, especially around age restrictions.
 - milwaukeepublic.ic-board.com
 - Both staff and students must cite AI use when it's part of their work (text, images, etc.).
 - milwaukeepublic.ic-board.com
 - The policy also warns that AI output can be biased or inaccurate; users need to critically evaluate what the AI produces.
 - milwaukeepublic.ic-board.com
 - Luxemburg-Casco School District
 - Beginning in the 2025–26 school year, they're formally implementing AI tools for students (grade 6+) and staff.
 - luxcasco.k12.wi.us
 - Their rollout suggests they see AI as a long-term, integrated tool, not a temporary experiment.
 - luxcasco.k12.wi.us
 - Northeast Wisconsin High Schools
 - According to a report, many of these high schools allow partial AI use, but only with teacher permission.
 - [Y100](#)
 - Some districts explicitly prohibit using AI “in place of one's own work.”
 - [Y100](#)
-

Major Themes & Challenges

From the DPI guidance, district policies, and media reporting, here are the big-picture issues and considerations:

- Academic Integrity vs. Innovation: Schools are balancing the risk that students might misuse AI (e.g., for cheating) with the potential benefits (e.g., brainstorming, personalized learning).
 - Data Privacy: There is strong concern about sharing student-identifiable data with third-party AI tools. WASB especially notes this as a key legal issue.
 - [Wisconsin Association of School Boards](#)
 - Teacher Training: Successful integration of AI depends heavily on professional development—teachers need to know not just how to *use* tools, but how to *teach students to use them well*.
 - Equity: Guidance emphasizes ensuring equitable access, and thinking about how AI can either reinforce or reduce existing inequities.
 - [Department of Public Instruction](#)
 - Evolving Policy: Because AI is changing so fast, many district policies are draft-like or being piloted. For example, districts are assessing their “AI readiness” and then developing guiding principles.
 - [CitizenPortal](#)
-

Bottom Line

- No uniform statewide “AI protocol” — most AI rules are set by individual districts.
 - DPI offers guidance rather than mandates, focusing on ethics, privacy, and responsible use.
 - Districts are responding in varied ways: some are *restrictive*, others *proactive and integrative*.
 - Key issues: student data privacy, academic integrity, equitable access, and teacher capacity.
-

If you like, I could pull together a map or breakdown of AI policies for public school districts across Wisconsin (how many districts have formal AI policies, what those policies cover, etc.). Do you want me to do that?

This report was created November 17th, 2025 using ChatGPT <https://chatgpt.com/>

You said:

yes

ChatGPT said:

Thought for 19s

Great — I put together a concise statewide snapshot (district → policy status → what it means) with source links so you can see where districts stand right now. I focused on districts that have publicly visible AI guidance/policies or recent press about formal rollouts. If you want, I can next make a downloadable CSV or a map showing these districts (I can generate that immediately) — say which you prefer.

Snapshot: AI policies / guidance — selected Wisconsin public districts (current public info)

Note: Wisconsin DPI issued non-binding statewide guidance (July 2024) but *districts set their own policies*; below are district-level public documents or reliable media reports.

[Department of Public Instruction](#)

+1

Selected districts (status / short summary)

1. Milwaukee Public Schools (MPS) — *Active guidance / instructional-use guidelines*
MPS has district AI instructional-use guidelines and is allowing district-approved AI platforms for staff and librarians; guidance emphasizes academic integrity and critical evaluation.
2. [Clouinary](#)
3. +1
4. Kenosha Unified School District (KUSD) — *Formal AI policy / restrictions*
KUSD publishes an Artificial Intelligence policy: generative AI is generally prohibited unless specifically allowed for assignments; district also ties AI rules to academic integrity/acceptable use.
5. [Kenosha Unified School District](#)
6. +1
7. Eau Claire Area School District (ECASD) — *Board policy in place*
ECASD has a named policy (Policy 7540.08 / “Artificial Intelligence (AI)”)

authorizing district support of AI use consistent with mission/goals and outlining permitted use.

8. [BoardDocs](#)

9. +1

10. Green Bay Area Public Schools — *Generative AI policy language published*
GBAPS has board policy language defining generative AI tools and listing guidance/requirements for their use (boarddocs). Many NE-WI districts are taking teacher-permission/limited-use approaches.

11. [BoardDocs](#)

12. +1

13. Appleton / Northeast Wisconsin districts (Appleton, Neenah, Hortonville, Howard-Suamico region) — *Teacher-permission / pilot models*
Regional coverage shows varied approaches: pilot programs, teacher-permitted use, and district guidance emphasizing not submitting AI output as original work. Local news reports summarize mixed policies.

14. [Post Crescent](#)

15. +1

16. Luxemburg-Casco School District — *Proactive rollout (2025–26)*
L-C publicly announced a districtwide implementation of an education-focused AI platform (MagicSchool) for staff and students (grades 6+), with transparency and academic-integrity guidance.

17. luxcasco.k12.wi.us

18. +1

19. Racine Unified School District (RUSD) — *Embracing innovation; district statements showing permissive stance*
Recent reporting and district communications emphasize pursuing personalized learning and exploring AI tools; RUSD staff speak publicly about innovation and pilot use.

20. [CitizenPortal](#)

21. +1

22. Madison Metropolitan School District (MMSD) — *Active discussion and pilots*
MMSD is evaluating classroom uses, piloting teacher-led integrations, and balancing benefits with academic integrity concerns (media reporting on school year discussions).

23. [The Daily Cardinal](#)

24. +1

25. Appleton Area School District (AASD) — *AASD K-12 AI Guidance — Family guidance and student rules*
AASD and similar districts have produced family-facing guidance documents that

instruct students/families about responsible AI use and prohibit submitting AI work as original.

26. aasd.k12.wi.us

27. +1

28. Other districts / trends — *Many districts publishing guidance or adding AI sections to acceptable-use and academic-integrity policies*

Across Wisconsin many districts: (a) add AI language to Acceptable Use / Academic Integrity policies; (b) require teacher permission; or (c) select district-approved platforms with safety features. See DPI sample language for district policy templates.

29. [Department of Public Instruction](#)

30. +1

Common policy patterns & themes (statewide view)

- State DPI = guidance, not a mandate. DPI supplies sample policy language, privacy recommendations, and educator resources; districts adopt/adapt.
- [Department of Public Instruction](#)
- +1
- Three main district approaches:
 1. Proactive integration (district-approved platforms + training) — e.g., Luxemburg-Casco, some MPS pilots.
 2. luxcasco.k12.wi.us
 3. +1
 4. Conditional / teacher-permission (limited classroom use; cite AI when used) — common in NE Wisconsin districts and Appleton/Green Bay areas.
 5. [WLUK](#)
 6. +1
 7. Restrictive / default prohibition (generative AI disallowed unless teacher explicitly permits) — seen in KUSD eSchool/academic integrity wording.
 8. [Kenosha Unified School District](#)
 9. +1
- Top concerns in policies: academic integrity, student data privacy (FERPA/contracting with vendors), teacher training, equity of access, and tool transparency. DPI and WASB flagged privacy/legal risks.
- [Department of Public Instruction](#)
- +1

What I collected / how I can extend this

I gathered *public* documents and news reporting for the items above (DPI guidance + district pages / board docs / news articles). If you want the next step, I can immediately produce any of the following (pick one) and deliver it now:

- A spreadsheet (CSV) listing ~50–100 Wisconsin public school districts with one column for “AI policy status” (Proactive / Conditional / Restrictive / No public policy found) and a source link for each row. (I’ll build it from public district sites and recent news.)
- An interactive map (PNG or web preview) showing districts color-coded by policy status (Proactive / Conditional / Restrictive / Unknown).
- A short report (1–2 pages, PNG or PDF) summarizing statewide trends + recommended policy language (based on DPI sample language).
- Or expand the current table to include more districts (I can add specific districts you care about).

Which of those should I build and deliver right now? (I’ll generate it in this chat immediately.)

You said:

expand the current table to include more districts, Menomonie, Hudson, Wausau

ChatGPT said:

Good question. I looked into Menomonie, Hudson, and Wausau school districts — here’s what I found, and what’s *not found*. Unfortunately, for some of these districts there’s no publicly-available, formal AI (generative) policy like in some other Wisconsin districts. Here’s the expanded part of the table + analysis.

Expanded Table — Selected Wisconsin Districts: AI Policy / Guidance Status (including Menomonie, Hudson, Wausau)

District	AI Policy / Guidance Status	Notes / What's Publicly Known
Menomonie (School District of the Menomonie Area, SDMA)	Very limited / no formal generative-AI policy	<p>- District's Board Policies (per their website) do <i>not</i> list any "Artificial Intelligence" or "AI" policy.</p>
		<p>sdmaonline.com</p>
		<p>+1</p>
		<p>- The technology services department describes 1:1 device program, infrastructure, and support, but doesn't mention AI-specific governance.</p>
		<p>sdmaonline.com</p>
		<p>- Their superintendent posted a "Tech Survey & AI Companion Warning" (Nov 2025), cautioning about <i>AI companions</i> (emotional/relational AI tools) for students: > "significant risks to their emotional well-being and development" from AI as a "social companion."</p>
		<p>menomonie.ss7.sharpschool.com</p>
		<p>- Old school board policy (from 2016) doesn't include AI language, suggesting no recent formal AI policy was added (at least publicly).</p>
		<p>sdmaonline.com</p>

- Because of the lack of formal policy, AI use is probably governed mostly under general technology / acceptable-use-policy rules, rather than a dedicated AI policy.

- I found *no district board policy document* explicitly titled “AI” or “Artificial Intelligence” from Hudson, WI.
- Their District Improvement Plan (2024–25) *does mention “expand our understanding of ... Artificial Intelligence (AI)”*, and identifies “appropriate uses of AI in a school setting with a clear set of guidelines and expectations for staff and students” as a measurable outcome.

[hudson.k12.ma.us](https://www.hudson.k12.ma.us)

Hudson (Hudson School District, WI) No published formal AI policy found

- This suggests they are planning or thinking actively about AI policy, but a formal board-adopted AI policy (as of now) is not publicly obvious.

- Also, there’s an article about electronic device policy (personal devices banned during instructional time), but that’s more about focus/device policy than generative AI.

[CitizenPortal](#)

- Overall: emerging / planning stage, not a formal AI policy yet (or not publicly documented).

		<p>- The district’s BoardDocs policy manual includes “Artificial Intelligence (AI)” in their policy list: Policy code po7541 under “Electronic Data Processing.”</p> <p>BoardDocs</p>
		<p>- However, clicking through the BoardDocs “Active Policies” does <i>not show a detailed AI-usage policy</i>. The policy list shows “AI” but doesn’t currently include a visible policy text (or at least it’s not readily accessible).</p> <p>BoardDocs</p>
Wausau (Wausau School District)	Unclear / no dedicated generative-AI policy found	<p>- The <i>Technology Department</i> page for the district outlines standard tech services, device agreements, and student privacy, but doesn’t mention generative AI or “AI tool usage policy.”</p> <p>wausauschools.org</p> <p>- Local news (“AI offers tools for students to learn” in Wausau) reports that teachers are using AI “tools” in the classroom.</p> <p>https://www.wsaw.com</p> <p>- So: some recognition of AI in board policy, but no publicly detailed operational or academic AI-use policy (or none easily found).</p>

Analysis & Interpretation for These Districts

- Menomonie: The district seems cautious, particularly about “AI companions” and non-academic AI use. Without a formal AI policy, their default governance is likely

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through existing tech / acceptable-use policies. The warning from leadership suggests they *are aware* of AI risks, but haven't codified generative AI policy publicly.

- Hudson: Their inclusion of AI in the District Improvement Plan is promising — they plan to develop *guidelines and expectations*. But because no board policy is publicly posted, they are likely still in the *planning or drafting* stage.
 - Wausau: The fact that “AI” shows up in their board policy manual is interesting. But because the policy details aren't easily accessible publicly, it's unclear whether they have strong, enforceable generative AI rules (vs just a placeholder / general reference).
 - Across all three: no evidence (so far) of highly formal, generative-AI-specific policy, like “submit-all-AI-use-with-citation” or “teacher-permission-required” rules, *at least publicly*. These may be in development or internal only.
-

Conclusion & Recommendation

- These districts could benefit from more formal, transparent AI policy development — especially as AI becomes more integrated into learning.
 - Stakeholders (parents, teachers) in these districts may want to ask their school boards:
 1. Do we have an AI governance committee or task force?
 2. Will there be a public AI use policy (for students/staff) soon?
 3. How will the district handle academic integrity, student data, and AI tool selection?
 - Given DPI's statewide AI guidance (which encourages districts to develop policies)
 - [Department of Public Instruction](#)
 - [+1](#)
 - , these districts are well-positioned to build well-informed policies.
-

If you like, I can check all 72 (or so) of the biggest Wisconsin school districts (by enrollment) and tell you which *have a formal, public AI-use policy as of now*. Do you want me to do that?

ChatGPT can make mistakes. Check important info.

Boyceville Community School District Overview of the IT Department
Trends In IT At Other Local Schools
How AI Is Managed At BCSD
Future Goals for BCSD in Technology
Future Plans for the BCSD Technology Department With
Jacob Schoeder's retirement.
Firewall report for a day at BCSD

The IT Department consists of one full-time Network Administrator and a part-time, four days per week, Librarian/technology assistant.

The IT department currently manages the following on a daily basis.

- 189 Windows Computers
- 5 Windows Servers
- Mitel VOIP Phone Servers and phones
- Informacast: A District wide digital PA and emergency notification system
 - JAMF Web Services: to manage 153 iPads and 2 MAC laptops
 - Apple School Manager: for App management and purchase
- Google Administrator Suite: to manage 851 Chromebooks and users this school year including management of apps and Web site filter
- Aristotlek12: Content, Web filter, device and user tracking, Teacher has classroom management of each student's Chromebook.
- Train and assist staff and students with technology needs and questions.

Trends in IT I have learned from CESA meetings and conversations with other techs.

Schools are One to One with Chromebooks.

Most computer labs have gone away.

Many schools are switching to the Cloud services for Data Servers, User Servers and hardware/software management.

Durand schools have moved many, if not all operations to the Cloud.

Digital Art, graphic design, audio and video editing, game design are some of the classes being added.

How AI Is Managed At BCSD

By using firewall, Aristotlek12, Web filtering,

Many of the AI sites are not available for student use.

Also, the ability for Pre-K - 5th students to use email is limited to in district accounts. Most Middle School students also have the same email policy in place.

Future Goals for BCSD in Technology

I would like to see the district grow technology classes in the areas of GIS/GPS survey and mapping, Digital Gaming Programing, Audio and Video Editing, Digital and paper marketing promotion design. More of the industrial trades are introduced as classes, work study and apprenticeships.

Future Plans for the BCSD Technology Department With Jacob Schoeder's retirement.

My time here at Boyceville Community School District has been awesome. I feel it is time to take on some new hobbies and travel after 32 years in the field of technology in the public schools.

I see myself working a few weeks with the new Network Administrator, then being available for any questions throughout the school year.

See the next page for the Firewall report.

Firesall Report “Deny” or “Drop” from 5:11 PM on the 18th November To 12:50 11th November.

65,545 pings

AP	AQ	AR	AS	AT	AU	AV
Source Country	Destination Country		Packets Sent	Packets Received	Session End Reason	DG Hierarchy
Russian Federation	United States		1	0	policy-deny	
United States	United States		1	0	policy-deny	
Russian Federation	United States		1	0	policy-deny	
10.0.0.0-10.255.255.255	Korea Republic Of		1	0	policy-deny	
Bulgaria	United States		1	0	policy-deny	
10.0.0.0-10.255.255.255	Korea Republic Of		1	0	policy-deny	
Netherlands	United States	+	1	0	policy-deny	
United States	United States		1	0	policy-deny	
10.0.0.0-10.255.255.255	Korea Republic Of		1	0	policy-deny	
10.0.0.0-10.255.255.255	Korea Republic Of		1	0	policy-deny	
10.0.0.0-10.255.255.255	Korea Republic Of		1	0	policy-deny	
10.0.0.0-10.255.255.255	Korea Republic Of		1	0	policy-deny	
Ukraine	United States		1	0	policy-deny	
10.0.0.0-10.255.255.255	Korea Republic Of		1	0	policy-deny	
10.0.0.0-10.255.255.255	Korea Republic Of		1	0	policy-deny	

Type	Threat/Content Type	Config Version	Generate Time	Source address	Destination address	NAT Source IP	NAT Destination IP	Rule	Source User	Destination User	Application	Virtual System	Source Zone	Destination Zone
TRAFFIC drop		2562	11/19/2025 12:50	45.135.232.168	216.56.36.66			DENY-INBOUND-BAD-COUNTRIES			not-applicable	vsys1	ZONE-UNTRUST	ZONE-UNTRUST
TRAFFIC drop		2562	11/19/2025 12:50	142.251.32.10	216.56.36.66			DENY-OTHER-INBOUND			not-applicable	vsys1	ZONE-UNTRUST	ZONE-UNTRUST
TRAFFIC drop		2562	11/19/2025 12:50	185.156.73.181	216.56.36.66			DENY-INBOUND-BAD-COUNTRIES			not-applicable	vsys1	ZONE-UNTRUST	ZONE-UNTRUST
TRAFFIC drop		2562	11/19/2025 12:50	10.12.8.41	34.64.233.111			DENY-OUTBOUND-BAD-COUNTRIES			not-applicable	vsys1	ZONE-TRUST	ZONE-UNTRUST
TRAFFIC drop		2562	11/19/2025 12:50	79.124.56.250	216.56.36.73			DENY-OTHER-INBOUND			not-applicable	vsys1	ZONE-UNTRUST	ZONE-TRUST
TRAFFIC drop		2562	11/19/2025 12:50	10.12.8.41	34.64.233.111			DENY-OUTBOUND-BAD-COUNTRIES			not-applicable	vsys1	ZONE-TRUST	ZONE-UNTRUST
TRAFFIC drop		2562	11/19/2025 12:50	176.65.148.224	216.56.36.73			DENY-OTHER-INBOUND			not-applicable	vsys1	ZONE-UNTRUST	ZONE-TRUST
TRAFFIC drop		2562	11/19/2025 12:50	142.250.190.14	216.56.36.66			DENY-OTHER-INBOUND			not-applicable	vsys1	ZONE-UNTRUST	ZONE-UNTRUST
TRAFFIC drop		2562	11/19/2025 12:50	10.12.8.41	34.64.233.111			DENY-OUTBOUND-BAD-COUNTRIES			not-applicable	vsys1	ZONE-TRUST	ZONE-UNTRUST
TRAFFIC drop		2562	11/19/2025 12:50	10.12.8.41	34.64.233.111			DENY-OUTBOUND-BAD-COUNTRIES			not-applicable	vsys1	ZONE-TRUST	ZONE-UNTRUST
TRAFFIC drop		2562	11/19/2025 12:50	10.12.8.41	34.64.233.111			DENY-OUTBOUND-BAD-COUNTRIES			not-applicable	vsys1	ZONE-TRUST	ZONE-UNTRUST
TRAFFIC drop		2562	11/19/2025 12:50	10.12.8.41	34.64.233.111			DENY-OUTBOUND-BAD-COUNTRIES			not-applicable	vsys1	ZONE-TRUST	ZONE-UNTRUST
TRAFFIC drop		2562	11/19/2025 12:50	92.63.197.181	216.56.36.67			DENY-INBOUND-BAD-COUNTRIES			not-applicable	vsys1	ZONE-UNTRUST	ZONE-TRUST
TRAFFIC drop		2562	11/19/2025 12:50	10.12.8.41	34.64.233.111			DENY-OUTBOUND-BAD-COUNTRIES			not-applicable	vsys1	ZONE-TRUST	ZONE-UNTRUST
TRAFFIC drop		2562	11/19/2025 12:50	10.12.8.41	34.64.233.111			DENY-OUTBOUND-BAD-COUNTRIES			not-applicable	vsys1	ZONE-TRUST	ZONE-UNTRUST
TRAFFIC drop		2562	11/19/2025 12:50	206.168.34.130	216.56.36.67			DENY-OTHER-INBOUND			not-applicable	vsys1	ZONE-UNTRUST	ZONE-TRUST



Boyceville High/Middle School Principal's Report November 19, 2025

Submitted: Thursday, November 13, 2025

Facilities

Consistent with our upgrades throughout the school year thus far, doors continue to be the focus of changes throughout the high/middle school. As I write this report, I am able to watch the installation of the set of interiors door being completed on Door #18 (from the main parking lot). We continue to have doors installed and each installation feels like a small victory as we move closer toward the completion of this phase of the project.

The most common concern over this past week has been the inconsistent temperatures; we have had rooms that a week ago were unbearably hot and this week they are a literal ice box. We have an upstairs that struggled to hit the low 60s this week... our students continue to persist and make the most of the conditions with hardly a whimper; the wherewithal of our students has been and continues to be, greatly appreciated.

Climate/Culture

Our BHS STUCO (Student Council) has been highly impactful for the duration of October and early into November. From organizing Unity Day and "Mix It Up" lunch activities, to hosting our Veterans' Day program - our student council has taken on a dynamic that encourages student engagement and elevates what it means to be a part of our student council. Our STUCO president, Will Engel, has implemented his vision for service-based leadership and his fellow members have embraced this change. It is amazing to see the impact that our student leaders can have on the continued development of community here at BHS.

Our October Student of the Month program designated "RESPONSIBILITY" as our designated trait. We had nine middle school students nominated - Henry Arnold, Brysen Krueger, Lucas Lain, Noah Monfort, Ethan Mrdutt (8), Aericka Olson Sheilin Vasquez-Martinez, Henley Webb - with Ethan Mrdutt (Class of 2031) being selected as the BMS SOM. We had two students receive a nomination in the high school - Corbin Nelson (2) and Kade Phillips - Kade Phillips (Class of 2027) was tabbed as the BHS SOM.

The Library Learning Center continues to be the hub of activity for our student body as we were presented with a special appearance from former BHS English Instructor, Mike Kruszynski, who shared his rendition of Edgar Allen Poe's, The Telltale Heart. The LLC also served as a Hospitality Room to our guests who were recognized during our Veterans' Day Celebration. A special thank you to Jen Engel, Jen Bignell AND Rochelle Olson for their contributions which served to honor veterans and thanking them for their selflessness.

Curriculum & Instruction

Our conversations have become a bit more emotional as we received our DPI Accountability Report Cards for the 2024-2025 school year. Our results were mixed this year, highlighted by the middle school securing a score of 76.2 (Exceeds Expectations) - outdistancing the state average in six of seven categories (Achievement (2), Growth (1) & On-Track to Graduation (3)). Our high school score remained the same last year - 54.7 (Meets Few Expectations); this score is disappointing when considering the work that we have engaged in over the past school year. This score is the lowest since 2018 and has resulted in preliminary conversations that revolve around where we need to focus our efforts in order to improve our performance. Our initial work has focused on identifying those students who are demonstrating minimal growth when compared to previous years. As we continue to evaluate this measure, we will continue to engage in those crucial conversations that need to be had if we are going to move forward and help account for all the great things that are taking place at BHS/BMS.

We are only two months away from finalizing our Course Registration Handbook and conversations have been taking place about changes in offerings and opportunities for our students. While there have been delays in registering during the past two years, we are looking for the registration process to open for the 2026-2027 school year the week of January 19. I am hopeful that we will continue to be mindful of our student body and secure opportunities that will ensure they are successful once their time at BHS has come to an end.

Student Health & Safety

Our Pupil Services Department (school counselors, Pupil Services Director & principals) continue to engage in dialogue about ways in which we can help educate our greater community about the ills associated with social media and the ever-evolving world of AI. We are actively searching for programs that we can present to our community (in conjunction with neighboring districts) that will help bring a greater awareness to this concern. I am hopeful that we will have more concrete information to share before the end of the calendar year.



Board Report for November, 2025 ~ aligned to Focus/Pillars

Climate/Culture Goal: *To foster and promote a positive, inclusive, and safe school climate that supports the social emotional development, well being, and academic success of all students.*

- 11/13 staff meeting Good News notifications completed
- 11/14 Artists of the Month announced
- Wellness Walking Certificates weekly
- Hallway and Cafeteria monitor to rotate menu and pics of students displaying positive behaviors
- 11/24 Trauma Sensitive Schools

Facilities Goal: *To provide a safe, healthy, accessible and sustainable learning environment for our students - one that reflects the district's commitment to excellence and attracts families seeking a high-quality education for their children.*

- Working on exterior and interior doors/fobs

Curriculum and Instruction Goal: *To provide a rigorous, engaging, and inclusive curriculum that fosters academic excellence, creativity, critical thinking, and a lifelong love of learning for all students.*

- 11/4 Theresa Stanley ~ Heat maps (ELA) and Mystery Writing for grades 2 and 3
- 11/10, 11/11 Assessment Project: (2nd of 3 in the series) working with Andrea Thompson and Liz Clennon. Team consists of primary/upper grade/intervention/SPED/administration (professional growth)
- 11/20, 11/21 Data Meetings for all grade levels and SPED staff.
- 11/24 Heather Cox from Cesa
 - Overall iReady Math scope and sequence from K-5 so ALL see the 'flow'
 - Discuss where ELC fits in since iReady Math does not have a curriculum (only resources for ELC) Continue with current math practices, use iReady ELC Resources or use a kindergarten unit second semester to intro vocab, routines etc in preparation for kindergarten
 - Identify essential standards for Units 1 & 2; these essential standards will be used to modify the 2026-2027 Report Card.
 - Fact Fluency options other than digital.

Student Health and Safety Goal: *To provide a safe, healthy, and supportive school environment that promotes the physical, emotional, and social well-being of all students.*

- 11/19 Fire drill
- 11/25 CPI training

Technology Goal: *To integrate technology effectively into teaching and learning to enhance student engagement, creativity, collaboration, and digital literacy in a safe and responsible manner.*

- 11/13 Classroom set of touch screen chromebooks ordered (3rd grade)
- Cafeteria TV installed; awaiting the right software.
- 11/13 The installation of the new POS system in the cafeteria is ready to go.

Communication Goal: *To foster open, transparent, and effective communication among students, families, staff, and the community to build trust, strengthen relationships, and support student success.*

- 10/20, 10/23 97% in person attendance at PT conferences
- 11/11 Veteran's Day Program
- 10/31 Halloween Parade
- 11/13 Grandparents Day ELC
- 10/29 Little Bulldogs playgroup

Respectfully submitted by Shannon Bignell ~ Tiffany Creek Elementary Interim Principal

BOYCEVILLE COMMUNITY SCHOOL DISTRICT 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.



December Board Report
Pupil Service Department

Facilities

- Goal: Ensure all Pupil Services offices and intervention spaces are organized, accessible, and equipped to provide confidential and effective services.

Climate/Culture

- Goal: By the end of the school year, establish and maintain a regular schedule of structured meetings where staff set agendas, identify needs, and collaborate on strategies that support student success and a positive school climate.
 - Develop a consistent meeting schedule (monthly or bi-monthly) for pupil services collaboration.
 - Use shared agenda templates for transparency and focus.
 - Collect and review meeting feedback to continuously improve processes.

Celebrations:

-

Curriculum and Instruction

- Goal: Increase paraprofessional knowledge, skills, and collaboration to enhance support for students' academic, behavioral, and social-emotional needs.
 - Collect feedback from paraprofessionals to guide future training and collaboration structures.
 - Offer monthly internal/external professional development

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Fax: 715-643-7805

Middle/High School

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Phone: 715-643-3647 (DOGS)
Fax: 715-643-7805

Boyceville Community School District



Leading Today... Developing Excellence for Tomorrow

sessions focused on instructional strategies, behavior supports, and IEP/504 implementation.

-

- Goal: Empower students to understand their IEP/504 plans and actively participate in communicating their learning needs and accommodations to staff.
 - Collaborate with case managers and classroom teachers to provide structured opportunities for students to self-advocate.
 - Include student voice in progress monitoring discussions to increase ownership and understanding of their plans.
- Goal: Increase the frequency and effectiveness of coaching observations to strengthen intervention implementation and improve student outcomes.

Upcoming events:

-

Student Health and Safety

- Goal: Support the school nurse in establishing and implementing building-wide Medical Response Teams to enhance student and staff safety.

Technology

- Goal: Increase access to technology resources for staff to reduce shared-device constraints and improve productivity.
 - Purchase iPads, licenses, and research and evaluate other technology services or platforms that could improve workflow and productivity.
 - Continue to support technology by providing professional

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development for staff.

- Para's participated in Behavior Snap training during in-service time.

Reflections from Professional Development:

- One paraprofessional registered for the Connecting the IEP with the Role of a Paraprofessional CESA event on November 10th. Written by Lisa Tireman: I learned a lot from the paraprofessional and IEP training. I gained a better understanding of how to support students with different learning needs and how to use accommodations effectively. The training helped me see the importance of being consistent so each student can succeed. I also learned how to read and follow an IEP, communicate with teachers, and document student progress. Overall, the training showed me how important a para's role is in helping students feel supported, included, and confident in their learning.

Respectfully submitted by *Rebecca Hanestad*

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Superintendent Report November 2025

- Reminder- Regular monthly board meeting in December is scheduled for Wednesday, December 17th at 5:00 pm in the 6-12 IMC.
- Happy Thanksgiving to all! Enjoy the time with family and friends.
- The fall play was well attended. The students and staff did a wonderful job!
- Concert dates in December are Monday the 8th and 15th.
- Congratulations to our Girl's CC team as they competed at State on Nov. 1
- Thank you to both schools for the wonderful Veterans Day Programs.
- Reminder- There is no school November 24-28. There is teacher in-service on November 24th and 25th.
- As we approach the inclement weather season, I want to remind parents of our Inclement Weather School Closing Procedures. The guidelines we use for closing school can be found on our website. They are also printed inside of our 2025-2026 District Calendar of Events.

BOYCEVILLE COMMUNITY SCHOOL DISTRICT
MONTHLY FINANCIAL SUMMARY

General Funds - Peoples State Bank

11/19/2025

TREASURER'S REPORT Accounts Payable Expenditures	BANK RECONCILIATION FUND 10	LOCAL GOVERNMENT INVESTMENT POOL FUND 10
Check Sequences 1467-1472 16384-16386, 16389 83915-83954 83960-84000 Total \$ 314,231.72 Accounts Payable by Fund: Fund 10 \$ 264,364.93 Fund 27 \$ 16,369.32 Fund 50 \$ 33,327.32 Fund 80 \$ 170.15	Balance September 30, 2025 \$ 476,758.29 October Receipts \$ 1,065,075.96 Sept E-Funds not credited \$ 700.00 October E-Funds dep not credited \$ 1,080.00 October Budgetary Checks \$ 525,441.98 Usage Fees & Bank Charges \$ 487.85 October Payroll Checks \$ 387,133.33 Referendum reimbursement for overpayment \$ 8,000.00 Book Balance October 31,2025 \$ 620,391.09 Balance General Checking \$ 919,662.73 Outstanding Checks \$ 296,705.40 Bank Balance October 31,2025 \$ 622,957.33 Ref checks reimbursed, not cashed \$ 2,596.00 Adjusted total \$ 620,361.33	Balance September 30, 2025 \$ 2,627,456.10 Interest \$ 7,748.42 DPI - Lunch/Breakfast Reimbursement \$ 33,861.61 DPI - Early College Credit \$ 216.62 DPI - IDEA Flow Through Reimbursement \$ 33,211.99 DPI - IDEA Preschool Reimbursement \$ 1,144.67 Less Transfer to Cash \$ <u>1,000,000.00</u> Balance October 31,2025 \$ 1,703,639.41
Accounts Receivable Receipts/Revenues \$ 65,075.96 LGIP Transfer to Cash \$ 1,000,000.00 Total \$ 1,065,075.96 Fund 46 Book Balance October 31,2025 \$ 535,775.20 Bank Balance October 31,2025 \$ 535,775.20	FUND 39 Book Balance October 31,2025 \$ 288,429.02 Bank Balance October 31,2025 \$ 288,429.02	FUND 39 Balance September 30, 2025 \$ 48,278.66 Plus Interest \$ 172.88 Less Transfer To Cash \$ - Balance October 31,2025 \$ 48,451.54

WISC - Fund 49 - Referendum Account Summary

10/31/2025 - Issue 1 - \$14,000,000 GO Promissory Note

Expenditures		ACH Redemption Activity			
AP Check Number	Amount	Details	Reference #	Vendor	Amount
1464	\$ 912.58	Reimb 10/15/2025	11636472/3	BLUUM OF MINNESOTA LLC	\$ 9,222.18
1466	\$ 2,805.39	Reimb 10/29/2025	11707605	CESA 10	\$ 61,680.00
16382	\$ 283,142.00	Reimb 10/03/2025	11707607	RTS ROOFING INC	\$ 47,901.85
16383	\$ 12,929.76	Reimb 10/03/2025	11707606	HARTUNG ELECTRIC	\$ 4,750.00
16387	\$ 2,596.00	Reimb 10/29/2025	11707609	HOEFT BUILDERS INC	\$ 409,646.91
83848-83854	\$ 71,148.54	Reimb 10/15/2025	11707603	AUTH CONSULTING	\$ 28,975.00
			11707604	ACCESS LIFTS	\$ 15,055.35
Total	\$ 373,534.27			Direct Expense Total	\$ 577,231.29
	\$ 41,850.94	Reimbursement for Sept Expense		Reimbursement Total	\$ 415,385.21
	\$ 415,385.21			Total Monthly Expenditures	\$ 992,616.50
Investment Maturity Description	Amount	Beginning Balance:	\$ 5,500,990.02		
CD Maturity		Interest earned	\$ 16,238.42		
Interest earned		CD Maturity & Interest Earned	\$ -		
		Ending Balance:	\$ 4,524,611.94		
		Pending Reimbursement to Fund 10			
		Adjusted (Available) Ending balance			

WISC - Fund 49 - Referendum Account Summary

10/31/25 - Issue 2 - \$4,000,000 GO Promissory Note

Investment Maturity Description	Amount	Beginning Balance:	Amount
		Interest Earned	\$ 3,793.49
		CD Maturity & Interest Earned	
		Ending Balance	\$ 1,116,983.35
Accounts Payable Expenditures		Reimbursement Detail	ACH Redemption Activity

WISC - Fund 49 - Referendum Account Summary

Combined balance totals

Cash	\$ 5,641,595.29
Investments	\$ 4,051,557.11
Total	\$ 9,693,152.40

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
10/28/2025	1467	AMAZON CAPITAL SERVICES	CLASSROOM, SPED, CUSTODIAL, TECH & FOOD SERVICE SUPPLIES	1,468.32
10/28/2025	1468	AMAZON CAPITAL SERVICES	CLASSROOM, SPED, CUSTODIAL, TECH & FOOD SERVICE SUPPLIES	1,703.60
10/28/2025	1469	VISA	STAFF APPRECIATION - CONFERENCES/RECOGNITION	316.28
10/28/2025	1470	VISA	STAFF APPRECIATION - CONFERENCES	254.01
11/07/2025	1471	VISA	CLASSROOM, SPED, FOOD SERVICE, MAINT & TECH SUPPLIES	5,344.97
11/07/2025	1472	VISA	STATE ATHLETICS & OTHER TRAVEL	1,431.47
10/28/2025	16384	SECURIAN FINANCIAL GROUP INC	NOVEMBER LIFE INSURANCE	1,602.22
10/28/2025	16385	UNITED HEALTHCARE	NOVEMBER HEALTH & VISION INSURANCE	154,234.95
10/28/2025	16386	LINCOLN LIFE	NOVEMBER DENTAL, DIS & LIFE INSURANCE	12,843.99
10/28/2025	16389	PUSTOL, NANCY	XC STATE FOOD ALLOWANCE	400.00
10/30/2025	83915	BOYCEVILLE COMMUNITY SCHOOL DISTRICT	Payroll accrual	472.50
10/28/2025	83916	ANDERSON SANITATION LLC	8 PORTABLES 16 PUMPS	440.00
10/28/2025	83917	ASC1	OVEN REPAIR	152.50
10/28/2025	83917	ASC1	OVEN REPAIR	354.00
10/28/2025	83918	BAUER BUILT	DISPOSAL FEE	95.00
10/28/2025	83919	BSN SPORTS LLC	LANYARDS	596.35
10/28/2025	83920	BUCHHOLTZ, JAMIE	BOYCEVILLE XC MEET 10/11/25	418.30
10/28/2025	83921	CENTURYLINK	715-643-3647	994.73
10/28/2025	83922	CESA 9	WVS ENROLLMENTS AUGUST	1,450.00
10/28/2025	83923	CLIFTONLARSONALLEN LLP	FINANCIAL AUDIT & CAPITAL ASSET REPORTING 6/30/25	4,500.00
10/28/2025	83924	EMC INSURANCE COMPANIES	ADDITIONAL PREMIUM AUTO/WORKERS COMP	7,829.00
10/28/2025	83925	FACILISERV	BLEACHER INSPECTION	297.00
10/28/2025	83926	GFL ENVIRONMENTAL	RECYCLING MS/HS	679.74
10/28/2025	83926	GFL ENVIRONMENTAL	RECYCLING TCE	341.37
10/28/2025	83927	GOPHER SPORT	PE Supplies	1,005.72
10/28/2025	83928	GUMDROP BOOKS	MS/HS LIBRARY BOOKS	1,003.16
10/28/2025	83929	HEALTH E PRO	MENU PLANNING SOFTWARE	2,351.00
10/28/2025	83930	HEARTLAND BUSINESS SYSTEMS	TECH SUPPORT	800.00
10/28/2025	83931	HILLYARD / MINNEAPOLIS	CUSTODIAL SUPPLIES	665.88
10/28/2025	83931	HILLYARD / MINNEAPOLIS	CUSTODIAL SUPPLIES	49.43
10/28/2025	83932	LEADER-TELEGRAM	TLT-2100430 - SUBSCRIPTION 52 WEEKS	607.00
10/28/2025	83933	LUMEN	IP & DATA SERVICES	1,188.13
10/28/2025	83934	OAK RIDGE CHEMICAL	CUSTODIAL SUPPLIES	158.34
10/28/2025	83935	PAN-O-GOLD BAKING CO	BREAD	298.51
10/28/2025	83936	POINT C HEALTH	HRA ADMIN OCTOBER	50.00
10/28/2025	83937	REISIMER, ERIN	REIMBURSEMENT FOR SCIENCE SUPPLEIS	12.74
10/28/2025	83938	RETZ, DERRICK	REIMBURSEMENT FOR MILEAGE	44.80
10/28/2025	83939	RIEHBRANDT, RUSSELL	REIMBURSEMENT FOR CLASSROOM SUPPLIES	36.15
10/28/2025	83940	S & R FASTENER CO., INC	BUS GARAGE SUPPLIES/PARTS	286.72
10/28/2025	83941	SCHOLASTIC	JR SCHOLASTIC - MS	642.79
10/28/2025	83942	SPRING-GREEN	LAWN SERIVCE W/PREPAY DISCOUNT	5,029.55
10/28/2025	83943	ST CROIX CENTRAL SCHOOLS	SCC VIRTUAL SCHOOL ENROLLMENT	3,600.00
10/28/2025	83944	TRANE U.S. INC.	SUPPLIES - FILTERS	1,156.20
10/28/2025	83945	UNIVERSITY OF MINNESOTA	FALL 2025: CUSTOMER # 5928756, CONTRACT ID # 183575	2,030.00
10/28/2025	83946	VALLARTATACOS	STAFF MEAL - FALL CONFERENCES	500.00
10/28/2025	83947	VERIZON WIRELESS	CELLPHONES	130.24
10/28/2025	83947	VERIZON WIRELESS	HOTSPOTS	90.22
10/28/2025	83948	WALMART- CAPITAL ONE	CLASSROOM, FOOD SERVICE, SPED & BUS GARAGE SUPPLIES	386.11
10/28/2025	83949	WI ASSN OF SCHOOL BOARDS	TRAINING	539.20
10/28/2025	83950	WASTE MANAGEMENT OF WI, INC	GARBAGE - TCE	490.84
10/28/2025	83950	WASTE MANAGEMENT OF WI, INC	GARBAGE - BUS GARAGE	135.58

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
10/28/2025	83950	WASTE MANAGEMENT OF WI, INC	GARBAGE - MS/HS	730.56
10/28/2025	83951	WE ENERGIES	GAS 426 EAST ST	9.24
10/28/2025	83951	WE ENERGIES	GAS BUS GARAGE	10.80
10/28/2025	83951	WE ENERGIES	GAS 922 TIFFANY	10.80
10/28/2025	83952	WI BUS SALES & SERVICE	BUS PARTS	301.98
10/28/2025	83952	WI BUS SALES & SERVICE	BUS PARTS	199.99
10/28/2025	83952	WI BUS SALES & SERVICE	BUS PARTS	60.68
10/28/2025	83953	WISCNET	25-26 WISCNET ACCESS FEE	2,574.00
10/28/2025	83954	XCEL ENERGY	ELECTRICITY TCE & VARIOUS LOCATIONS	5,789.18
11/06/2025	83960	ACT EDUCATION CORP	PRE-ACT TESTING	1,837.50
11/06/2025	83961	BCN TELECOM INC TBS	LONG DISTANCE	347.01
11/06/2025	83962	BLUUM OF MINNESOTA LLC	CHROMEBOOKS & LICENSES - SPED	2,183.00
11/06/2025	83963	CESA 11	25-26 PURCHASED SERVICES CONTRACT	21,521.83
11/06/2025	83963	CESA 11	VARIOUS TRAININGS & SUPPLIES	666.40
11/06/2025	83964	CINTAS CORPORATION	CLEANING SERVICES	1,234.26
11/06/2025	83965	COMPANION CORPORATION	ALEXANDRIA LIBRARY SUBSCRIPTION	2,520.00
11/06/2025	83966	CRISIS PREVENTION INSTITUTE, INC	CPI TRAINER RENEWAL - R CIPRIANO	2,349.00
11/06/2025	83967	DRUG TEST MIDWEST, LLC	QUARTERLY FEE + DOT TEST	260.00
11/06/2025	83968	DURST, AMANDA	ACCOMPANIMENT	200.00
11/06/2025	83969	EAU CLAIRE ACOUSTICS, INC	CEILING TILES	499.20
11/06/2025	83970	EDMENTUM	OCT ENROLLMENTS	4,720.00
11/06/2025	83971	ENGEL, TIM	REIMBURSEMENT FOR SUPPLIES	25.49
11/06/2025	83972	FETZER, FRANK	REIMBURSEMENT FOR SUPPLIES	39.21
11/06/2025	83973	GLENWOOD HARDWARE	CUSTODIAL SUPPLIES	155.79
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	LUNCH COMMODITIES	75.25
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	BREAKFAST & LUNCH COMMODITIES	31.50
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	FOOD	47.25
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	FOOD	113.30
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	FOOD	4,443.12
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	FOOD	4,648.84
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	FOOD	5,117.99
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	FOOD	659.45
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	FOOD & SUPPLIES	5,149.85
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	FOOD	5,842.74
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	FOOD	134.24
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	CREDIT MEMO	-52.13
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	CREDIT MEMO	-20.94
11/06/2025	83975	INDIANHEAD FOOD DISTRIBUTORS	CREDIT MEMO	-46.09
11/06/2025	83976	IRRA GATOR LLC	FALL BLOWOUT	85.00
11/06/2025	83977	JEFF BANKS LAT ATHLETIC TRAINING SE	ATHLETIC TRAINER	2,517.50
11/06/2025	83978	KAISER, NICHOLAS	DSC SUPT MTG MEAL	15.28
11/06/2025	83979	KEMPS LLC	MILK INVOICES - OCT	3,739.64
11/06/2025	83980	KOMRO SALES & SERVICE, INC	STUMP GRINDER FEE	225.00
11/06/2025	83980	KOMRO SALES & SERVICE, INC	BOBCAT REPAIR	751.40
11/06/2025	83981	MISSISSIPPI WELDERS SUPPLY CO	AG SUPPLIES	106.95
11/06/2025	83981	MISSISSIPPI WELDERS SUPPLY CO	BUS GARAGE	20.70
11/06/2025	83982	MONFORT, EMMALY	REIMBURSEMENT FOR 6TH GRADE SUPPLIES	53.35
11/06/2025	83983	MOVING PIECES LLC	SALT RINSE	121.99
11/06/2025	83984	NASCO EDUCATION	SCIENCE SUPPLIES	29.80
11/06/2025	83985	NEOLA, INC	BOARD POLICY UPDATES	1,720.00
11/06/2025	83986	NEXTGEN COMMUNICATIONS	BUS GARAGE FIBER	400.00
11/06/2025	83987	PAN-O-GOLD BAKING CO	BREAD	33.60
11/06/2025	83987	PAN-O-GOLD BAKING CO	BREAD	79.56
11/06/2025	83988	RIEHBRANDT, RUSSELL	REIMBURSEMENT FOR SUPPLIES	15.23
11/06/2025	83989	SPORTS IMPORTS	VOLLEYBALL ORDER	730.30
11/06/2025	83989	SPORTS IMPORTS	Vball order	1,044.90

CHECK DATE	CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
11/06/2025	83990	SYNERGY COOPERATIVE	UNL 87 E10 FUEL	1,401.35
11/06/2025	83991	T L SINZ PLUMBING INC	VALVE REPAIR	2,055.00
11/06/2025	83992	THINKING CAP QUIZ BOWL	MS Thinking Cap Quiz Bowl	115.00
11/06/2025	83993	TRIBUNE PRESS REPORTER	ADS	343.00
11/06/2025	83994	VISA	CONFERENCE TRAVEL	333.00
11/06/2025	83995	VISA	PEP ASSEMBLY SUPPLIES	80.68
11/06/2025	83996	WALMART- CAPITAL ONE	CLASSROOM SUPPLIES	25.60
11/06/2025	83997	WI ASSN OF SCHOOL BOARDS	2026 STATE EDUCATION CONVENTION	650.00
11/06/2025	83998	WEBSTER, KAITLYN	CLASSROOM SUPPLIES REIMBURSEMENT	13.40
11/06/2025	83999	WE ENERGIES	GAS TCE	383.38
11/06/2025	83999	WE ENERGIES	GAS MS/HS	729.81
11/06/2025	84000	WILS	25-26 WSDLF FEES	512.40
Totals for checks				314,231.72

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	169,087.16	0.00	95,277.77	264,364.93
27	SPECIAL EDUCATION FUND	66.50	0.00	16,302.82	16,369.32
50	FOOD SERVICE FUND	0.00	0.00	33,327.32	33,327.32
80	COMMUNITY SERVICE FUND	0.00	0.00	170.15	170.15
***	Fund Summary Totals ***	169,153.66	0.00	145,078.06	314,231.72

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

CHECK		INVOICE	
NUMBER	VENDOR	DESCRIPTION	AMOUNT
1464	AMAZON CAPITAL SERVICES	REFERENDUM PURCHASES - FOOD SERVICE & TCE	912.58
1466	AMAZON CAPITAL SERVICES	REFERENDUM PURCHASES - CUSTODIAL & SCIENCE ROOM	2,805.39
16382	WI BUS SALES & SERVICE	BLUEBIRD BUS 1BAKGCHA4TF824033 BLUEBIRD BUS 1BAKGCHA6TF824034 REFERENDUM	283,142.00
16383	DUET RESOURCE GROUP	CLASSROOM FURNITURE - HUEVOS REFERENDUM	12,929.76
16387	APPLE INC	IPADS - SPED DEPT	2,596.00
83848	BENEDICT REFRIGERATION SERVICE, INC	BOOSTER HEATER FOR KITCHEN	3,374.45
83849	EAU CLAIRE ACOUSTICS, INC	AIR GAP INSULATION PROJECT TCE - REFERENDUM	620.00
83849	EAU CLAIRE ACOUSTICS, INC	AIR GAP INSULATION PROJECT TCE - REFERENDUM	373.00
83850	HALVERSON BROS INC	PAYMENT APPLICATION 4- REFERENDUM MECHANICAL PROJECT	52,881.75
83851	MARSHFIELD BOOK AND STATIONERY INC	OFFICE FURNITURE/SUPPLIES	119.10
83852	R&R FLOORING AND FURNITURE LLC	FINAL PAYMENT - CARPET/FLOORING REFERENDUM PROJECT	9,734.75
83853	SCHOOL HEALTH CORPORATION	2 NURSE COTS (REF)	3,692.34
83854	VISA	CHAIRS TCE OFFICE (REF)	353.15
11636472	BLUUM OF MINNESOTA LLC	CLEVERTOUCH BOARDS/TVS MS/HS - QUOTE 377155	5,601.00
11636473	BLUUM OF MINNESOTA LLC	ADDITIONAL COMPUTERS FOR BUSINESS LAB	3,621.18
11707603	AUTH CONSULTING & ASSOCIATES, INC	REFERENDUM ENGINEERING/PLANNING/DESIGN SERVICES JULY-AUGUST	28,975.00
11707604	ACCESS LIFTS, INC.	PAYMENT APPLICATION 4 & 5 - REFERENDUM ELEVATOR PROJECT	15,055.35
11707605	CESA 10	ENVIRONMENTAL SERVICES - AIR TESTING / ABATEMENT (REF)	1,200.00
11707605	CESA 10	CONSTRUCTION MGT SERVICES SEPT (REF)	60,480.00
11707606	HARTUNG ELECTRIC	ELECTRICAL/LIGHTING PROJECT REFERENDUM	4,750.00
11707607	RTS ROOFING INC	ELECTRICAL/LIGHTING PROJECT REFERENDUM	47,901.85
11707609	HOEFT BUILDERS INC	GENERAL CONTRACTOR (DOORS, WINDOWS, ETC) REFERENDUM WORK - PAY APP 4	409,646.91
Totals for checks			950,765.56

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	950,765.56	950,765.56
***	Fund Summary Totals ***	0.00	0.00	950,765.56	950,765.56

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

**Boyceville Community School District
Activity Fund Balances**

ACCOUNT	BALANCE
PBIS	\$783.29
Playground	\$404.93
Reading Club	\$1,391.70
TCE Field Trips	\$402.66
TCE Picture Fund	\$922.35
TCE PTO	\$22,901.88
Scholarships/Grants	\$1,575.12
Scholarships/Grants - Knights of Columbus	\$1,071.15
Scholarships/Grants - Suicide Prevention	\$380.50
Scholarships/Grants - TCE Alfalfa Fest	\$2,368.16
Scholarships/Grants - Wellness	\$1,553.93
Band	\$1,776.65
Choir	\$6,980.06
Drama Club	\$7,192.19
School Based Enterprise (prev FBLA)	\$1,433.62
FCCLA	\$68.56
FFA	\$3,114.66
High School Student Council	\$503.69
Library	\$833.95
Middle School Student Council	\$165.16
Science Olympiad	\$21,406.96
Spanish Club	\$3,410.24
Special Ed Voc	\$471.13
Success for Children	\$141.36
Yearbook	\$526.01
Baseball	\$5,143.03
Boys Basketball	-\$0.05
Cross Country	\$124.18
Dance	\$1,083.56
Football	\$6,643.80
Football Cheerleading	\$111.08
Girls Basketball	\$1,965.24
Softball	\$178.39
Tournament	\$5,010.41
Track	\$3,258.67

Volleyball	\$5,745.38
Wrestling Cheerleading	\$0.00
Wrestling	\$49.23
Class of 2026	\$6,232.46
Class of 2027	-\$360.18
Class of 2028	\$625.84
Class of 2029	\$527.02
General In/Out	\$94,074.07
TOTAL FUND 21 BALANCE	\$212,192.04



Yucatán Adventure

explorica.com/Stolte-3866

June 18 - June 25, 2027

Day 1 Hola Cancún

Meet your tour director, travel to Valladolid and check into hotel
Welcome dinner

Day 2 Valladolid

Ek-Balam archeological site visit
Las Coloradas guided bicycle tour
Flamingo-watching tour at Rio Lagartos
Rio Lagartos beach time

Day 3 Valladolid--Mérida

Chichén Itzá guided visit
Cenote visit
Travel to Mérida
Yucatán dinner

Day 4 Mérida

Mérida tour director-led sightseeing: Government Palace,
Mérida Cathedral, Paseo de Montejo
Progreso Beach free time
Mangrove kayaking tour

Day 5 Mérida--Playa del Carmen

Cobá Archaeological site visit by bike
Travel to Playa del Carmen

Day 6 Playa del Carmen

Tulum guided visit
Snorkeling at Akumal bay
Playa del Carmen beach time

Day 7 Playa del Carmen

Playa del Carmen beach time
Optional Xcaret visit & folklore show

Day 8 Flight home from Cancún



Reserve Your Spot!



Tour Center ID: Stolte-3866
Registration deadline: November 24, 2025

What's included

We provide everything you need for a remarkable trip:

- Round-trip airfare
- 7 overnight stays in hotel with private bathrooms
- Breakfast and dinner daily
- Full-time services of a professional tour director
- Guided sightseeing and city walks as per itinerary
- Visits to select attractions as per itinerary
- Tour Diary™
- Local Guide and Local Bus Driver tips; see note regarding other important tips
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Optional excursions, optional pre-paid Tour Director and multi-day bus driver tipping, among other individual and group customizations will be listed as separate line items in the total trip cost, if included.

Tour investment

Students (travelers under the age of 23): \$3,144
Adults (age 23 and over): \$3,584

Price reflects savings of \$400 scholarship. Sign up by 11/24/2025 & enter code Thankful4you25 in order to take advantage of this limited-time offer!

Automatic monthly payment plan

Pay just \$50 upon enrollment and the balance will be divided into equal monthly payments, charged automatically to your credit card or checking account. As of October 24, 2025, your monthly payment would be just \$171.89. (Manual plan also available; learn more on explorica.com/paymentplans.)

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