

CLINTONVILLE PUBLIC SCHOOL DISTRICT
Clintonville, WI 54929
Regular Meeting of the Board of Education
Monday, October 12, 2026
6:00 p.m.
High School IMC

Please Google search "Clintonville Events You Tube", or use the following link to go directly to the Clintonville Events YouTube channel:

<https://www.youtube.com/channel/UCMHZeWzjIFzVnX3EX18nLlg/featured>

District Mission Statement

The Clintonville Public School District, in partnership with its citizens, will empower those we educate to become lifelong learners who can think independently, critically, and creatively. Further, it is our mission to educate individuals to be successful, contributing members of our society and responsible, caring citizens in a diverse world.

AGENDA

I. ORDER OF BUSINESS

A. CALL TO ORDER & VERIFICATION OF QUORUM

This 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 in the agenda.

B. OPEN MEETING STATEMENT NOTICE 19.84 (2)

This October 12, 2026 meeting of the Clintonville Board of Education, and all other meetings of the board, is open to the public in compliance with state statute. Notice of the meeting has been sent to the media, and has been publicly posted, in an attempt to make the citizens of the district aware of the time, place and agenda of this meeting. Upon request to the District Administrator, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodation including the provision of informational material in an alternative format for a disabled person to attend this meeting.

C. PLEDGE OF ALLEGIANCE

D. BOARD NORMS

E. APPROVAL OF AGENDA

II. COMMUNITY COMMENTS

While the Board of Education welcomes communication from the public, proper procedure must be followed. Any person intending to address the Board must register by filling out and handing to the Board President or District Administrator a Public Comments Registration Form that includes their name, address, and topic prior to the start of the meeting. As a reminder, this meeting of the Board is not a forum for personal attacks on any public official, staff member or citizens. (Policy #0167.3 - Public Participation).

III. APPROVE CONSENT AGENDA - for Action

A. Minutes

1. Regular Meeting - September 14, 2026
2. Special Meeting - September 24, 2026

B. Personnel

1. Support Staff Hires
 - a) Hailie Kruger - Non-Instructional Paraprofessional, effective October 6, 2026
 - b) Bethany Jaeger - Instructional Paraprofessional - 4K, effective date TBD
2. Extracurricular Hires
 - a) Melissa Zschaechner - Middle School Yearbook Advisor
 - b) Jonathan Sabel - High School Boys Asst. Wrestling Coach
3. Extracurricular Transfers
 - a) Casey Ebert - from Boys Varsity Head Wrestling to Girls Varsity Head Wrestling Coach
 - b) Aimee Ebert - from Girls Varsity Head Wrestling to Girls Varsity Asst. Wrestling Coach
 - c) Mike Lamberg - from Varsity Asst. Wrestling to Boys Varsity Head Wrestling Coach (will also continue as Middle School Head Wrestling Coach)
4. Support Staff Retirement
 - a) Patti McAuly - Special Education Paraprofessional, effective December 1, 2026
5. Support Staff Resignation
 - a) Connie Ullery - Special Education Paraprofessional, effective, October 5, 2026

IV. GIFTS, GRANTS & DONATIONS - for Information

A. Tech Ed Program Donations

1. The Tigerton Lumber Company donated 1,788 board feet of lumber (Maple, Elm, Red Oak, and White Ash) for Woodshop classes.
2. Laserform LLC of De Pere donated 1,751 pounds of steel for Welding and Fabrication classes.

B. Sources of Strength Donation

A \$600 donation was received from proceeds raised during the Ladies Jamboree hosted by Riverside Golf Course in August. The donation will support the Sources of Strength program by helping fund materials and upcoming training.

V. DISTRICT REPORTS - FOR INFORMATION/DISCUSSION

A. Seclusion and Restraint Report Summary

Alexis Retzlaff, Director of Pupil Services, will present the Seclusion and Restraint Report Summary.

B. RISE Program Update

Alexis Retzlaff, Director of Pupil Services, will provide a program update.

C. Artificial Intelligence

The AI team will provide an update in regards to Artificial Intelligence usage within the district.

D. SAIL Update

The administration will provide an update to current SAIL initiatives.

E. Review of Notes from The Tour of District Facilities

The administration and Board of Education will review the notes from the tour of district facilities that took place on September 21, 2026.

F. Superintendent's Report

Troy Kuhn will present updates to the Board of Education.

- Update from Fall Superintendent's Conference September 23-25

VI. DISCUSSION/ACTION ITEMS (The Board may choose to go into Executive Session per section 19.85(1)(c) per Wisconsin Statutes to discuss a personnel issue, and then return to open session to take action).

A. Teacher Resignation

The administration will recommend that the Board of Education approve the resignation of Jason Baribeau from his Kindergarten Teacher position, effective November 20, 2026.

Subject to the breach of contract terms, per Part II, Section 5.02 of the staff handbook.

B. Enrollment Report

The administration will present student enrollment information from the September 18th Third Friday Pupil Count.

C. State Education Convention

The administration and Board of Education will discuss attendance at the 2026-2027 State Education Convention scheduled for January 20-22, 2027.

D. Student Use of Technology - Screen Time

The administration will provide the requested data and information regarding the current screen time requirements for students.

E. Review of Fund 80 Short Term and Long Term Goals

The administration and Board of Education will review and discuss the Community Service Fund and determine if goals need to be updated or changed.

F. Substitute Teacher Pay Rate

The administration will recommend that the Board of Education approve an increase to the Substitute Teacher pay rate as presented.

VII. POSSIBLE ITEMS FOR FUTURE DISCUSSION

PTO Presentation

VIII. ANNOUNCEMENTS

Oct. 16	Policy Committee Meeting	1:00 p.m.	District Office
Oct. 19	Legislative Meeting (BOE Invite - Optional)	6:00 p.m.	Gillett
Oct. 21	Finance Committee Meeting	5:30 p.m.	High School IMC
Oct. 22	Parent/Teacher Conferences	4:00-8:00 p.m.	
Oct. 23	NO SCHOOL - Parent/Teacher Conferences	8:00 a.m. - 12:00 p.m.	

Oct. 26	Budget Hearing and Annual Meeting (Regular Board of Education Meeting to follow)	6:00 p.m.	High School IMC
Oct. 29	Title Night	5:30 p.m.	
Oct. 31	Dellwood Childcare Trunk or Treat		
Nov. 4	End of 1st Quarter		
Nov. 6-8	Musical		
Nov. 9	Regular Meeting - Board of Education	6:00 p.m.	High School IMC
Nov. 25-27	Thanksgiving Break		

IX. ADJOURNMENT

**BOARD OF EDUCATION
CLINTONVILLE PUBLIC SCHOOL DISTRICT
CLINTONVILLE, WISCONSIN 54929**

**MINUTES OF REGULAR MEETING
BOARD OF EDUCATION
September 14, 2026**

A regular meeting of the Board of Education of the Clintonville Public School District was called to order on September 14, 2026, at 6:00 p.m. in the High School IMC by President Ben Huber.

Members Present: Ben Huber, Kris Strauman Laurie Vollrath, Jason Moder, Mark Zachow, and Christopher Hoffmann.

Members Excused: Klint Barkow

Administration Present: Troy Kuhn and Justin Oshefsky

Press Represented: Marie Vandenberg of Rural NEW Families

Also present: Michael Engel, Patti Cahala, Jessica Holtz, Stacey Conradt, and Amanda Hill

OPEN MEETING STATEMENT NOTICE 19.84(2)

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The Pledge of Allegiance was recited by those in attendance.

President Ben Huber noted that Board Norms can be found in each board member's folder.

APPROVE AGENDA: Moved by Christopher Hoffmann, seconded by Laurie Vollrath to approve the agenda, removing Contract Overloads (#6) from the Consent Agenda and moving to VI - Discussion/Action Items. Ayes and nays called, all voting aye. Motion carried.

COMMUNITY COMMENTS: None

APPROVE CONSENT AGENDA: Moved by Laurie Vollrath, seconded by Christopher Hoffmann to approve the following consent agenda items:

- A. Vouchers & Receipts for July 2026
- B. Minutes – Regular Meeting August 24, 2026
- C. Personnel
 - 1. Support Staff Hires
 - a) Jessica Puffe – Special Education Paraprofessional
 - b) Sarah Santana – Special Education Paraprofessional
 - c) Haven Herter – Lead Teacher 2 – Child Care Center
 - 2. Extracurricular Hires
 - a) Brianna Eland – Prom Advisor
 - b) Eric Jensen & Tiffany Heiman – Middle School Student Council Advisors
 - 3. Support Staff Resignations
 - a) Melissa Nuthals – Paraprofessional – MS/HS IMC Aide
 - b) Megan Ader – Lead Teacher 2 – Child Care Center
 - 4. Support Staff Transfer
 - a) Elizabeth Walentowski – Paraprofessional – from ES IMC Aide to MS/HS IMC Aide(Increase in hours from 37.5 to 38.75)
 - 5. Extracurricular Resignation
 - a) Stacey Conradt – Middle School Student Council Advisor

Ayes and nays called, all voting aye. Motion carried.

GIFTS, GRANTS & DONATIONS

Ski Club Donation: The administration informed the Board of Education regarding ski and snowboarding equipment that Mark & Amy Goerlinger donated to the Ski Club.

DISTRICT REPORTS

Middle School Student Council Update: Stacey Conradt presented an update on the past, present, and possible future activities for the Middle School Student Council.

AI Update: The administration shared information regarding the implementation of Brisk AI for students and staff use.

Monthly Budget Recap/Report: Jessica Holtz from CESA 8 presented the monthly budget recap/report for July 2026.

Superintendent's Report: Troy Kuhn presented District updates to the Board of Education.

DISCUSSION/ACTION ITEMS (The Board may choose to go into Executive Session per section 19.85(1)(c) per Wisconsin Statutes to discuss a personnel issue, and then return to open session to take action)

Support for the Request to Change Athletic Conferences: Moved by Kris Strauman, seconded by Laurie Vollrath to support the request to change athletic conferences, which will allow the district to continue communicating with the current conference as well as potential future conference(s). Roll call vote was taken with Christopher Hoffmann, Jason Moder, Kris Strauman, Laurie Vollrath, Ben Huber, and Mark Zachow voting aye. Motion carried.

Elementary School Associate Principal Hire: Moved by Christopher Hoffmann, seconded by Mark Zachow to approve the hire of Alicia Korth as Elementary Associate Principal, effective August 27, 2026. Ayes and nays called, all voting aye. Motion carried.

Girls Tennis: Moved by Laurie Vollrath, seconded by Mark Zachow to approve the Girls Tennis club to move forward as a WIAA sanctioned sport starting with the 2027-2028 school year. Ayes and nays called, all voting aye. Motion carried.

Annual Board Tour of District Facilities Agenda: The administration and Board of Education discussed the agenda for the Annual Board Tour of District Facilities scheduled for September 21, 2026.

Contract Overloads: Moved by Laurie Vollrath, seconded by Mark Zachow to approve the following teacher contract overloads:

- a) Justin Zoellick – 1 period, 2 semesters
- b) Amy Firnstahl – 1 period, 2 semesters
- c) Kristine Heyer – 1 period, 2 semesters
- d) Katie Dietzen – 13.5% of a period, 2 semesters
- e) Maranda Brei – 13.5% of a period, 2 semesters
- f) Stacey Conradt – 13.5% of a period, 2 semesters

Ayes and nays called, all voting aye. Motion carried

POLICY

The administration and the Board of Education discussed the possibility of making updates in the future to the following policies:

8390 – Animals on District Property

5505 – Academic Honesty (As it pertains to the use of AI)

POSSIBLE ITEMS FOR FUTURE DISCUSSION

Schedule a Policy Committee Meeting to discuss - Animals on School Grounds, Narcan, AI related to Academic Honesty, and any additional policies as needed.

Consider moving the Finance Committee meeting from Monday, October 19 to Wednesday, October 21, 2026.

Review Fund 80 short-term goals

Screen time by grade level

ANNOUNCEMENTS

September 21	Annual Board Tour of School Facilities	5:15 p.m.	
October 2	No School – Staff Inservice		
October 9	Homecoming		
October 12	Regular Meeting – Board of Education	6:00 p.m.	High School IMC
October 19	Finance Committee Meeting	5:30 p.m.	High School IMC
October 22	Parent Teacher Conferences	4:00 p.m. to 8:00 p.m.	
October 23	No School – Parent Teacher Conferences	8:00 a.m. to 12:00 p.m.	
October 26	Budget Hearing and Annual Meeting (Regular Board of Education Meeting to follow)	6:00 p.m.	High School IMC

ADJOURNMENT: Moved by Christopher Hoffmann seconded by Kris Strauman to adjourn. Ayes and nays called, all voting aye. Motion carried and meeting adjourned at 7:46 p.m.

Laurie Vollrath, Clerk

**BOARD OF EDUCATION
CLINTONVILLE PUBLIC SCHOOL DISTRICT
CLINTONVILLE, WISCONSIN 54929**

**MINUTES OF SPECIAL MEETING/TOUR OF DISTRICT BUILDINGS
BOARD OF EDUCATION
September 21, 2026**

A Special Meeting of the Board of Education of the Clintonville Public School District was called to order on September 21, 2026, at 5:15 p.m. at the Elementary School, located at 24 20th Street, by President Ben Huber.

Members present: Ben Huber, Kris Strauman, Laurie Vollrath, and Mark Zachow

Members excused: Jason Moder, Klint Barkow, and Christopher Hoffmann

Admin present: Troy Kuhn, Stephen Reinke, and Justin Oshefsky

Press represented: Marie Vandenberg of Rural NEW Families

Others present: Mike Engel and Greg Rose

MEETING STATEMENT: This September 21, 2026, special meeting of the Clintonville Board of Education and all other meetings of the board are open to the public in compliance with state statute. Notice of the meeting has been sent to the media, and has been publicly posted, in an attempt to make the citizens of the district aware of the time, place and agenda of this meeting.

APPROVE AGENDA: Moved by Mark Zachow, seconded by Kris Strauman to approve the agenda as printed. Ayes and nays called, all voting aye. Motion carried.

TOUR OF BUILDINGS: Tour began at the Elementary School, including the fieldhouse/gymnasium floor, roof repair, Elementary community track, outdoor spaces and outdoor pavilion. The tour continued to the following facilities and areas:

- Dellwood Child Care Center
- Forest by softball diamond
- Outdoor recreation spaces
 - Tennis courts
 - Softball field
 - Baseball field
 - Varsity competition track
- Rec Center
 - Lap swimming pool
 - Weight room
- High School
 - Fieldhouse/gymnasium floor
 - Weight room
 - Wrestling room
 - Independent Living Skills classroom
 - Tech. Education shop area

ADJOURNMENT: Moved by Mark Zachow seconded by Kris Strauman to adjourn. Ayes and nays called, all voting aye. Motion carried and meeting adjourned at 7:04 p.m.

Laurie Vollrath, Clerk

Seclusion and Restraint Report

Wis. Stat. **118.305** prohibits the use of seclusion or physical restraint by school staff except in very limited circumstances where a student's behavior presents a clear, present, and imminent risk to the physical safety of students or school staff and it is the least restrictive intervention feasible.

		# SWD	Total # of Seclusion/Restraint Incidents
2024-2025	Clintonville Elementary	7	7
	Clintonville Middle	6	6
	Clintonville High	0	0
	Total 13		
2025-2026	Clintonville Elementary	6	2- S 7- R 9
	Clintonville Middle	1	1-R
	Clintonville High	0	0
	Total 10		

Valid and reliable reporting for the 2025-2026 Academic year

2 seclusions, 8 restraints, and 7 students, all with disabilities. All restraints were documented as CPI holds.

Review IEPs, if applicable, including behavior and safety plans.



RISE

RELATIONSHIPS - INDEPENDENCE - SKILLS - EMPOWERMENT

K-2 RISE | 3-5 RISE | MS RISE | HS RISE

RISE is our district's shared identity for programming that supports students with a wide range of learning, communication, functional, and independence needs from kindergarten through high school and beyond.

What is RISE?

Rise is a district-wide program built on the belief that every student can learn, grow, and thrive when supported in the right ways and environment. RISE represents the four things we want at the heart of our work with students:



RELATIONSHIPS

Building meaningful connections with peers, staff, families, and our community.



INDEPENDENCE

Helping students become as independent as possible in school, at home, in the workplace, and throughout their community.



SKILLS

Developing meaningful academic, communication, social, daily living, and vocational skills that students can use in their everyday lives.



EMPOWERMENT

Giving students opportunities to make choices, advocate for themselves, build confidence, and take an active role in their own futures.



Growing Together

RISE is a district-wide program that grows alongside our students.



K-2 RISE

Building foundational skills, relationships, and routines.



3-5 RISE

Expanding independence and building a stronger skill set.



MS RISE

Preparing for greater responsibility, connections, and real-world experiences.



HS RISE

Empowering students to lead, advocate, and prepare for life beyond school.

While the skills and experiences students work on will naturally change as they grow, our focus on relationships, independence, skills and empowerment remains the same.

Family Engagement

Strong relationships with families are an important part of this work. You know your child best, and we value your experiences, ideas, questions, and goals for their future.

As a team, we look forward to increasing communication between school and home, creating meaningful opportunities for students, strengthening connections within our community, and celebrating the many ways our students **RISE**.

Meet the RISE Team!



Lisa Gleason
K-2 RISE



Leanna Mulry
3-5 RISE



Emily Arrick
MS RISE



Jenna Carlso
HS RISE

Together, we help students
RISE everyday.

Clintonville Public School District Technology/AI Updates 2026-10-12

What we have already done

- Created an AI team
 - Alex Garcia - Tech Director
 - Elly Brzezinski - Curriculum, Data, Assessment
 - James Blashe - Building Administrator
 - Amanda Hill - Media Specialist
 - Jennifer Ambrosious - CESA 8 Technology Director/Coach
- Reviewed current AI policies
- Make recommendations to Neola AI policies (2026-10-6)
- Policy Guidelines
 - Built framework for AI guidelines for staff
 - Built framework for AI guidelines for students
 - Selected AI platforms for district use (regulated)
 - Google Gemini
 - Brisk
 - Canva
 - Data Privacy Agreements with staff
 - Ongoing Audit of AI resources
- Blocked other AI platforms (unregulated)
- Professional Development
- New Teacher Inservice
- Teacher Inservice
- BRISK Training

What we need to do, Next Steps

- AI Instruction/Curriculum - Must be taught at Elementary, Middle, High
 - Proper use
 - Safety
- More specific professional development per grade/discipline
- Continue to identify proper use and misuse of technology/AI

Questions / Answers

Why is the district supporting the use of AI/Brisk?

- Save time. Increase efficiency
- Increase impactful, targeted instruction
 - Many students need additional support that also aligns with curriculum or their IEP goals
- Automate time-consuming tasks for admin and teachers.

How are we going to ensure that AI is not teaching our kids?

- Administration do daily walkthroughs and many administrators have students in the Clintonville School District who report to them
- AI does not replace the teacher. It only assists with tasks.
 - Similar to a calculator, textbook.
 - Provide a tool for staff that aligns with district curriculum and goals.

How does the use of AI save time for staff?

- Teachers have been taught how to teach and connect with students
- Classwork needs to be modified and accommodated for individual learning styles, etc.
- AI will allow teachers to put in a lesson, and essentially reconstruct various ways of teaching or instructing the lesson.
- AI can also help with creating or modifying assignments.
- Word-smith emails, write reports, process data
- If a teacher was to create curriculum or modify many assignments, it could save up to 10 hours per week for planning.
 - More time for
 - PLC
 - Behavior Meetings
 - Collaboration
 - Team Building
 - Etc.

How do we ensure the protection of student and staff data?

- Approved AI and software programs has oversight from Tech Director
- Approved AI and software programs are considered "closed"
 - We oversee the data, it is not automatically shared
- Staff sign data confidentiality agreements
- BRISK Specifics
 - Brisk is not a software that runs in the background. It is not active until you click on it. Therefore it doesn't collect
 - Financial data, SS numbers, or credit information. This includes home address, phone numbers, health records, family details.
 - We are more at risk of Skyward being breached than AI tools
 - Brisk is fully COPPA (Children's Online Privacy Protection Act) compliant
 - FERPA (Family Educational Rights and Privacy Act) compliant.
 - Brisk earned several security awards including SOC 2 Type II, Data Privacy Certification, and comply with GDPR (EU Standards)
 - Brisk has a National Data Privacy Agreement with the state of WI and 24 other states including California, NY, IL and TX.
- Email Phishing and Cyber Security Awareness Training Campaigns
- Ongoing trainings for ALL employees and BOE members

What can BRISK actually do?

- Data Analysis
- Translation of lessons
 - Lexile Level
 - Language
- Help align teaching to BOE approved curriculum and standards
- Detect common errors or review general feedback for students
- Detect Plagiarism

Opting Out

- This was a concern for chromebooks. In 10 years we have one parent inquire
- If a parent wants to opt out - essentially we remove the chromebook.

Beyond Compliance: An intentional Approach to AI at the District or School Level (Dr. Tony Frontier)

- What if a student tutor did all the work for the student and the student handed in the work for credit?
- AI is a transformational challenge/change
 - Look for a quick simple fix - don't do this
 - Be strategic - adapt with the change
- Worst Case Scenario
 - Teacher creates Assignment with AI
 - Student uses AI to complete assignment
 - Teacher grades using AI
- **Don't be Blockbuster, Kodak, Circuit City**
- Traps - Don't blame AI - Look Elsewhere
 - Quality Assessment - Common Assessments
 - Collaboration - Late Starts
 - Engagement - Block Schedules
 - Standards Based - 6 different report cards
 - Improve Learning - lengthen class periods
 - Improve learning - change curriculum
 - Integrity - Plagiarism policy
- Legal
 - FERPA, COPPA, Terms of Service
 - Student Records HIPPA/FERPA
 - Confidential and Institutional and Personal Information
 - Approved and Authorized Tools only
- Misuse
 - Schooling - Let AI get the grade
 - Understanding - Let AI summarize it for me
 - Ability - Let AI avoid the struggle
 - Effort - Let AI do the hard parts
 - Technology - AI is everywhere
 - Assessment - Let AI grade for me
- Best Use
 - Teach strategies
 - Emphasize learning Goals, struggle, and strategy
 - Think Out-Louds
 - Reflect on Process - don't just focus on product
 - Errors are welcomed, questions are valued, it is ok to make mistakes
 - Have students provide feedback - sped up or slow down
 - Share challenges with peers - how did you overcome them?
- Are we a Factory or School?
 - Bell Rings
 - Receive task

- Gather tools, materials, resources
- Watch clock as task needs to be completed
- Hurry, but don't have errors or mistakes
- Finish task in allotted amount of time
- AI as Learning Tool (Student Answers)
 - Show and EXPLAIN step by step processes
 - Ask clarifying questions
 - Create study guides, practice tests, flashcards
 - Upload diagrams and ask for explanations
 - Check work for errors
 - Ask for feedback
 - Brainstorm or organize ideas
- Teachers
 - I've uploaded an assessment I've designed for my 5th grade history students along with aligned standards. What instructions and questions might be confusing to students? How might those instructions and questions be improved?
 - I'm starting a unit on (...) for my sophomores. I've uploaded the standards, learning goals, and vocabulary for upcoming units. What misconceptions might students have on this topic? What suggestions would you have to help students learn more accurate conceptions?
- AI to check work IS NOT or IS cheating?
 - MUST EXPLAIN REASONING, THINKING, EXPLANATIONS, AND THE WHY?
 - This forces students to slow down and learn the skill
 - Teach students how to ask questions
 - Clarify my thinking

The Kids are Ahead of Us: What I've Learned About Students' Perceptions of AI in 25 High Schools

- Quotes from Students
 - I wish teachers were more aware of how much students use AI.
 - Majority 20% - 40% to complete schoolwork
 - No teacher can prevent us from using ChatGPT. We have access to it everywhere. They should just teach us how to appropriately use it.
 - Teachers need to realize that they cannot fight against us. Maybe set up boundaries. We are going to use it no matter what.
- 65% of students cheat (2002 vs. 2026) is the same
- What doesn't Work - according to students
 - Silence - Teachers must talk about AI or that means it is ok to use
 - Bans - not going to work - impossible to avoid
 - Tell kids AI can't do that - They will find a way or an app that does that
 - Passive Enforcement - Kids know who is cheating and who is not
 - Won't turn in their friends - don't talk about it

- Treat every kid as a suspect
- Busy work - I am not wasting my time
- Enforcement without Nuisance - Blaming where there isn't to blame
 - I will just use an AI checker
- Just tell kids - AI is bad
- What Students Want
 - Teach us what AI can and cannot do
 - Teach us to use it to help us learn
 - Realistic boundaries and guidelines
 - Show students that you use AI and how it can be beneficial and harmful
 - Learning is not illustrated through a points system
 - No incentive to cheat
 - Teacher pass out tests, don't walk around room, permission to cheat
 - If you expect kids to know something, actually teach it
 - Teach what you are going to test
 - Those that have a good relationship with the teacher - I would never cheat in that class
- I Cheat When
 - Unrealistic or unclear expectations
 - No trust with the teacher
 - Lack of time or opportunity to learn
 - Pressure to get good grades
- IN THE END
 - Cheating is different than Academic Integrity
 - Kids know when teachers use AI to create lessons or plans
 - So not allowing kids to use AI is not an OK agreement
 - Steps
 - Talk
 - Model
 - Acknowledge
 - Check-In
 - Levels of Use - Be Specific
 - Preparing
 - Doing the Work
 - Checking the Work
 - Final Revisions or Critique
 - Crossing the finish line is easy. Many ways to get there. How are you going to ensure your students take the correct path?

CLINTONVILLE PUBLIC SCHOOL DISTRICT
Clintonville, WI 54929

The Board of Education
Special Meeting/Tour of District Facilities

Monday, September 21, 2026

5:15 PM

Beginning at the Elementary School Main Entrance
24 20th Street, Clintonville

****The Public is invited to join the tour to view the buildings****

Not Official Minutes

District Mission Statement

The Clintonville Public School District, in partnership with its citizens, will empower those we educate to become lifelong learners who can think independently, critically, and creatively. Further, it is our mission to educate individuals to be successful, contributing members of our society and responsible, caring citizens in a diverse world.

AGENDA

I. CALL TO ORDER

II. ESTABLISH QUORUM

III. OPEN MEETING STATEMENT

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IV. APPROVE AGENDA

V. TOUR OF BUILDINGS (Begin in Elementary Entrance by Office)

A. Elementary School

1. Fieldhouse / Gymnasium Floor

- a) Next upgrade will need full replacement - screws visible from sanding (1950's)**
- b) 10 years life left**
- c) 100-200k**

2. Roof Repair

- a) Hopefully fixed leak in addition hallway (IMC, STEAM)**
- b) Multiple roof types and sections.**
- c) Depending on year of addition, roof system, and warranty**
- d) Still will need to budget for future repairs**
- e) Gymnasium room needs complete replacement - remove skylights?**

3. Elementary Community Track

- a) Has not been resurfaced in many years
 - b) Lots of cracks that cannot be repaired
 - c) Community uses it for walking and riding their bikes
 - d) Discussion of if and when to repair track - cost unknown
- 4. Outdoor Spaces and Pavilion
 - a) Complete - Students and Community feedback has been very positive
 - b) Looked at the blacktop sidewalk along Greentree Rd. Needs replacing soon.
- B. Childcare Center
 - 1. Looked at extension cords on air conditioners - currently being upgraded
 - 2. Half of building roof is near end of life
 - 3. Parking lot/pavement playground near end of life
 - 4. Boiler heat system nearing end of life.
- C. Forest by Softball Diamond
 - 1. Greg Rose presented history of forest
 - 2. Showed overtaking of walnut trees - succession
 - 3. Explanation of retention pond and prairies
 - a) Retention pond decision - dig out or let nature fill in
 - b) Trees in prairies cut to preserve
- D. Outdoor Recreation Spaces
 - 1. Tennis Courts
 - a) Currently playable (4 courts for varsity)
 - b) DO NOT pave over them - complete replacement if needed
 - c) Looking into cost to fill gaps between courts and by nets - \$cost
 - 2. Softball Field
 - a) Replace dugout
 - b) Field in good condition/could use top dressing and new bases.
 - 3. Baseball Field
 - a) Backstop need replacing/repair
 - b) Infield fences need to be repaired
 - c) Outfield is nice - leveling needed
 - d) Infield needs decision - multi aged, dirt only, etc?
 - e) 40k to 400k
 - 4. Varsity Competition Track
 - a) Pitched so that runoff from football field goes over track
 - b) Needs full tear down replacement in 5-7 years
 - c) Discussion on repitching the track and putting in drains underneath
 - d) 600k to 900k
- E. Rec Center
 - 1. Lap Swimming Pool
 - a) Lane line fix - temporary
 - (1) Would need to drain pool and re bore all lane line anchors
 - b) New pool deck area
 - 2. Weight Room
 - a) New equipment - crunch, lat, pec, kettle bells, abductor/adductor
 - b) Rearranged space
 - c) Lots of use out of aerobic room
 - d) White machines need replacement in ~5 years
- F. High School
 - 1. Fieldhouse / Gymnasium Floor

- a) Needs full sand down and replacement-14 years since last sanding
 - b) Needs new cores completed for attachments
 - c) Recommended to change logos and layouts - less paint
 - d) Since it is multi use - lots of wear and tear - so holding up well considering
- 2. Weight Room
 - a) Grant and donations funded
 - b) Reviewed upgrades - padding, machines, stereo, dumbbells, jump boxes
- 3. Wrestling Room
 - a) Reviewed upgrades
- 4. Independent Living Skills Classroom
 - a) Tour
 - b) Replacement of floor - working with manufacturer warranty
- 5. Tech Education Shop Area
 - a) Discussion of new machines - mill, saws, air compressor
 - b) Need to look at maintenance/cleaning of dust collector
 - c) Much cleaner and less stuff sitting around than in the past
 - d) Looked at new trench drain in vehicle bay shop area
- G. Middle School
 - 1. Independent Living Skills area
 - a) Did not tour

VI. ADJOURNMENT



Clintonville Public School District

Third Friday Pupil Count

September 18, 2026

Grade Level and Building Totals

	Elementary School	Middle School	High School	Total
EC	2			
4K	54			
KG	78			
1	68			
2	76			
3	78			
4	71			
5	72			
6		76		
7		54		
8		74		
9			77	
10			97	
11			80	
12			102	
Total Students	499	204	356	1059

2026-2027 3rd Friday Count September 18, 2026	Present on Count Day	Absent on Count Day	Total Head Count
PK	0	2	2
4 yr old kg	0	54	54
KG	76	2	78
1st grade	67	1	68
2nd grade	74	2	76
3rd grade	78	0	78
4th grade	67	4	71
5th grade	67	5	72
6th grade	74	2	76
7th grade	51	3	54
8th grade	71	3	74
9th grade	69	8	77
10th grade	91	6	97
11th grade	76	4	80
12th grade	98	4	102
TOTALS	959	100	1059

Non Resident Reductions - Open Enrollment IN	Resident Additions - Open Enrollment OUT	Adjusted Head Count
0	0	2
4	11	61
4	8	82
3	16	81
4	10	82
8	9	79
4	17	84
3	14	83
5	16	87
2	17	69
4	10	80
8	18	87
3	17	111
6	14	88
5	20	117
63	197	1193

Pupil Count Numbers

Last 3 Years

Head Count	2024-2025	2025-2026	2026-2027	*Please note that grade level numbers are students physically in our schools. Not the adjusted count which open enrolled IN and OUT are factored into for funding purposes.
PK	6	6	2	
4 Year Old KG	65	73	54	
KG	79	70	78	
1st grade	76	75	68	
2nd grade	74	80	76	
3rd grade	72	73	78	
4th grade	76	73	71	
5th grade	58	80	72	
6th grade	77	65	76	
7th grade	65	78	54	
8th grade	82	67	74	
9th grade	90	100	77	
10th grade	104	90	97	
11th grade	92	104	80	
12th grade	111	92	102	
TOTALS	1127	1126	1059	
Open Enrolled IN	64	63	63	
Open Enrolled OUT	174	175	197	149 students are open enrolled to neighboring districts & 48 students to various virtual charter schools.
St. Martin Enrollment	205	196	200	
Homeschool	70	86	*39	*as of 10/7/26 - families have until 10/15 to fill out homeschool registration form, and continue to register throughout school year.
Amish Students	17	13	4	

PI-1563 Pupil Count Report

10/1/2026

Third Friday in September FY 2026-2027

Per Wisconsin Statute §121.05 the district is required to maintain this signature page on **file at the district**. Do not send to the Department.

Clintonville (1141)

45 West Green Tree Road
Clintonville WI 54929
CESA #08
Waupaca (68)

Officially submitted by user ID Bessejen000! on 10/1/2026
3:05:44PM

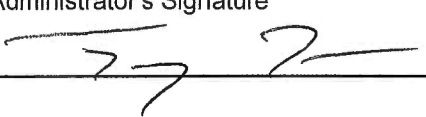
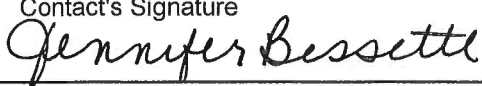
Last data amendment was made by user ID Bessejen000!
on 10/1/2026 3:05:44PM

FY 2026-2027 Pupil Count - September	
Preschool Special Education	2
4 YK - 437 Hours	61
5 YK - Half Day	0
5 YK - 3 Full Days	0
5 YK - 4 Full Days	0
5 YK - 5 Full Days	82
5 YK - Blended	0
Grades 1 - 12	1,048
Total Count:	1,193

Certification Statement

I certify that the data submitted on this report is, to the best of my knowledge and belief, accurate and complete.

District Officials in Office on Date Submitted

Administrator	
Administrator's Name Troy M Kuhn	Telephone
Administrator's Signature 	Date Signed 10-6-2026
Clerk	
Clerk's Name Laurie Vollrath	Telephone
Clerk's Signature	Date Signed
Person Completing this Report	
Contact's Name and Title Jennifer Bessette	Telephone 715-823-7215 ext. 3221
Contact's Signature 	Date Signed 10/1/2026

Y 2026-2027 Pupil Count - September

Comparison to Prior Data

Comparison Summary				
Category	Adjusted Count Sept 2026	Last Year Sept 2025	Change from Last Year	Percent Difference
Preschool Special Education	2	6	-4	-66.67%
4 YK - 437 Hours	61	78	-17	-21.79%
5 YK - Half Day	0	0		N/A
5 YK - 3 Full Days	0	0		N/A
5 YK - 4 Full Days	0	0		N/A
5 YK - 5 Full Days	82	84	-2	-2.38%
5 YK - Blended	0	0		N/A
Grades 1 - 12	1,048	1,069	-21	-1.96%
Totals:	1,193	1,237	-44	-3.56%

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2027 State Education Convention

January 20-22, 2027

Early-bird registration fee: \$335 (available through Dec. 15, 2026)

Regular registration fee: \$370

Registration deadline: Jan. 4, 2027

Important Dates

Nov. 2, 2026: Convention Registration Opens

Nov. 9, 2026: Hotel Room Blocks Open

Dec. 15, 2026: Early-Bird Registration Deadline

Jan. 4, 2027: Registration Deadline

Jan. 19, 2027: Pre-Convention Workshops

Jan. 20-22, 2027: State Education Convention

Screen Time Data 2026

General Information - CPSD educational technology usage monitoring

- At this time, we do not have the ability to accurately track "educational" technology use versus non educational screen time. In our systems, screen time is screen time.
 - In order to get accurate data from the Chromebooks, additional software would be required.
 - Data collected in this survey was collected from CPSD staff.
- Aristotle allows teachers to "lock" kids into sessions, monitor chromebook use, and filter sites. This is also active when not connected to the school district network.
- Palo-Alto is our network firewall that filters access at the network level. (malicious traffic, etc) This is not active when not connected to the school district network.
- Teachers are required to monitor technology use in the classrooms. Examples: teach from the back of the room so you can see screens or consistently walk around and monitor usage.
- Study Halls has the least amount of staff regulation and monitoring.
- Sites are consistently monitored by staff and staff are trained to send needed blocked sites to the Technology Director.
- Students are in moderate restriction - Google Safe Search Guidelines

Grades PK - 2

Average Screen Time

52.5 minutes / week

- At this time, I do not regularly use computers in my classroom. Based on my observations and student outcomes, I have not seen consistent evidence that computer based activities are contributing to measurable growth in our essential standards and the skills we are prioritizing. I choose to focus instructional time on learning experiences that directly support our grade level standards and provide meaningful opportunities for student practice and growth.
- We do not have substitute teachers for when we test students for AIMSWeb and FastBridge. These times of the year, we do rely on technology for students to utilize. This increases our minutes during those times of the year.
- We haven't started using our tablets yet. When we do use them, it is during centers or for supplemental learning. Our students do not test on the tablets.

Grades 3-5

Average Screen Time

180 minutes / week

- If we're trying to limit screen time, we need to stop purchasing supplementary online tools for students. If you're expecting us to differentiate learning, then allow us more planning time to create these differentiated independent work tools for students.
- This number changes when we are researching (using IMC search resources) or publishing writing (typing).
- Used mainly for math fact fluency, math skill reinforcement
- We do not spend a lot of time on our devices. It is a rare occurrence that we actually need them when completing the ARC curriculum and Bridge curriculum. Most of the screen time comes from WIN time when students are completing their 30 minutes of dream box. At the end of the day after students pack up I turn a movie on while we wait to line up at the door. This is not associated with the curriculum.

Other elementary Comments

- Grades 2-5 use chromebooks for weekly progress monitoring in intervention. One time a week for 15 to 20 minutes.
- Obviously the use of technology in STEAM is going to happen more when we are in lessons that relate specifically to activities with TECH. When we do 3D printing, green screens, and robots, device time will increase.
- Grades 2-5 use chromebooks for weekly progress monitoring in intervention. One time a week for 15 to 20 minutes. I figured this was considered required testing so I did not mark above.
- I occasionally use books online because they are easier to access for some of my students. (their screen time is reading online)

Grades 6-12

Average Screen Time

148 minutes / week

- Robotic programming requires screen time.
- I'm old school with a lot of pencil/paper/textbook. Parents like that my instruction doesn't rely on the Chromebook. However we do use it for writing our lab reports and some other assessments.

- At the end of each semester, I have students complete a questionnaire after their final is completed as a way to collect feedback. One of the questions I ask them is what was something that they enjoyed about the class that isn't necessarily content related. A common response I have received over the last 2-3 years has been that they enjoy the fact that they don't use their Chromebook in class and that my class actually gives them a break from the Chromebook during the regular school day.
- I have kids join a section in Google Classroom so that I can communicate in the case of a last minute absence or a windchill day. Other than that, students don't use their Chromebooks in class on a "day-to-day" basis. That said, we do watch the occasional video in class, but that is projected on the TV and doesn't require their Chromebook to view unless they are absent for class that particular day.
- This varies by unit. Right now, we are reading stories so there's less time on computers. When we do research, they will be on their chromebooks more.
- Some parts of my curriculum needs a lot of screen time, like using TinkerCad for CAD design and basic coding instruction. Other times we're doing circuits and there is no screen time at all for many days. This class is on an A/B schedule, so the minutes are not exact due to it being either 2 or 3 days a week.
- Use of computers in math is rare. Rare use of Khan academy or other digital platforms to support learning goals.
- Rare to Occasional use of digital platforms to support learning goals on an as needed basis.
- Geometry primarily hands on work.
- Sometimes we will use the Chromebook daily for a week and sometimes, we won't need it for a week.
- I have kids join a section in Google Classroom so that I can communicate in the case of a last minute absence or a wind chill day. Other than that, students don't use their Chromebooks in class on a "day-to-day" basis other than the assessment they completed approximately every other week.
- FVTC requires all homework answers to be submitted to an online platform for these courses. FVTC requires all assessments to be completed on the same platform. I have no control over the length of assignments, or the number of assignments. All pre-set by FVTC for these two math courses.

- Paper handouts for all practice problems are provided. Screen use would be for checking answer keys posted on Google Classroom as they work on homework, or to use a calculator online/or handheld screen for a problem where calculator use is appropriate.
- Use paper printouts, individual white boards, and hand held manipulatives for all intervention activities. The only exception is the handheld calculator screen for basic computations.
- Our whole class project is a Google Presentation (Google Slides) but we do have speakers, field trips and a career fair. I do a lot of talking, plus Officer Ebert presents and then I have our Middle School Principals also talk to the class about their different career paths and how they got to where they are today. So they have a lot of non-screen time. Anytime I need a sub I have a sub plan, or I give the sub the option of telling the students their story of how they got where they are, because each person has a great story to tell. I think especially in our younger grades (less screen time matters) but in the working/professional world screen time is what these kids will be doing and working on. So they need a good balance of people skills and quality computer skills (like knowing how to write an appropriate and professional sounding email).
- We would really only use a Chromebook for math for a math review class game at the beginning of class.
- Students practice typing for 10 minutes at the beginning of each class. Depending on what is in the curriculum, we might use screens more or less.
- Most of the time comes from supplemental work with other programs such as IXL or DreamBox when students get a chance to go on it. Most in class assignments are paper and pencil.
- The purpose of this program is to improve fluency. Students read with a recorded teacher to practice pronunciation of academic vocabulary and add appropriate pauses and expression while reading. Studies have shown a strong correlation between efficient fluency and comprehension. The program requires a teacher to listen to 2 readings of each text and review all follow-up questions with the student, so this isn't a "just put the kid on a computer" program. Without computer use, I would have to reduce the number of students receiving this type of intervention as I would be unable to read with all of them at the same time.
- Each reading intervention is 20 minutes, so I often meet with 2 different groups per class period, which is why it looks like I teach so many classes in one day.
- They do use their Chromebooks as an audio tool for practice and in sectionals at least once a week for about 15 min.

- Our "textbook" is digital format, so students need to be on a device to complete much of our work.
- Textbook is online
- Screen time is restricted to collecting real time data in the lab and to both technical writing and data analysis in the classroom.
- Our curriculum is online based. Textbook and assignments. We try to get them off Chromebooks when we can, but having an online curriculum makes that challenging.
- Every class is different and screen time vs completion of assigned tasks can vary greatly.
- Use only to collect data from measurement devices in the laboratory and to analyze data or complete technical writing.
- We do Miller open book every Monday. It takes 15-20 mins the rest of the time in the shop.

Fund 80 Goals

Last Review by Admin
10-6-2026

Fund 80 Short Term Goals

Update MOU for Police Liaison Officer

- Include supporting all Clintonville students

Ensure programs are running efficiently and providing support as needed

- Meeting with Chief Freitag on PSLO expectations
- Activities Director working with City on city needs/wants for space use

Close gap or reduce the amount of taxpayer costs (Fund 80 mill rate)

- Rec Center
- ChildCare Center

Evaluate Trucker University Goals and Costs

- Focused on Homework Help
- No more late bussing

Continual Evaluation Childcare Budget with so many state/federal changes

- Adjust due to Grant Funding
 - Toys, equipment, staff bonuses
- Increased rates
- Added registration fees
- Did not pursue all day 4k
- Changed Hours of operation
- Staff provide majority of janitorial services
- Partnership with Youth Apprenticeships
- Reduce the number of full time employees - Lead Teachers

Evaluate Youngstar Program at Childcare

- Continue to provide exceptional care/curriculum
- Do receive a monetary stipend for being 4 star

Fund 80 Long Term Goals

Continue to work with the city, community, and stakeholders to provide wanted/needed services.

- Police Liaison Officer
- Crossing Guards
- Rec Center
- Childcare Services
- Youth Athletics
- Middle School Sports

- City Sponsored Sports/Athletic Programs
 - Volleyball
 - Basketball
 - Gymnastics
- Provide performances/events for the community in our Auditorium and Fieldhouse
 - Home School Performances
 - Wisconsin Badger Performances
 - Musicals and Plays

Spend down balance in Fund 80 and create a constant or reducing mill rate that provides needed/wanted community services

Administrative Guidelines - 31.04 SUBSTITUTE EMPLOYEES

(Recommended Changes)

Substitute Pay for Teaching Positions

Daily Substitute rate is \$120 **\$150** per day.

Retired or qualified licensed teacher \$180 per day.

Long-Term Substitute is the rate of a base teacher.

(See Board Policy 3120.04)

Substitute Pay for Support Positions

- A. Current Employee Substitutes: Will be paid at their hourly rate when substituting for another support position.
- B. Non-Current Employee Substitutes: Will be paid at the **base rate of the position.**

See Board Policy 4120.04

**Clintonville Public School District**

EMPLOYMENT OF SUBSTITUTES

po3120.04**ADOPTED** April 22, 2019**REVISED** December 8, 2025

3120.04 - EMPLOYMENT OF SUBSTITUTES

The Board recognizes the need to procure the services of substitutes in order to continue the operation of the schools as a result of the absence of regular personnel. This policy does not apply to regular contracted teachers hired to serve as permanent substitute teachers and whose employment is governed by Policy 3120 - Employment of Professional Staff.

The District Administrator shall make appropriate arrangements to assure the availability of substitutes for assignment as services are required to replace temporarily-absent regular staff members and to temporarily fill new positions. Such assignment of substitutes may be terminated, including permanent removal from the substitute teaching roster, when their services are no longer required or for other reasons as determined by the District Administrator that are not arbitrary, capricious, or discriminatory.

Substitutes must possess appropriate certification to teach as a substitute. The District Administrator may determine what licensure is required and make allowances for the use of alternative forms of certification, emergency certification, and other such options as permitted by law. There must also be verification that a satisfactory background and criminal history check has been conducted by the Department of Public Instruction (DPI), an appropriate State agency, authorized District personnel, or contracted vendor.

Each principal is to develop procedures that ensure each substitute has completed necessary forms; received appropriate instructions, plans, and other resources needed to function properly in the position and the building; and been observed early and regularly in the performance of the substitute's responsibilities.

In order to retain well-qualified substitutes for service in this District, the Board will offer compensation at a rate set by the Board. (Administrative Guideline 31.04)

A substitute shall be classified and paid as follows:

A. Daily Substitute: normal teacher workday up to twenty (20) consecutive school days in the same assignment. A Daily Substitute who has the same assignment extended beyond twenty (20) consecutive school days shall be paid at the Long-Term Substitute rate beginning on day twenty-one (21) and each consecutive day thereafter when remaining in the same assignment. A Daily substitute shall be paid a minimum of four (4) hours once the substitute is called.

B. Long-Term Substitute: normal teacher workday in the same assignment for more than twenty (20) consecutive school days.

Daily and Long-Term Substitute Teachers are not eligible for any sick leave, emergency leave, personal days, or insurance benefits.

Employed substitutes may receive in June a letter of reasonable assurance of continued eligibility for assignment during the ensuing school year.

Relatives of Board members may be employed by the Board, provided a member of the Board does not participate in any way in the discussion or vote on the employment when a conflict of interest is involved.

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which they are supervised directly by a staff member who is related.

Revised 8/26/19

Revised 2/8/21

Revised 6/28/21

Revised 11/8/21

Revised 1/23/23

T.C. 9/23/24

Revised 10/14/24

T.C. 2/10/25

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Legal

118.19, Wis. Stats.

P.I. 3.03(8), Wis. Adm. Code