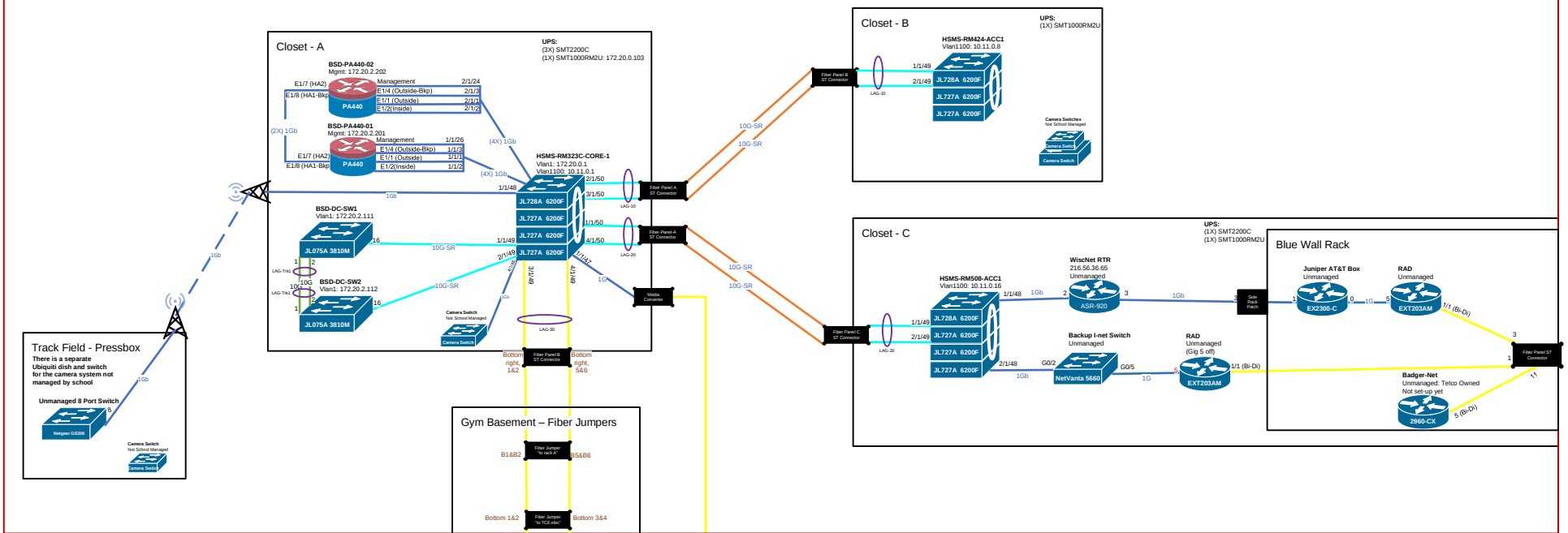
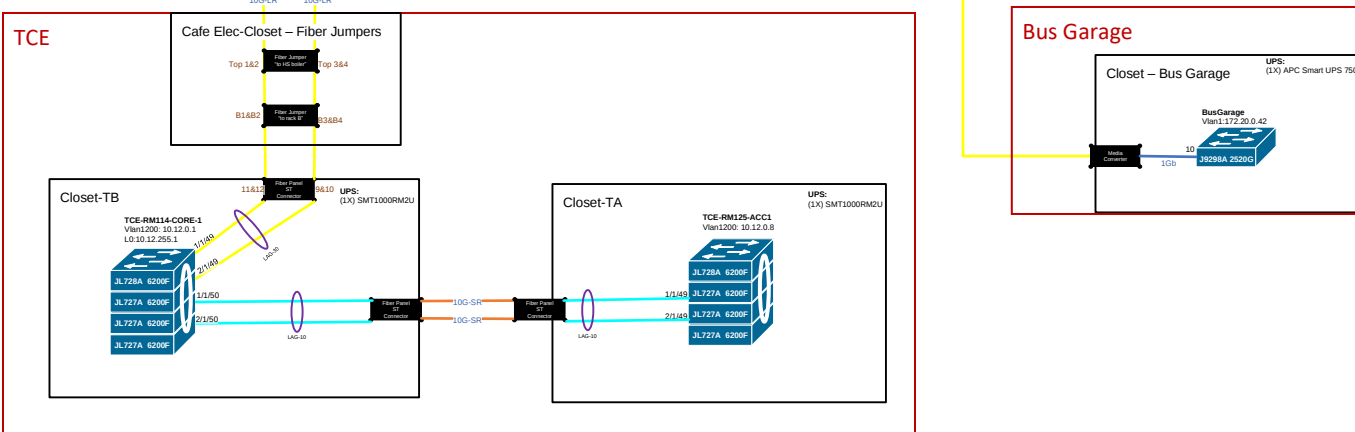


Boyceville Community School District (Network Infrastructure Diagram)

HSMS



TCE



Document Title	Customer	Last Revision Date	Key:	Ubiquiti Dish	Switch	Firewall	HEARTLAND BUSINESS SYSTEMS www.hbs.net 800-236-7914 inquiry@hbs.net
BoycevilleSD_v1	Boyceville Community School District	8/3/2024 11:29 PM	Yellow: Single-Mode Fiber				
Page Title	Author	PAGE	Orange: Multi-Mode Fiber	Link Aggregation	Router		
Full Diagram	Dominic Kavalary	2 OF 2	Cyan: Multi-Mode Fiber				
			Dark Blue: Gigabit Ethernet				
			Green: DAC Cable				

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.**

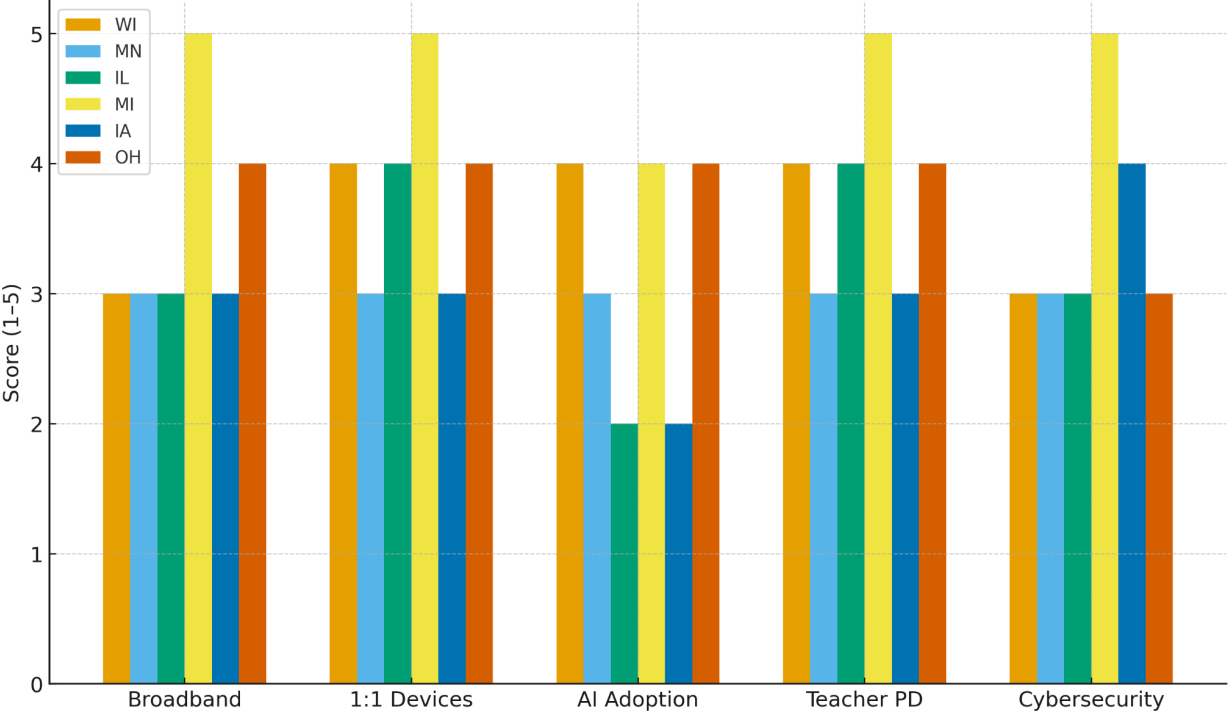
IT in K-12 Public Schools — Six-State Comparison Table

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 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. [Cloudinary](#)
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
		- District's Board Policies (per their website) do <i>not</i> list any "Artificial Intelligence" or "AI" policy. sdmaonline.com  - The technology services department describes 1:1 device program, infrastructure, and support, but doesn't mention AI-specific governance. sdmaonline.com
Menomonie (School District of the Menomonie Area, SDMA)	Very limited / no formal generative-AI policy	- 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." menomonie.ss7.sharpschool.com - Old school board policy (from 2016) doesn't include AI language, suggesting no recent formal AI policy was added (at least publicly). sdmaonline.com

		- 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 <i>no district board policy document</i> explicitly titled “AI” or “Artificial Intelligence” from Hudson, WI. - Their District Improvement Plan (2024–25) <i>does mention “expand our understanding of ... Artificial Intelligence (AI)”</i>, 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
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).

Wausau (Wausau School District)		- The district’s BoardDocs policy manual includes “Artificial Intelligence (AI)” in their policy list: Policy code po7541 under “Electronic Data Processing.” BoardDocs
		- 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). BoardDocs
	Unclear / no dedicated generative-AI policy found	- 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.” wausauschools.org
		- Local news (“AI offers tools for students to learn” in Wausau) reports that teachers are using AI “tools” in the classroom. https://www.wsaw.com
		- So: some recognition of AI in board policy, but no publicly detailed operational or academic AI-use policy (or none easily found).

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

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?

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
- Aristotle12: 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 Hierar
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