

**Shared Key
Interests**

1. Advance student learning, achievement, and success by keeping it at the heart and as the filter for our decision making.

2. Utilize research-based curricula that reflects 21st Century themes and applications and are responsive to the needs and potential of all students, preparing them for a global society.

3. Provide real-life, diverse learning opportunities with practical applications in the classroom and beyond.

4. Inform and engage the community in shaping educational strategy and formulating responses to change.

5. Attract, retain, and develop a high quality, diverse, creative, and innovative workforce of leaders.

6. Provide safe, secure, flexible, inviting, and well-maintained environments that nurture student well-being and enhance teaching and learning.

7. Identify, integrate, and expand technology to foster adaptability and maximize learning for all.

8. Foster mutually beneficial partnerships and collaborations that expand learning opportunities and resources.

Wausau School District

Board of Education Meeting Agenda

In Compliance with the Wisconsin Open Meeting Law

Public Notice s.19.84 (3)
Exemptions s.19.85

James Bouché, President
Karen Vandenberg, Clerk

A **Special Meeting** of the BOARD OF EDUCATION will be held in the **Nicholson Board Room, 415 Seymour Street, Wausau, Wisconsin 54403 at 5:00 PM on Thursday, February 15, 2024.**

I. CALL TO ORDER

II. Review Survey and Focus Group Responses

III. Request for Closed Session Pursuant to State Statutes

III.A. Discuss Themes from the Survey and Focus Group Responses that will Develop the Application Questions for the Superintendent Position and Begin to Discuss First Round Interview Questions Wis. Stat. s. 19.85(1)(c)

III.B. Reconvene in Open Session, to take further action if necessary and appropriate

IV. ADJOURN

NOTICE POSTED: Monday, February 12, 2024, at 1:30 pm

By: _____

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DANIEL M. ROSSMILLER, EXECUTIVE DIRECTOR

**WAUSAU SCHOOL DISTRICT
SUPERINTENDENT SEARCH
FOCUS GROUP QUESTIONS AND RESPONSES
(February 16, 2024)**

1. What personal characteristics should the next superintendent possess?

ADMINISTRATION –

- Trust - Need to trust that the person is going to do what they say
- Personable – Out in the community
- Integrity
- Courageous
- Empathy
- Adaptability
- Flexibility
- Admit if they don't know and work to figure out the answer
- Humility
- Curiosity - Willing to ask questions and be open minded
- Mediator - Communicate in all different forums
- Listen
- Creative
- Problem Solver
- Lead and to be led (Vulnerability in some spaces as appropriate and empower others)
- Truly cares about the district and the people within it – Not a stepping stone to move up (Invested)

TEACHERS:

- Strong visionary
- Clear communication
- Transparent
- Approachable
- Charismatic
- Open door – good listener
- Empathetic and understanding of diverse cultures
- Resourceful
- People person
- Seek first to understand
- Ambition - go getter and not complacent
- Community oriented – Has an understanding of the community and contributing to it.
- Non-judgmental
- Persistent - do what's right
- Passionate

- Ability to self-reflect
- Ability to pivot
- Patient
- Forgive as well as ask for forgiveness
- Ability to admit they are wrong
- Media savvy
- Open to talk in all spaces (classroom, community, businesses, etc.)
- Strong integrity
- Proactive

SUPPORT STAFF:

- Personable
- Approachable
- Outgoing
- Friendly
- Sense of Humor
- Reasonable – Can reason with others when discussing
- Honest
- Direct
- Good Communication
- Pride in district
- Invested and involved in the community and schools
- Visibility in schools and community - not just larger schools, JDC, Charters, others
- Can see big picture of the district – bridge, business, people
- Reachable when we call
- Child and staff advocate
- Vested in the district

BOARD:

- Forward thinker
- Integrity
- Trustworthy
- Humble
- Confident
- Open to ideas
- Able to build relationships with community and staff
- Strong leader
- Compassionate, but still able to implement ideas
- Good Communicator (over communicator)

THEMES:

2. What type of leadership style might it be important for our superintendent to implement in order to be successful in our district?

ADMINISTRATION:

- Transformational leader with charisma and ability to gain trust quickly in the community
- Skilled in strategic leadership to lead the size of our district

- Collaborative Leader
- Servant leader
- Situational Leadership - Recognize situation they are in and be able to adapt to what each of those groups needs
- Clearly communicate with various groups

TEACHERS:

- Lead by Example
- Collaborative
- Inspirational
- Trusting
- Host – Coordinating people (shared leadership but the wizard behind the curtain)
- Servant leadership
- Open Minded
- Progressive
- Visionary – but have a foot in the past also
- Ownership (buck stops here) but not a top-down dictator
- Leaders are in the front – not just behind the door in the office
- Decisive
- Willing to engage in courageous and challenging conversations
- Team builder – all on same page and working in same direction
- Visible in community, schools, etc.
- Part of the community – invested in the community
- Able to embrace all of our stakeholders – including those without students in school
- Don't forget about what it is like when you are still in the classroom
- Can praise and not always have to take the credit
- Diverse background – has actually had diverse experiences
- Ability to lead...and also to follow
- Humility
- Able to attract quality and good staff to the district and keep them -
- Strong instructional leader with accurate curriculum - pushing forward and not just being complacent
- Well-read and knowledgeable about trends in education and how everything fits together with the different departments of the district as a business.
- Knowing Wausau – Can't go off research based overall – What is research based within our district specifically and what is best for our community
- Need to be able to make decisions and stand behind them
- Able to assess the current state of the district and gauge how to leverage the resources that we have within the district
- Delegate and build a strong team that is responsible for each of their areas
- Adaptable

SUPPORT STAFF:

- All styles but dictatorship
- Collaborative
- Transformational
- Visionary as a new leader
- Situational leader – able to adapt to what is needed in each building and situation

BOARD:

- Situational leader and can flex accordingly
- Results oriented
- Process Oriented – not a directed leadership style – attention to process - Uses data
- Accountable - Willing to accept responsibility and accountability
- Visionary – cast focus on vision and mission
- Pragmatic visionary

THEMES:

3. What strengths and skills should the next superintendent possess?

ADMINISTRATION:

- Diplomacy
- Change management
- Strong communicator
- Resiliency
- Organized
- Able to build relationships
- Knowledge and willingness to learn about the diversity within the community
- Unifier
- Ability to speak truth to power
- Good public speaker
- Impactful
- Creative problem solver
- Transparent
- Ability to see bigger picture and how one area can impact other areas around it
- Can sustain focus and then follow through

TEACHERS:

- Proactive planning that is systems-oriented
- Good communicator
- Problem Solver
- Multi tasker – able to see the big picture and also keep tabs on the details
- Ability to delegate
- Understanding
- Child advocate - ability to stand up to adversity for what is best for the students and staff
- Advocate for staff to help them feel valued
- Strengthen the narrative of the WSD – missteps – help staff heal so we can move forward together
- Listen
- Unify the whole district
- Ability to coach as well as be coached – lifelong learner
- Connected to professional organizations and reading within professional organizations
- Having high expectations and also clear support for how to help meet those expectations
- Consistency – delegation across all schools so they are all the same
- Predictable – not jumping from one thing to the next all the time – stay the course
- Dependable

SUPPORT STAFF:

- Communication skills
- Experience with teaching - have to have student experience
- Make connections and reach out and forge bonds with community – business leaders, parents, groups, etc.
- Charismatic in a kind-hearted way
- Conflict resolution
- Multi-lingual - able to relate to kids and families from different cultures/ASL
- Tolerant
- Patient
- Respectful of all other opinions
- Good listener – even if they don't agree
- Cultural competency and experience with diverse communities and districts
- Empathy
- Business sense, school business sense
- Referendum experience
- Larger school district understanding/experience
- Good self-care to manage the stress and scope of the role
- Dealt with adversity within a role – media, polarization, experienced with tough times

BOARD:

- Able to build relationships with community, staff, team
- Communication with all stakeholders
- Dynamic
- Energetic
- Inspirational - bring people together, going the same direction and buying in to ideas
- Engaging
- Able to collaborate with others
- Decisive, focused, once decision is made able to stay on track
- Passionate
- Respectful of others
- Humble
- Open minded
- Old School Leadership style at times – Define rules in the buildings and leverage to ensure that we are all living up to the rules, procedures and processes.
- Accountability for who we are and where we need to go - these are the expectations, hold staff accountable.
- Need to be able to address student conduct and behavioral issues

THEMES:

4. What is the main area of professional expertise that the next superintendent should possess?

ADMINISTRATION:

- Politics
- Adaptive Change
- Building Trust
- Strategic Planning
- Conflict Management and ability to lead through conflict
- Transformational coach & model for those they work with
- Ability to bring people together – organization management
- Ability to unify towards a common vision
- Facilitator of process
- Able and willing to hold others accountable
- Clear communication of the accountability expectations

TEACHERS:

- Well rounded – classroom and administrative experience, understanding of full system
- Track record of where they have been in those roles – goals, success, etc.
- State budgeting – staffing challenges – multiple components that they are responsible to be leading
- Political – Ability to advocate for legislation and change around related politics at legislative level
- Story or experience with reorganization or realignment – something is needed
- Unifying a divided district without ripping it apart
- Curriculum development experience
- At least 7 years of experience in a regular classroom –
- Understand student needs
- Population is changing significantly – need to be able to help and support students who have a difficult time learning
- Knowledge of student discipline
- Behavioral supports for students
- Understanding the needs of our schools, area, students - special education experience
- Understanding multi-lingual experience and service to students
- Need to be a leader of leaders – need to hold people accountable
- Surround themselves with people smarter than you and be able to delegate the work appropriately - guiding all of the systems to contribute to the bigger picture through delegating, discussion and structure.
- Understand the systems approach to education and keep it in the forefront
- Proactive and Vision – Staying the course in moments of difficulty

SUPPORT STAFF:

- Education: MA or doctorate
- Background in student and the classroom experience
- Experience with passing a referendum
- Knowledge and experience working in a similar sized school district
- Understanding of all different departments and financial side of district
- Systems knowledge
- Good self-care - able to balance life and work.
- Experience in dealing with diverse situations in past position

- Have an understanding of a culturally and economically diverse community

BOARD:

- Project management skills
- Budget management skills
- Superintendent experience – knowledge of school district is a plus
- Business skills and attributes from previous business experience
- Managerial experience
- Strong networking with other districts and community
- Dynamic leadership experience working with other teams
- Understands the system

THEME:

5. What are the selling points of the school district and the community?

ADMINISTRATION:

- Tradition
- Diversity
- Facilities
- Strong community partnerships in business and industry
- Dedicated staff
- Support of doing what we need to do for kids based on what they need and meeting them where they are at - Proactive child advocate
- Staff going above and beyond for students
- Safe and supportive place to be – both schools and community
- Physical community – Mid size city with big city amenities and small-town feel
- Geographic location
- Robust options available - arts, outdoors
- Strong preparation of students for life post high school and to contribute to society
- Environmental Learning Center and School Forest
- Options for learning – HSs, WAVE, EEA, etc.
- Mental health supports from the community
- Connections to other districts in the region – collaboration
- Presence of higher education institutions in the community
- Invested families with their communities and schools
- The Wausau School District takes pride in not only academics but also a wide variety of clubs, sports teams and other activities
- Student learning opportunities, including a virtual option

TEACHERS:

- High quality of education
- Opportunities for students in and out of classroom
- Every school has hometown feel in a bigger city style
- Strive to do better
- Dedicated staff

- Diversity of staff and students
- Opportunities for students – International Baccalaureate and Advanced Placement
- Size – Little big town
- Partnerships – arts, business, education, sports, nature
- Hub of Central WI
- Great place to raise a family – Family oriented
- Quality of life

SUPPORT STAFF:

- Large District
- Involvement of district and community
- Pride of community in district – supportive
- Great staff
- 4K & early childhood programs
- Academically we do well
- Inclusivity of student body - accepting
- Lots of opportunities and activities
- Geographic location
- Size of community: Small town charm with large city amenities
- Recreation options
- Overall safe community
- Very giving community – volunteer hours and finances to support needs
- Children’s Museum, Ski Hill, River, Parks, Entertainment, Festivals
- Quality of Life

BOARD:

- Community supports education
- Great facilities
- Great community to move to
- Successful referendums when they trust the proposals
- One of the largest districts in the state with a small-town feel
- Great staff
- Engaged families
- Each building’s staff has a good team of people
- Large responsibility as our size, but also a lot of opportunities for kids and families
- Opportunities for leadership growth
- Board is strong and diverse; able to disagree in healthy ways and debate things
- Wants the superintendent to be part of the strong team

STUDENTS:

- Mod system - Its unique and not every school has this system - because of the mod system, students can manage their time with work, etc.
- How diverse we are in the district and the community - we would also say that we’re very involved as well
- Academic programs (YA, Clubs, etc.)
- Planetarium
- Sports
- Open Campus
- Marathon County Park Systems
- YMCA
- Historic Sites (Yawkey House)

- Friendly Teachers
- Diversity
- School Store (Trendy Foods)
- There is a multitude of opportunities to be involved with the community through school programs and it works directly with the community
- Lots of resources and outdoor facilities
- Variety of classes
- Dual credit classes
- All the staff are really welcoming and helpful towards all students.
- Admin is also familiar with the students
- There are plenty of fun events at school
- The staff and students are all very welcoming
- The staff understand situations/problems from a student's standpoint and are great at understanding us
- Good tech ed department
- Educated staff
- Good cross river competition
- Easy to figure out where you're going
- Small enough to know many people
- Teachers are willing to help
- People are typically nice
- Giving more opportunities to the students

THEMES:

6. What are the challenges facing the district?

ADMINISTRATION:

- Declining enrollment
- Greater student need – especially in terms of mental health
- Staffing and subbing shortages
- Unity
- Community is shifting and demographic changes impact the district in many ways – Not the same as years ago
- Shift of where people are living and how that contributes to challenges within the district
- Bussing
- Tradition is also a challenge
- Perception of lack of best plan going forward to address the challenges facing us
- We don't have a great vision or strategic plan going forward. We came up with a plan to resolve many issues that we face, are not addressing those issues and they still exist.
- Not knowing who or what we really want to be
- Significant breakdown in communication chain
- If we have a plan, we don't follow it
- There is a lack of trust by some families and community members.
- Need to spell out how concerns will be processed and ensure that we follow it.
- Trust from some families in the community is lacking and that causes some of the above breakdown in communication.
- The river

- We don't believe that we are right-sized right now – problems with building spaces, equity, opportunity challenges – equity
- Attracting and retaining high quality teachers
- Ability to deal with enrollment disparity
- Culture and Morale
- Board is a challenge based on the governance style happening right now - educational opportunities are there, but not sure they are interested in that
- Reactive currently instead of proactive - dread the board meetings to see what the new thing is that is going to be thrown our way
- Goes back to clearly defined roles and responsibilities of the board, the admin team, etc. – purpose of each of the roles
- Reputation of the Wausau School District from districts around us is very poor right now based on feedback we are hearing from colleagues
- Always had declining enrollment and disparity between East and West, but we still have not been able to do something about it to respond to the equity that is needed. Each new Superintendent has brought this forward and each ends up back at square one
- Safety and reinforcing rules should be involved in shop classes and others
- Behavioral issues should not be addressed aggressively
- Dilemmas about schools being moved to different locations, this can be looked at both ways - it can make some things easy for families while other times it will make it harder for families to commute

TEACHERS:

- Budget
- Staffing shortages all through the system
- Need to
- Morale – around unification that didn't happen
- Change and failed attempts at so many things recently – So many opinions – Need to get community out of that and get back to unification and shared vision on many levels – Staff - Board - Community
- The river really does run through it
- Political and money division
- Drug issues
- Behavior issues – hands tied of what can be done – national issue, but we also have to deal with it
- Mental health impact for staff and students
- Emotional intelligence and empathy for the mental health needs is needed
- Realistic expectations of the staff
- Keeping pulse on what is happening in all of the buildings
- School Board is not representative of our community and therefore a lot of families are not represented in their work and decisions
- Divisiveness between the board and administration – need them all to work together
- Never sees a school board member in any building
- Need open ear to listen to what is needed
- Inequitable outcomes for our marginalized student groups and needs to be addressed
- Several initiatives, but the planning isn't there to support it to roll it out more fully
- Initiative overload without making the connections

SUPPORT STAFF:

- Staffing shortages
- Large school district
- School board
- Staffing and support for special needs students
- Restructuring divided the community
- Transportation – some routes are lengthy
- Too many elementary schools for the size of our district
- Need to do something with regard to restructuring
- Duplication of services to provide equity isn't financially feasible
- Duplication impacts the amount of money needed to do other things - pay, staff, etc.
- Need to be more efficient
- There is no clear path currently – we were on a clear path and then the school board changed it
- We need to create a plan from the top and then follow through with it - if we could just keep going through the adversity, instead of listening to smaller numbers of voices, we could get there
- There is a level of board mis-trust by certain factions in the community
- Board doesn't seem to trust the administration - that causes further chaos
- Negative media attention focused on the district and the community – possibly due to lack of/poor communication

BOARD:

- Financial challenges with our any changes
- Attracting and retaining quality staff
- Declining and shifting enrollment
- Managing resources in a large district in a fiscally responsible manner to benefit students
- Footprint isn't right-sized
- Superintendent that can keep promoting success and achievement of the students
- Fulfilling the mission by first understanding it and then selling the benefits of it
- Frontline staff administrator relationships with staff – issues of trust - need to have administration and staff on the same team
- Valuing shared leadership from the administration – staff need a meaningful voice in the feedback and decision making
- Central office decision making process – while we might make site-based decisions, there is a feeling that it will be changed at central office – need to get this aligned
- Tricky when 18 different buildings are able to do things differently
- Principal should have metrics and if they are meeting those metrics, they should be given options for more autonomy.
- Data is not just achievement, but also culture and dynamics.
- Leader of leaders and grow the leaders where needed

STUDENTS:

- Staff are low
- School needs more funding for more classes
- No official plan for combination of East and West
- East vs West rivalry is strong and our bond as students could be stronger
- The use of alcohol and drugs is significant and could be lessened
- Respect towards others or different people
- Bad computer science programs
- Difference in enrollment at West

- East kids moving to West for sports
- Wausau East higher-level teachers all left (I have three new IB teachers)
- Safety
- Not having consistent teachers
- Students transferring for “bullying” but they are actually just doing it for sports
- Bussing system (students who live close but not close enough to walk)
- Low enrollment
- Many teachers leaving
- Sometimes parents are difficult with district superiors
- Vaping/smoking
- Attendance
- Communication
- Drugs *
- Nicotine *
- Weed * - not the school’s fault, but harsher policies need to be enforced
- Budgeting and funding programs with both West and East
- Community input and how a % of the community had their own thoughts and decisions involving the school district
- Opening communication with community
- Funding
- Public Relations/Community Perception
- Hiring Quality Teachers
- Some students are different and tend to act like someone they are not

THEMES:

7. If you could improve one thing about the district, what would that be?

ADMINISTRATION:

- Trust
- Fix the disparity between the East and West
- Equity for all students and staff – Experiences and opportunities are very disparate - List is lengthy
- Budget - Not enough money to address the high needs that we have – Impacted further by the equity issue not being resolved. Impacts staff as well

TEACHERS:

- Social and emotional learning (SEL) for staff and students
- Communications
- Alternative education for MS students
- Re-boundaries for equity in student population numbers
- Unification towards district vision – coming together for a general purpose
- Attendance of students
- Clear plan – Sometimes feels like the cart before the horse
- Return to more site-based decision making –
- Professional development should be designed by principals in the building who are closer to what each building needs

SUPPORT STAFF:

- Have on united district – the full community would be pulling in the same direction and not be competing with one another to pull it apart all the time - funding would align as well to support all

BOARD:

- Behavior concerns with students in our schools – Interfering with both of our mission aspects – retaining and attract staff – high academic performance
- Culture and climate changes needed
- Leverage the policies we have to turn the issues around and get improvement
- Open enrollment and choice out is because of behavior
- Understanding system issues – we can make some changes internally to shift this within our own system
- Tech ed program expanded
- Focused on career and college readiness – all aspects and well-rounded education

STUDENTS:

- We could improve on making solid decisions within our school board, and be set on the decisions before they announce everything to the public (East/West combining)
- Being more familiar with school board/district
- We have a strong rivalry, but also a bond in some ways. Attending rivalry games are fun because of the ongoing tension but many people switch schools to the “better” school which always leaves one school low and one higher.
- Better transportation system for students who want to take classes at other schools (students unable to drive)
- Be more considerate of students’ mental health
- Better use of space
- 8:30 to 3:30 school days for high school
- More funding for sports
- Combine homeroom and Lumberjack time - as a block, it would work better
- More open time for club meetings and involvement
- People in clubs are generally not having bad grades
- School culture/community
- Bussing both CITY and First Student (mentioned express routes to East and West)
- Removing/controlling drug use – especially in both rooms
- Divider for urinal in men’s bathroom – General improvements to bathrooms please
- Add a Google form on the WSD website for petitions and requests
- School store (Make it bigger)
- Bathrooms – More bathrooms at convenient places
- No vapes (everywhere I walk in the bathroom it smells horrible)
- Questionable students
- City bus (we need more personal busses for West)
- Monitoring school bathrooms and having more teachers/hall monitors patrol more frequently
- Students being more involved with (school) social events.
- New football field
- More open resource time
- For sports being able to do some in person practices, then for days the commute (for virtual students living out of the area) is not possible to be able to get the workouts from coaches to be able to compete with the team during meets/matches.
- How do we get more feedback from students?

- Google form with forced response
- In person focus groups like this
- In person conversations

THEMES:

8. What is unique or special about this school district?

ADMINISTRATION:

- Untapped potential – So many special people in this community and what they could share to benefit our students and staff
- Community partners and organizations that step up to help over and over with finances and other supports that align to their strengths
- Partnerships with business and community – Helping us move things forward like 2014 referendum and being able to leverage them to help with community support (ex: Wausau PD, Businesses, YMCA, B&G Club, etc.)
- If community believes in what we are doing, they will go non-stop and be all-in

TEACHERS:

- Nice facilities and grounds
- River
- Two distinct HS and two distinct schedules; Mod Schedule; IP/AB
- Diverse culture and community
- Hometown feel within large community
- Neighborhood schools are unique
- Excellent arts programs
- 4K and EC program

SUPPORT STAFF:

- Being two mini-districts (East and West) is unique
- Newcomer center for families
- Opportunities at both schools to have unique offerings (autos at East; engineering at West; etc.)
- Large number of activity options
- After school programming – G2M
- School forest
- Variety of school options to serve the needs and interests of all of the families
- Strong special education program services

BOARD:

- River – East side and West side
- Many of our other challenges aren't unique –financial, staffing, behaviors
- We have a positive diverse community

STUDENTS:

- Mod System Schedule
- Open campus
- School Spirit / Participation
- Diversity of population

- Have fun dealing with sassy people (there's a lot)
- People are very happy to show or share what they like with others instead of being scared of disagreement
- We support each other
- Teachers have more freedom with how they teach
- Teacher - Student connections
- Welcoming to new foreign students
- We do lots of blood drives
- The teacher - student bond is strong and the school spirit is strong as well. Attending school games/clubs is super fun and a good time for both students and teachers
- Variety of classes
- Student ambassadors
- School Forest
- Student apprenticeship and internships for students who want to work during the school day
- We have really good auto classes
- We have over 30 televisions that don't get used
- We have teachers with J's (Jordan's)
- Two high schools in the district creates rivalry
- Dudley tower (one of wonders of the world)
- Absurd number of parking garages
- Big open lot available for anything in the future
- The amount of people and students that get involved with clubs.
- The fact that us virtual students have the opportunity to get involved in clubs and be a part of the in-person schools.

THEMES:

9. What advice would you give to the new superintendent?

ADMINISTRATION:

- Be visible – everywhere
- Get to know us
- Build trust
- Learn
- Understand there is a lot of work ahead and they have a whole staff here to help
- Be mindful of history and how we are where we are right now
- That position is the voice for so many. Maintaining awareness of that through that visibility at all moments.
- Challenge conventional ways of thinking
- Be courageous
- Embrace community
- Build relationships
- Listen
- Stand up for those without a voice
- Unify the district
- Have empathy for students and staff
- Collaboratively build a vision and stay the course
- Get into the school buildings regularly

- Patience - Learn and educate themselves with where we are at and THEN set the vision that is much needed afterwards
- Take the time to talk with many to understand, acknowledge and respect our past as we develop our future
- Be courageous through the process

TEACHERS:

- Embrace the community
- Build relationships
- Stand up for those without a voice
- Listen
- Unify the district
- Have empathy for students and staff
- Collaboratively build a vision and stay the course
- Get into the schools/classrooms often
- Have patience – learn about us first before you move forward – take time to talk to many to understand/acknowledge/respect that we are partners as we develop our future
- Be courageous

SUPPORT STAFF:

- Being visible in the community, after school events and the schools
- Hang in there
- Stand up for what you believe in and what you know is right
- Don't be a push over when you hit some resistance
- Head up, Eyes forward – Eye on the Prize to keep moving forward
- Visible, open and honest - engage with staff and the community as much as feasibly possible.
- Don't be afraid to ask for help and/or admit you are wrong. Own it.
- Have a thick skin – need to listen but stand up for what is right
- Value everyone – we are all important
- Get to know all of the employees in the district and their roles

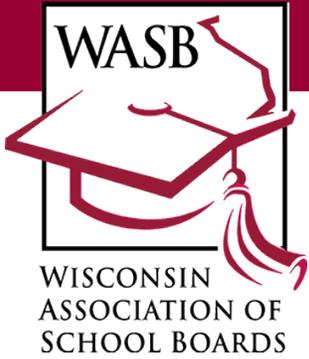
BOARD:

- 80/20 – 80% of sales come from 20% of your clients; Focus on key initiatives (3-4) and drive those home. Make it simple – avoid initiative overload
- Know and learn our history – have some solutions
- Realize that you aren't from here and you have nine board members that are - each member has a group of diverse people that they talk with and listen to them to learn about the community.
- Community involvement and communication go a long way toward getting buy in
- Get excited - get your boots on the ground, be visible and dig in - get engaged
- Run the district like a business - our business is educating students and there is a competition to a degree for our staff and for our students - can't just sit back quietly
- Bring energy and have fun - don't be brought down by the negatives
- Focus on career and college readiness - improving trades education - have a focus on the clear objectives and outcomes they are working towards
- Need to aligning our culture to the community

STUDENTS:

- Character over charisma
- People over programs
- Have a bias toward action, not a bias toward discussion
- Be a life-long learner
- Servant leadership is the ONLY leadership
- Listen to more of the student voices
- New football and soccer field
- Try to remain relaxed when dealing with disrespectful students
- Always stay positive
- Try and keep both high schools equal
- Advocate for ALL groups of students (culture, athletics, theater, etc.)
- Go to students for opinions as well
- Try to be more involved (go to the schools to actually make decisions)
- Get student input on decisions
- Stay open-minded
- Listen to students' opinions
- Be open to others' ideas
- Trust the process
- Be patient with the students
- Be more involved with students
- Stay strong and be open minded
- Ask for advice when needed
- High feedback culture (teachers and students) - approachable
- Everyone has to hear everyone out - the board and superintendent should be willing to listen and hear out the input from the community and they're students

THEMES:



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DANIEL M. ROSSMILLER, EXECUTIVE DIRECTOR

Wausau School District Survey Responses

Question 1: Demographics

All	Parents	Community	Staff
1,132	606	281	476

Question 2: Personal Characteristics

All	Parents	Community	Staff
Honest/Ethical	Honest/Ethical	Honest/Ethical	Honest/Ethical
Communicator	Communicator	Communicator	Communicator
Problem Solver	Transparent	Transparent	Approachable
Approachable	Problem Solver	Problem Solver	Problem Solver
Transparent	Approachable	Approachable	People Oriented

Question 3: Leadership Style

All	Parents	Community	Staff
Collaborative	Collaborative	Collaborative	Collaborative
Servant	Servant	Servant	Servant
Situational	Situational	Situational	Situational

Question 4: Specialized Areas

All	Parents	Community	Staff
Child Advocate	Child Advocate	Child Advocate	Recruit and Maintain
Recruit and Maintain	Recruit and Maintain	Recruit and Maintain	Child Advocate
Bd/Admin Relations	Bd/Admin Relations	Bd/Admin Relations	Bd/Admin Relations
Interpersonal Skills	Interpersonal Skills	Interpersonal Skills	Visible
Visible	Visible	Visible	Team Oriented

Question 5: Professional Expertise

All	Parents	Community	Staff
Community Engage	Community Engage	Community Engage	Community Engage
Budget Development	Curriculum/Dev	Budget	Budget
Curriculum Develop	Budget	Curriculum Develop	Curriculum Develop
Personnel Mgmt.	Personnel Mgmt.	Personnel Mgmt.	Personnel Mgmt.

Question 6: Strengths of District

All	Parents	Community	Staff
Academic Achieve	Academic Achieve	Academic Achieve	Professional Staff
Students	Students	Curriculum/Courses	Academic Achieve
Professional Staff	Curriculum/Courses	Professional Staff	Students
Curriculum/Courses	Professional Staff	Community Support	Curriculum/Courses
Community Support	Community Support	Students	Support Staff

Question 7: Challenges

All	Parents	Community	Staff
Attract/Retain Staff	Attract/Retain Staff	Attract/Retain Staff	Attract/Retain Staff
Budget/Financial	Budget/Financial	Budget/Financial	Budget/Financial
Communication	Communication	Communication	Staff Morale
Trust	Trust	Trust	Communication
Lack of Vision/Plan	Declining Enrollment	Lack of Vision/Plan	Trust
Declining Enrollment	Lack of Vison/Plan	Declining Enrollment	Changing Demo
Changing Demo	Changing Demo	Staff Morale	Declining Enrollment
Staff Morale	Staff Morale	Changing Demo	Lack of Vision/Plan