

**WAUNAKEE COMMUNITY SCHOOL DISTRICT  
BOARD OF EDUCATION EVALUATION MEETING**

Monday, March 16, 2026

5:30 PM

Waunakee Community School District  
905 Bethel Circle  
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at [district\\_administrator@waunakee.k12.wi.us](mailto:district_administrator@waunakee.k12.wi.us) up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

Closed session 5:30pm, Open session 6:00pm or as soon as closed session is finished.

**AGENDA**

**I. CALL TO ORDER**

**II. ROLL CALL**

**III. CLOSED SESSION - ADJOURN TO CLOSED SESSION - PER WISCONSIN STATUTES 19.85 (1)(c)**

A. Update and Consideration of Legal Matters Related to the School District Including Current and Potential Actions Involving the School District.

B. Superintendent Evaluation

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**IV. RETURN TO OPEN SESSION - BEGIN REGULAR AGENDA**

**V. APPROVE THE AGENDA**

**VI. PUBLIC COMMENTS**

**VII. CONSIDERATION OF DECA OUT OF STATE OVERNIGHT CONFERENCE**

**VIII. BOARD OF EDUCATION SELF-EVALUATION**

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Attached please find the documents associated with the Board of Education's Self Evaluation.

IX. **ADJOURN**

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

# ***Waunakee Community School District Superintendent Evaluation Forms***

## ***Part I: Performance Standards***

### ***Instructions:***

1. Attached are forms to be completed by each board member rating each of the eight (8) performance standards. A separate page is provided for each performance standard.
2. Each board member should rate all eight of the standards. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
3. **Ratings do not have to be whole numbers. If a member thinks a 2.5 or 3.7 is representative of their rating, that is acceptable.**
4. Your comments in support of your rating will be helpful during the preparation of a summary evaluation form.
5. Please return your completed forms to the board chair or designated representative for compilation. The designated representative or chair will compile the results on a preliminary summary evaluation form.
6. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board – or – the board and superintendent will meet in executive session to discuss the evaluation results and begin to identify priorities for the following year.
7. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice when evaluating the superintendent.

Current practice has been for an annual joint evaluation/planning meeting to review results & the compiled summary report in closed session, without a prior meeting of board members. The board can schedule a special meeting to discuss the superintendent's job performance in closed session at any time of the year deemed necessary, with or without the superintendent present, with a summary report of such meeting prepared and shared with the superintendent for review and discussion by the board chair or designated representative(s). In such cases, it is recommended the board seek the advice of legal counsel.

Policy 225

## ***Standard 1: VISIONARY LEADERSHIP***

The superintendent is an educational leader who promotes the academic success and well-being of each student by facilitating the development, articulation, implementation and advocacy of a vision of learning that is shared and supported by all.

### ***Performance Indicators:***

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission;
- 1.2 Collects and uses data to identify strategic priorities/goals, assess organizational effectiveness, and promote organizational learning;
- 1.3 Creates and implements plans to achieve goals;
- 1.4 Promotes continuous and sustainable improvement; and
- 1.5 Monitors and evaluates progress and revises plans.

<b>Ineffective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>
<p>Little or no evidence exists of a district vision implemented in the work of the district.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the district stands for.</p>	<p>References the district vision and is beginning to develop a strategic plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates new ideas to support the vision.</p>	<p>Articulates the vision and strategic plan of the district in writing and speech.</p> <p>Works to create strategic alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school.</p> <p>The district vision is focused on academic success and the well-being of each student.</p>	<p>Articulates a clear and coherent vision and strategic plan for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student success and articulates the excellence that distinguishes student achievement throughout the district.</p>
<p>Rating: _____ Comments:</p>			

## **Standard 2: ETHICAL LEADERSHIP**

The superintendent integrates principles of cultural competency and equitable practice and promotes the academic success and well-being of each student by acting with integrity, fairness and in an ethical manner.

### **Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 2.1 Ensures a system of accountability for each student’s academic and social success;
- 2.2 Models principles of self-awareness, reflective practice, transparency, ethical and professional behavior;
- 2.3 Safeguards the values of democracy, equity and diversity;
- 2.4 Ensures individual student needs drives all aspects of leadership and learning.

<b>Ineffective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>
<p>Actions and intention are not always grounded in shared district values.</p> <p>Has demonstrated inconsistent or unethical behavior and does not always stand by their word.</p> <p>Is not self-aware and does not reflect on their practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to staff and students is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p>	<p>Treats students and staff fairly and shows respect at all times.</p> <p>Is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p>	<p>Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Works for equity by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.</p>

Rating: \_\_\_\_\_ Comments:

### ***Standard 3: COMMUNICATIONS & COMMUNITY RELATIONS***

The superintendent promotes the academic success and well-being of each student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community as-a-whole, responding to community feedback and building community support for and engagement with the district.

***Performance Indicators:***

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 3.1 Develops formal and informal techniques to gain internal and external perceptions of district;
- 3.2 Demonstrates effective communication skills (written, listening, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);
- 3.3 Promotes stakeholder involvement, engagement and participation in the process of education;
- 3.4 Establishes effective school/community relations, school/business partnerships and public service;
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media.

<b>Ineffective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>
<p>Ineffective in communication with staff, parents and students.</p> <p>Staff and students feel undermined by the lack of leadership in the district.</p> <p>Not aware of the undercurrents with staff or the school environment.</p>	<p>Advocates for some students and families.</p> <p>Stakeholders frequently feel out-of-the-loop.</p> <p>Many staff members do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p>	<p>Keeps staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is seen as clear and effective.</p> <p>The majority of staff and students identify positively with district leadership.</p> <p>Works as a member of a district team to positively influence education decisions.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p> <p>Has influence in the school, district and beyond in supporting student academic success &amp; well-being.</p>

Rating: \_\_\_\_\_ Comments:

## ***Standard 4: POLICY AND GOVERNANCE***

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high quality education for each student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and understands the impact on student achievement when board & superintendent work together in a collaborative and systematic way.

### ***Performance Indicators:***

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 4.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- 4.2 Establishes procedures for superintendent/board interpersonal and working relationships and provides information and resources the board needs to perform its responsibilities;
- 4.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- 4.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

<b>Ineffective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>
<p>Not engaged in work related to policies nor enforces district policies.</p> <p>Behavior indicates a lack of value in a healthy working relationship with the board.</p> <p>Does not engage the board in the work of advancing organizational goals and priorities.</p>	<p>Engages minimally in policy work.</p> <p>Unevenly or inequitably enforces policies.</p> <p>Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.</p> <p>Unevenly engages the board in the work of advancing organizational goals and priorities.</p>	<p>Fully engaged in policy work.</p> <p>Appropriately and equitably enforces policies.</p> <p>Demonstrates reasonable value of a healthy working relationship with the board.</p> <p>Effectively engages the board in the work of advancing organizational goals and priorities.</p>	<p>Develops an exemplary system of policy consideration and revision.</p> <p>The district takes pride in the equitable enforcement of district policies.</p> <p>Proactively and effectively engages the board in the work of advancing organizational goals and priorities.</p>
<p>Rating: _____ Comments:</p>			

## ***Standard 5: CURRICULUM PLANNING / DEVELOPMENT***

This standard addresses the superintendent’s skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for teaching and learning technologies.

### ***Performance Indicators:***

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

The superintendent:

- 5.1 Develops curriculum design and delivery systems based on content and assessment standards and best practices;
- 5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation;
- 5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;
- 5.4 Includes the use of computers, the Internet, distance learning and other technologies in educational programming;
- 5.5 Assesses student progress using a variety of appropriate techniques;
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum and assessments to ensure alignment of curriculum, instruction and assessment.

<b>Ineffective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>
<p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to customize learning to students.</p>	<p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses customized learning, but execution is uneven, unclear and chaotic.</p>	<p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to align curriculum to standards.</p> <p>Puts in place systems to customize instruction to students.</p>	<p>Continuously stresses the importance of quality teaching and learning as the organization’s primary strategic objective.</p> <p>Creates an organizational culture attentively focused on teaching and learning that grows and evolves dynamically.</p> <p>Creates clear and systemic systems curricular alignment to standards that result in curricula and assessments of exceptional quality.</p> <p>Establishes individualized learning systems, where appropriate.</p>
<p>Rating: _____ Comments:</p>			

**Standard 6: INSTRUCTIONAL LEADERSHIP**

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. The superintendent promotes the academic success and well-being of each student by sustaining a positive, supportive, collaborative district culture and instructional program conducive to student learning and staff professional growth.

**Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 6.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations;
- 6.2 Establish a supervision & evaluation system for teaching staff.
- 6.3 Develops the instructional and leadership capacity of staff;
- 6.4 Maximizes time spent on instruction;
- 6.5 Promotes the use of the most effective and appropriate technologies to support teaching and learning; and
- 6.6 Monitors and evaluates the impact of instruction.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
<p>No performance evaluation system is in place and/or not all evaluations have been completed as required.</p> <p>Staff development isn't consistently provided. Staff members are responsible for their own improvement.</p> <p>School improvement efforts are limited. There is no comprehensive plan in place.</p> <p>There is little to no focus on instruction. Technology is not utilized in classroom instruction.</p>	<p>Evaluations are completed but not entirely in compliance or are inconsistent with state law.</p> <p>Staff development programs are offered based upon available opportunities.</p> <p>School improvement plans are in place at the building level but lack district-wide coordination.</p> <p>Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.</p>	<p>Evaluations are completed in a timely manner. Some less than "effective" staff lack individualized development plans.</p> <p>Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.</p> <p>School improvement plans are in place at all buildings and align to the district-wide goals.</p> <p>Effort is made to accommodate diverse learning styles, needs and levels of readiness. Some effort is made to incorporate technology into learning.</p>	<p>Performance evaluation system in place that is in compliance with state law. Required evaluations completed. Necessary development plans in place. Evaluations are consistent across district.</p> <p>Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement.</p> <p>School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.</p> <p>Instructional practices in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.</p>

Rating: \_\_\_\_\_ Comments:

## ***Standard 7: EFFECTIVE ORGANIZATION MANAGEMENT***

The superintendent promotes the academic success and well-being of each student by ensuring overall management of the organization, operation and resources for a safe, efficient and effective learning environment.

### ***Performance Indicators:***

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 7.1 Monitors and evaluates the management of operations and administrative systems;
- 7.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- 7.3 Promotes and protects the welfare and safety of students and staff;
- 7.4 Develops the capacity, opportunities & support for staff leadership;
- 7.5 Ensures teacher and organizational time is focused to support quality instruction and student success.
- 7.6 Gathers & analyzes data to inform decision making and for making recommendations to the board.

<b>Ineffective (1)</b>	<b>Minimally Effective (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>
<p>Management of the operations of the district is poor or non-existent.</p> <p>The district is disorderly, disorganized and there is a feeling that the district is “out-of-control.”</p> <p>Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.</p>	<p>Expectations for staff and students are inconsistent and not well known.</p> <p>The daily operating procedures are occasionally followed but are frequently changed.</p> <p>The budget does not support the district’s priorities and budget category limits are not always followed.</p>	<p>Establishes a clear set of operating procedures for effective operation of the district.</p> <p>Discipline of students is handled fairly and consequences are used to maximize student learning.</p> <p>Students and staff are held accountable for their performance and conduct.</p> <p>The annual budget is adhered to with only approved variances.</p>	<p>Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student’s learning.</p> <p>Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance.</p> <p>Students and staff hold each other accountable for high quality performance.</p> <p>Develops and manages a budget that maximizes the learning goals of the district.</p> <p>Supportive partnerships are developed and managed to enhance learning experiences.</p>
<p>Rating: _____ Comments:</p>			

**Standard 8. RESOURCE MANAGEMENT**

Standard #7 focuses on overall management of the organization and expectations. In this standard, the superintendent effectively organizes and manages operational aspects of the district - including finance, human resources, food services, transportation, maintenance and facilities and other outside agencies - so that students are able to attend and learn in quality environments staffed by quality professionals.

**Performance Indicators:**

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 8.1 Demonstrates use of system and staff evaluation data for HR policies, decision-making, promotion of career growth and professional development;
- 8.2 Identifies and applies appropriate polices, criteria and processes for the recruitment, selection, induction, retention and separation of personnel with attention to issues of equity and diversity;
- 8.3 Makes sound fiscal decisions, in line with the organization’s strategic goals, and establishes clear and transparent systems of fiscal control and accountability.
- 8.4 Coordinates with social agencies & human services to help students grow & develop as caring informed citizens

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
<p>Does not effectively manage or appropriately staff operational aspects of the organization, resulting in poor quality and/or unsafe services and learning environments for staff and students.</p> <p>Irresponsibly and imprudently manages the fiscal aspects of the organization.</p>	<p>Unevenly manages and staffs the operational aspects of the organization, resulting in situations where poor quality learning environments and/or unsafe situations arise for staff and students.</p> <p>Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.</p>	<p>Puts in place systems and staff so that environments are conducive to learning and are consistently safe.</p> <p>Makes sound fiscal decisions in line with the organization’s strategic goals and establishes clear and transparent systems of fiscal control and accountability.</p>	<p>Puts in place systems that create environments that inspire learning and that are highly reliably safe.</p> <p>Makes quality fiscal decisions in line with the organization’s strategic goals that are innovative and will move the district forward-</p> <p>Clear and transparent systems of financial control and accountability are universally followed.</p>

Rating: \_\_\_\_\_ Comments:

# Annual Board Development Tool

Waunakee Community School District

February 2026 Report





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## Annual Board Development Tool Overview

The Wisconsin Association of School Boards and School Perceptions jointly developed the Annual Board Development Tool (ABDT). This tool identifies the core skills school boards need to be effective and ensure that all students achieve at high levels.

### **ABDT Objectives:**

- ✓ Expose board members to a comprehensive array of school board responsibilities based on the research reviewed by WASB.
- ✓ Identify areas where the board is aligned and where further dialogue and discussion are needed.
- ✓ Identify areas where board members expressed an interest in receiving additional information and/or training.

### **Format:**

*Items in the ABDT are organized into nine indexes, each of which corresponds to a survey page.*

Data-Driven Decision-Making  
Planning  
Community Engagement

Board Operations  
Budgeting  
Policy

Culture  
District Operations  
Vision

### **Response Scale:**

- **Fully Achieved:** This is an area of strength that could serve as a model for others.
- **Mostly Achieved:** Performance is acceptable, but future improvements should be considered.
- **Partially Achieved:** Performance needs improvement this year.
- **Not Achieved or Started:** Our performance needs improvement.
- **Not Sure:** This is an area where I have neither observed nor have knowledge.

Scores for each item are calculated based on the following weighting:

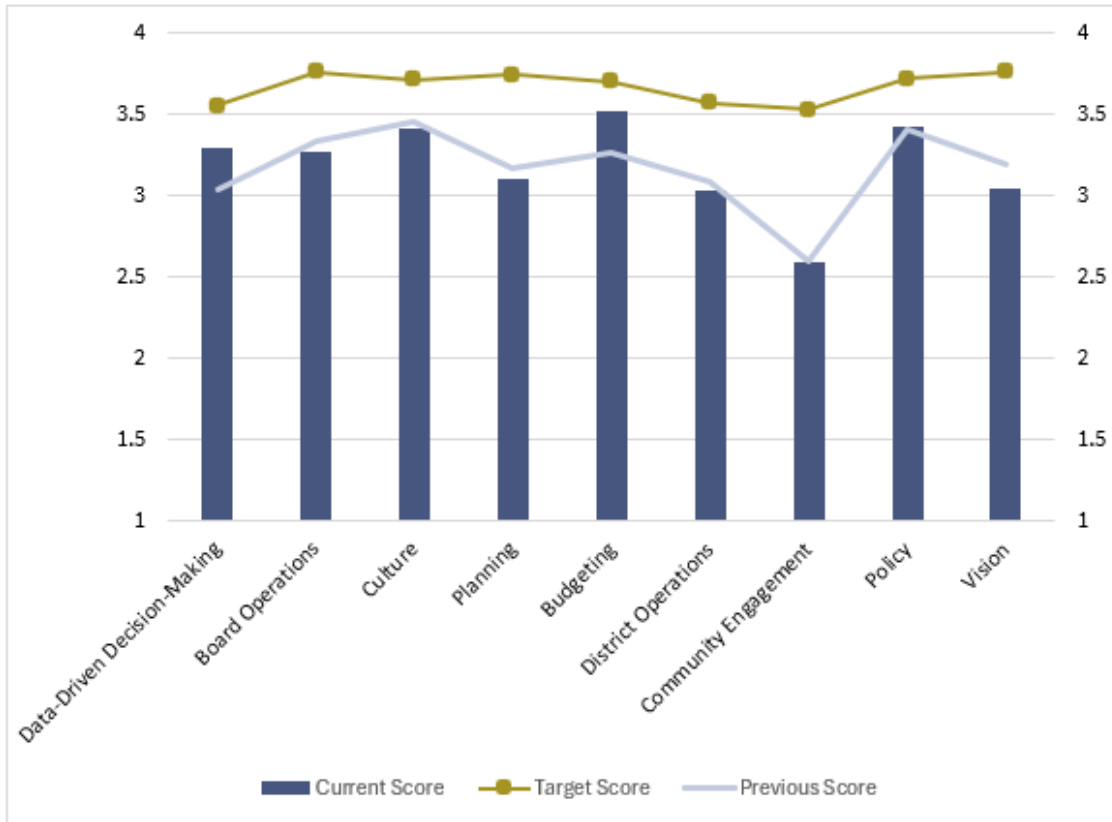
*Fully achieved (4), Mostly achieved (3), Partially achieved (2), Not achieved or started (1)*

### **Target Scores & Previous Scores:**

Each item and index in this report includes *your current score* and a *target score*. The target score is the average of the top quartile. The top 25 percent represents high performers but filters out the median and low performers. Using the average of this group provides a stable benchmark while smoothing extreme cases. It also balances aspiration with feasibility. This approach is supported by the National Institute of Standards and Technology for areas such as education, healthcare, and organizational management. For information about target scores, please contact [research@schoolperceptions.com](mailto:research@schoolperceptions.com). When available, this report will also present your board's most recent previous score and the difference between your current score and previous score.

## Target & Previous Score: Index Analysis

Each page of the survey corresponds to an index. The data below shows your score, a target (or target) score for effective governance, and the difference. The data is sorted by the difference between your current score and the target score.



Index	Current Score	Target Score	Difference (Current to Target)	Previous Score	Difference (Current to Previous)
Data-Driven Decision-Making	3.29	3.55	-0.26	3.04	0.25
Board Operations	3.27	3.76	-0.49	3.33	-0.06
Culture	3.41	3.71	-0.30	3.45	-0.04
Planning	3.10	3.74	-0.64	3.17	-0.07
Budgeting	3.52	3.70	-0.18	3.26	0.26
District Operations	3.03	3.57	-0.54	3.08	-0.05
Community Engagement	2.59	3.53	-0.94	2.60	-0.01
Policy	3.42	3.72	-0.30	3.40	0.02
Vision	3.04	3.76	-0.72	3.19	-0.15

## Target Score: Item Analysis

### Data-Driven Decision-Making

Item	Current Score	Target Score	Difference
We benchmark test results against districts with similar demographics and prior performance over previous years.	3.67	3.62	0.05
We examine data to help district leaders identify groups of students in need of additional support.	3.33	3.48	-0.15
Our curriculum development process ensures culturally relevant learning experiences for our students.	3.25	3.45	-0.20
We manage by facts and our decisions are data-driven.	3.17	3.48	-0.31
We have a schedule and protocol to review data and program performance.	3.33	3.65	-0.32
We have a process to ensure all students can participate in advanced coursework, the arts, and extracurricular programs.	3.00	3.64	-0.64

### Comments:

We are doing a good job of making data driven decisions. We need to continue to work on how best to monitor achievement of all of our students to ensure they have the opportunity to achieve at their highest.

I want to commend our curriculum team for their exceptional work in leveraging data-driven decision-making. The way they present current past years trends and insights really equips us to make informed choices that truly support student outcomes. Their thoughtful analysis helps us understand where weve been and where we need to go, making our strategic conversations more impactful and ensuring were always focused on whats best for our students.

## Board Operations


Item	Current Score	Target Score	Difference
We encourage constructive and professional discussions at board meetings.	3.67	3.86	-0.19
We have an effective orientation process for new board members.	3.20	3.50	-0.30
Our board committees are used effectively.	3.33	3.64	-0.31
The members of the board come to meetings prepared to address the noticed agenda.	3.33	3.71	-0.38
Board members speak on behalf of the board/district only when authorized and clearly identify when they are commenting strictly as an individual.	3.33	3.73	-0.40
We have a good understanding of the Open Meetings Law and know how to navigate open sessions, closed sessions and special situations such as hearings.	3.33	3.77	-0.44
We honor our decisions outside of the board meetings (e.g., not undermining majority decisions with which some disagreed).	3.33	3.79	-0.46
I prepare for board meetings by reading the board packet and asking the administration to clarify issues prior to meetings.	3.33	3.86	-0.53
We conduct an annual school board self-evaluation.	3.33	3.95	-0.62
Our board meetings are effective and efficient.	3.00	3.64	-0.64
We evaluate the superintendent at least annually, against clear goals and with performance criteria that include measures of student achievement.	2.83	3.94	-1.11

### Comments:

Our board has developed into a cohesive, respectful, and collaborative group. Our newest board members add an important voice and perspective to our meetings. While our meetings are effective and usually efficient, we are still developing in putting more emphasis on student outcomes.

As a board, we should develop key performance indicators to assess our own operations and effectiveness, not just the districts. This will help us measure how we contribute to the districts progress. Additionally, we need clearer guidelines on when and how board members

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Speak publicly. While we have a strong team, we must ensure communication is both intentional and aligned. In fact, we should increase our public communication through platforms like social media. By expanding our outreach, we can better engage with the community, clarify our role, and provide meaningful information that supports the district.



## Culture

Item	Current Score	Target Score	Difference
Our board models mutual respect and professional behavior.	3.67	3.86	-0.19
We value differences of opinion and do not let them degenerate into personality conflicts.	3.67	3.86	-0.19
We work with the superintendent in a spirit of mutual respect, open communication, trust and confidence.	3.67	3.87	-0.20
Our culture promotes high expectations.	3.33	3.70	-0.37
We recognize students, teachers and schools for outstanding performance.	3.33	3.70	-0.37
Our community believes the district is effectively governed and makes decisions with the best interest of students in mind.	3.00	3.39	-0.39
We focus on strategic decisions and policy issues rather than on the administrative implementation of policy and other day-to-day management/operational issues.	3.17	3.58	-0.41

### Comments:

We as a BOE, work well together, respect the diverse opinions of each other, and work well with Dr. Brown. We do a great job of celebrating our students and staff, but can still do a better job of celebrating our staff at our monthly meetings.

First, we have a strong culture of decorum and professionalism, even when we disagree, and that's commendable. Second, we should raise the bar for ourselves, ensuring we make meaningful progress in our own decision-making. Lastly, while we do well recognizing students and schools, we need to ensure teachers are equally celebrated. Additionally, we must find ways to more actively engage the community in our work moving forward.



## Planning

Item	Current Score	Target Score	Difference
We have a process to annually review the district's facility/maintenance needs.	3.83	3.89	-0.06
We have sound risk-management practices in place that include a regular review of insurance options.	3.17	3.80	-0.63
We have a process to annually review the district's non-instructional support services and operations (e.g., transportation, food service, maintenance, business services, etc.).	3.00	3.76	-0.76
We have explored sharing services with other districts and/or our local municipalities.	2.40	3.52	-1.12

### Comments:

We need to broaden our approach to risk management. Beyond reviewing insurance options, we should evaluate when to engage outside auditors or legal firms, beyond our retained counsel, particularly during investigations or complaints. In addition, we need a clearer process for board visibility on non-instructional support services, such as transportation and food services. In doing so, we should push for more frequent requests for proposals to outside vendors, ensuring we continuously secure the best services for our community. This should not be viewed as a threat to current partners, but rather as motivation for everyone to continually add value to the district.



## Budgeting

Item	Current Score	Target Score	Difference
Our budget process includes determining if and when referenda are needed.	4.00	3.95	0.05
We make staffing and budget decisions based on student achievement priorities.	3.50	3.57	-0.07
I understand the basic principles of school finance, including state, federal and local sources of income and the school district budgeting cycle.	3.33	3.59	-0.26
Our community believes the district is a responsible steward of its financial resources.	3.17	3.46	-0.29
We evaluate the district's financial statements on a monthly basis.	3.60	3.92	-0.32

### Comments:

The administration has done an excellent job informing board members about the budgetary process and is truly a leader in the state from what I've observed. That said, I believe we have a significant opportunity to assist our community in understanding how we steward financial resources responsibly. By enhancing communication and transparency on this front, we can help build even greater trust and confidence in our fiscal responsibility.



## District Operations

Item	Current Score	Target Score	Difference
We have a process to gather feedback from teachers and other staff to update our employee handbook and personnel policies.	3.33	3.60	-0.27
Staff authority and responsibility is well defined and granted at the appropriate level.	3.20	3.64	-0.44
We regularly communicate our academic priorities and achievement results to the parents and the public.	3.17	3.65	-0.48
We have initiatives in place to facilitate leadership succession in key administrative positions.	2.40	3.39	-0.99

### Comments:

*No comments.*

## Community Engagement


Item	Current Score	Target Score	Difference
Our board is represented at district and community events when possible.	3.00	3.55	-0.55
We regularly communicate our financial needs to the public in an easy to understand format.	2.83	3.43	-0.60
We regularly communicate with our legislators on a particular subject or bill.	2.60	3.23	-0.63
Our board is addressing the needs of all students to ensure high levels of learning.	2.67	3.59	-0.92
Our board is addressing students' interests through extracurricular programming and other activities.	2.83	3.77	-0.94
We have partnerships with businesses, service and community organizations, and local government officials.	2.67	3.64	-0.97
We invite legislators to our schools for tours and discussions of important education issues.	2.50	3.55	-1.05
We have a legislative advocacy process to monitor issues and communicate our position to our legislators and the WASB.	2.50	3.62	-1.12
We ensure our standards are consistent with parent and community expectations.	2.25	3.40	-1.15
We regularly discuss legislative issues during board meetings.	2.00	3.54	-1.54

### Comments:

We need to revisit community engagement to refocus and align our vision, mission, and goals with our communities. It has been a long time since we last utilized community engagement in forming our v, m, and g. We need to be more formally and regularly connected with our legislators, not just in the budget years. I'd like to encourage a legislative update at our BOE meetings and begin planning for an annual day with our our legislators and community leaders, in January or February or September/October. Stoughton does a phenomenal job of this.

We have a broader opportunity to foster a truly robust engagement model. We should develop a multidisciplinary approach that actively seeks input from a wide array of stakeholders: parents, community members, business owners, teachers, and staff. By creating multiple avenues, whether town halls, advisory panels, or forums, we can ensure diverse perspectives are heard rather than having a sense that the district is simply informing. Importantly, this engagement is critical for major matters like high school facility planning,

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upcoming referenda, and the future of 4K within our district. By grounding our decisions in broad-based, community-supported input, we ensure they reflect genuine public intent and deepen trust in our process.



**Policy**

Item	Current Score	Target Score	Difference
We are successful at attracting and retaining high-quality employees.	3.67	3.50	0.17
We have appropriate interventions and consequences for all staff and schools that do not meet expectations.	3.50	3.52	-0.02
We regularly receive updates on the district's targeted programming (e.g., curriculum, at-risk and alternative education, special education, gifted and talented education, etc.)	3.67	3.76	-0.09
We have an ongoing process to review and update board policies.	3.83	3.96	-0.13
We have clear policies that promote safe schools and positive learning environments.	3.50	3.85	-0.35
We regularly review our policies to ensure there are no barriers to equitable education for all students.	3.17	3.71	-0.54
We have a well-defined and well-communicated school safety and crisis response plan.	3.17	3.88	-0.71
We have effective public input and complaint resolution processes.	2.83	3.60	-0.77

**Comments:**

I don't feel we have a strong public input or complaint resolution process currently, and if one exists, it hasn't been clearly communicated to the board. We have an opportunity to establish or refine that process and ensure we, as a board, are informed. Additionally, while we do have a school safety and crisis response plan, we should treat it as an ongoing area of improvement. The board should have greater oversight, ensuring its regularly updated, well-communicated, practiced, and adapted to evolving needs and expectations.



## Vision

Item	Current Score	Target Score	Difference
Our vision and top priority is student achievement.	3.50	3.88	-0.38
We have established clear strategies to accomplish our vision.	3.17	3.70	-0.53
We clearly communicate our vision to our staff, parents and community.	3.17	3.82	-0.65
We have a process that allows key stakeholders (administrators, staff, parents and the community) to help create/refine our vision and strategic priorities.	2.33	3.63	-1.30

### Comments:

I don't feel we currently have an effective process to engage key stakeholders in creating or refining the districts vision and strategic priorities. This represents an important area of opportunity and is part of a larger need to improve transparency and engagement. Establishing a clear, structured approach for gathering and incorporating input from administrators, staff, parents, and the broader community would help ensure alignment and strengthen confidence in our strategic direction.

## Previous Score: Item Analysis

This section shows your current score, your previous score, and the difference sorted by survey index. Each section is sorted by the difference.

### Data-Driven Decision-Making

Item	Current Score	Previous Score	Difference
We have a schedule and protocol to review data and program performance.	3.33	2.43	0.90
Our curriculum development process ensures culturally relevant learning experiences for our students.	3.25	2.71	0.54
We manage by facts and our decisions are data-driven.	3.17	2.75	0.42
We benchmark test results against districts with similar demographics and prior performance over previous years.	3.67	3.50	0.17
We examine data to help district leaders identify groups of students in need of additional support.	3.33	3.50	-0.17
We have a process to ensure all students can participate in advanced coursework, the arts, and extracurricular programs.	3.00	3.38	-0.38



## Board Operations

Item	Current Score	Previous Score	Difference
We encourage constructive and professional discussions at board meetings.	3.67	3.13	0.54
We have an effective orientation process for new board members.	3.20	2.71	0.49
The members of the board come to meetings prepared to address the noticed agenda.	3.33	3.13	0.20
Board members speak on behalf of the board/district only when authorized and clearly identify when they are commenting strictly as an individual.	3.33	3.17	0.16
I prepare for board meetings by reading the board packet and asking the administration to clarify issues prior to meetings.	3.33	3.25	0.08
We honor our decisions outside of the board meetings (e.g., not undermining majority decisions with which some disagreed).	3.33	3.38	-0.05
Our board committees are used effectively.	3.33	3.38	-0.05
Our board meetings are effective and efficient.	3.00	3.38	-0.38
We evaluate the superintendent at least annually, against clear goals and with performance criteria that include measures of student achievement.	2.83	3.25	-0.42
We have a good understanding of the Open Meetings Law and know how to navigate open sessions, closed sessions and special situations such as hearings.	3.33	3.86	-0.53
We conduct an annual school board self-evaluation.	3.33	4.00	-0.67



## Culture

Item	Current Score	Previous Score	Difference
Our culture promotes high expectations.	3.33	3.13	0.20
We focus on strategic decisions and policy issues rather than on the administrative implementation of policy and other day-to-day management/operational issues.	3.17	3.13	0.04
We recognize students, teachers and schools for outstanding performance.	3.33	3.38	-0.05
Our board models mutual respect and professional behavior.	3.67	3.75	-0.08
We value differences of opinion and do not let them degenerate into personality conflicts.	3.67	3.75	-0.08
We work with the superintendent in a spirit of mutual respect, open communication, trust and confidence.	3.67	3.75	-0.08
Our community believes the district is effectively governed and makes decisions with the best interest of students in mind.	3.00	3.29	-0.29

## Planning

Item	Current Score	Previous Score	Difference
We have a process to annually review the district's facility/maintenance needs.	3.83	3.63	0.20
We have a process to annually review the district's non-instructional support services and operations (e.g., transportation, food service, maintenance, business services, etc.).	3.00	3.00	0.00
We have explored sharing services with other districts and/or our local municipalities.	2.40	2.57	-0.17
We have sound risk-management practices in place that include a regular review of insurance options.	3.17	3.50	-0.33



## Budgeting

Item	Current Score	Previous Score	Difference
We make staffing and budget decisions based on student achievement priorities.	3.50	3.00	0.50
I understand the basic principles of school finance, including state, federal and local sources of income and the school district budgeting cycle.	3.33	2.88	0.45
We evaluate the district's financial statements on a monthly basis.	3.60	3.17	0.43
Our budget process includes determining if and when referenda are needed.	4.00	3.88	0.12
Our community believes the district is a responsible steward of its financial resources.	3.17	3.38	-0.21

## District Operations

Item	Current Score	Previous Score	Difference
We have initiatives in place to facilitate leadership succession in key administrative positions.	2.40	2.29	0.11
We regularly communicate our academic priorities and achievement results to the parents and the public.	3.17	3.13	0.04
Staff authority and responsibility is well defined and granted at the appropriate level.	3.20	3.29	-0.09
We have a process to gather feedback from teachers and other staff to update our employee handbook and personnel policies.	3.33	3.63	-0.30

## Community Engagement

Item	Current Score	Previous Score	Difference
We regularly communicate with our legislators on a particular subject or bill.	2.60	2.14	0.46
We invite legislators to our schools for tours and discussions of important education issues.	2.50	2.17	0.33
Our board is represented at district and community events when possible.	3.00	2.71	0.29
We have a legislative advocacy process to monitor issues and communicate our position to our legislators and the WASB.	2.50	2.25	0.25
We regularly discuss legislative issues during board meetings.	2.00	1.88	0.12
We regularly communicate our financial needs to the public in an easy to understand format.	2.83	2.75	0.08
We have partnerships with businesses, service and community organizations, and local government officials.	2.67	2.88	-0.21
Our board is addressing the needs of all students to ensure high levels of learning.	2.67	3.00	-0.33
Our board is addressing students' interests through extracurricular programming and other activities.	2.83	3.38	-0.55
We ensure our standards are consistent with parent and community expectations.	2.25	2.88	-0.63



## Policy

Item	Current Score	Previous Score	Difference
We have appropriate interventions and consequences for all staff and schools that do not meet expectations.	3.50	2.83	0.67
We are successful at attracting and retaining high-quality employees.	3.67	3.25	0.42
We regularly receive updates on the district's targeted programming (e.g., curriculum, at-risk and alternative education, special education, gifted and talented education, etc.)	3.67	3.38	0.29
We have a well-defined and well-communicated school safety and crisis response plan.	3.17	3.13	0.04
We regularly review our policies to ensure there are no barriers to equitable education for all students.	3.17	3.25	-0.08
We have an ongoing process to review and update board policies.	3.83	4.00	-0.17
We have clear policies that promote safe schools and positive learning environments.	3.50	3.75	-0.25
We have effective public input and complaint resolution processes.	2.83	3.63	-0.80

## Vision

Item	Current Score	Previous Score	Difference
We have established clear strategies to accomplish our vision.	3.17	3.13	0.04
Our vision and top priority is student achievement.	3.50	3.50	0.00
We clearly communicate our vision to our staff, parents and community.	3.17	3.38	-0.21
We have a process that allows key stakeholders (administrators, staff, parents and the community) to help create/refine our vision and strategic priorities.	2.33	2.75	-0.42

## Consensus Analysis

*What is this table showing?*

These 10 items had the least consensus among board members for each item (meaning responses to these questions varied the most among board members). This was calculated by using the standard deviation. A high standard deviation reflects lower agreement: some rated the item highly, while others rated it much lower. These items may point to areas where perspectives are most divided or where expectations are unclear.

*Why is this perspective important?*

Analyzing which items have the highest standard deviation helps identify areas where perspectives are most divided. These are often the issues that warrant deeper discussion, clarification, or alignment. Some board members may think the item is fully achieved, while others believe you haven't started.

Item	Spread
We have a process to annually review the district's non-instructional support services and operations (e.g., transportation, food service, maintenance, business services, etc.). <b>(Planning)</b>	Fully Achieved (2) Mostly Achieved (0) Partially Achieved (2) Not Achieved/Started (0) Not Sure (2)
I prepare for board meetings by reading the board packet and asking the administration to clarify issues prior to meetings. <b>(Board Operations)</b>	Fully Achieved (4) Mostly Achieved (0) Partially Achieved (2) Not Achieved/Started (0) Not Sure (0)
Our board is addressing students' interests through extracurricular programming and other activities. <b>(Community Engagement)</b>	Fully Achieved (1) Mostly Achieved (4) Partially Achieved (0) Not Achieved/Started (1) Not Sure (0)
We have effective public input and complaint resolution processes. <b>(Policy)</b>	Fully Achieved (2) Mostly Achieved (1) Partially Achieved (3) Not Achieved/Started (0) Not Sure (0)
Our curriculum development process ensures culturally relevant learning experiences for our students. <b>(Data-Driven Decision Making)</b>	Fully Achieved (2) Mostly Achieved (1) Partially Achieved (1) Not Achieved/Started (0) Not Sure (2)
We ensure our standards are consistent with parent and community expectations. <b>(Community Engagement)</b>	Fully Achieved (0) Mostly Achieved (2) Partially Achieved (1) Not Achieved/Started (1) Not Sure (2)



<p>We have a process to ensure all students can participate in advanced coursework, the arts, and extracurricular programs. <b>(Data-Driven Decision Making)</b></p>	<p>Fully Achieved (2)          Mostly Achieved (2)          Partially Achieved (2)          Not Achieved/Started (0)          Not Sure (0)</p>
<p>We have explored sharing services with other districts and/or our local municipalities. <b>(Planning)</b></p>	<p>Fully Achieved (0)          Mostly Achieved (3)          Partially Achieved (1)          Not Achieved/Started (1)          Not Sure (1)</p>
<p>We regularly communicate with our legislators on a particular subject or bill. <b>(Community Engagement)</b></p>	<p>Fully Achieved (1)          Mostly Achieved (1)          Partially Achieved (3)          Not Achieved/Started (0)          Not Sure (1)</p>
<p>We invite legislators to our schools for tours and discussions of important education issues. <b>(Community Engagement)</b></p>	<p>Fully Achieved (1)          Mostly Achieved (1)          Partially Achieved (4)          Not Achieved/Started (0)          Not Sure (0)</p>

## **Board of Education Self-Evaluation Summary Questions**

1. List areas of strengths. In what areas are we really doing well?

The Board demonstrates mutual respect for each other. This is fundamental to working together to achieve shared goals in the district.

- I feel we stay in our lanes. We take in the information presented by administration and act on it thoughtfully and timely.
- Have a good representation of the community we are serving.
- Made of a good mix of experience and “newbies” that complement each other well.
- Proactively work on and stay ahead of pressing budget issues that will be challenging us in the future. We are fortunate to have an administration that values and prioritizes this.
  
- Each of our Board members is committed to serving the students, staff, administration, parents and community.
- Our Board has a diversity of skills and professional backgrounds.
- Our Board is respectful of each other’s opinions and positions.
- Our Board comes well prepared for meetings, not only reading agendas and attached documents, but doing background preparation as well.
- The BOE has placed a high priority on communications and transparency with staff, parents, and community members.

One of our key strengths is our unwavering focus on student-centered outcomes. Both the board and the superintendent are well-aligned in ensuring that our discussions and decisions are grounded in how we are improving student outcomes. Our commitment to this shared goal keeps our conversations purposeful and impactful, ensuring every decision reflects how we best support our students’ success.

Another notable strength of our board is the consistently respectful and positive decorum among members, even when we have areas of disagreement. Discussions remain thoughtful, professional, and focused on what is best for the district. In addition, each board member is able to contribute meaningfully beyond their assigned committee, bringing insights and expertise to a wide range of topics. We have cultivated a culture where everyone feels empowered to share perspectives across the board’s work. This collaborative approach prevents silos, fosters richer dialogue, and leads to more balanced, well-informed decisions that ultimately benefit the entire district.

2. List areas where the board could improve.

While the superintendent’s initiatives, like “Soup with the Sup,” are commendable, we have a broader opportunity to foster a truly robust engagement model. We should develop a multidisciplinary approach that actively seeks input from a wide array of stakeholders: parents, community members, business owners, teachers, and staff. By creating multiple avenues, whether town halls, advisory panels, or forums, we can ensure diverse perspectives are heard rather than having a sense that the district is simply informing. Importantly, this engagement is critical for major matters like high school facility planning, upcoming referenda, and the future of 4K within our district. By grounding our decisions in broad-based, community-supported input, we’ll ensure they reflect genuine public intent and deepen trust in our process.

We also need to address the board’s decision-making efficiency, as deferred actions and delayed decisions have a compounding impact. When we hesitate or push matters down the road, we not only slow progress, but we risk losing momentum on key initiatives that directly support the district. These delays can have a ripple effect, stalling progress on critical goals and impacting our ability to deliver timely outcomes for students and staff. We have an opportunity to cultivate a more proactive and decisive approach, ensuring that when we face decisions, we act promptly. By doing so, we’ll better align with our mission, ensuring consistent, forward-moving support for the district’s goals and needs. Lastly, while our mission, values, and philosophy emphasize fostering a positive environment for all students, we must ensure this is fully enacted in practice. This means going beyond documentation, taking ongoing deliberate action to ensure all students, regardless of background, ability, circumstance, or financial means, are equally seen, valued, and supported. We must regularly assess how policies are applied and ensure we create spaces where every student, regardless of their personal circumstances, feels safe and empowered to thrive. This involves equipping staff and teachers with the tools to champion inclusivity in all its forms. By turning our values into tangible, everyday practices, we ensure positivity is not aspirational but a lived experience for every student we serve.

- Plan and organize a community engagement event to review, refine, and align our vision, mission and goals with the WCSD communities.
- Plan a community engagement with our WCSD communities to help define our plans for the high school.
- Continue to identify what the right metrics are to monitor to ensure we can have the greatest impact on student achievement.
- Develop a more meaningful evaluation process.

There can always be more time to brainstorm and discuss major decisions facing the district.

3. What would be the most important thing the board needs to work on first? What will have the greatest impact on student learning?

I think we need to engage with all stakeholders as we look to the High School Referendum; this may be in survey form, but followed by opportunities to dialogue with stakeholders.

- We need to establish to path forward for the high school campus.
- As mentioned above, identify the metrics that we really need to monitor.
- Thoughtfully have that top of mind as we make all decisions going forward – “what will have the greatest impact on student learning?” We may get sidetracked on issues, but if we use this as our guide then those choice may become clearer.
- Continue in the hard work of ensuring high student achievement, making student achievement our top priority, and continue making time at board meetings to monitor this progress and celebrate achievements.
- Engagement with our communities regarding vision, mission, and goals
- Engagement with our communities in addressing our high school facility needs
- Work with our 4K partners and community to develop a 4K program responsive to the needs of our community
- Prioritize legislative initiatives and developing relationships with the Legislature.
- Adopt a highly effective system for evaluating our superintendent and our BOE

The most important thing the board should work on first is strengthening our engagement with the broader community. By creating a robust, multidisciplinary approach to public input, parents, community members, business owners, teachers, and students, we ensure that our decisions align with the real needs and aspirations of those we serve. Prioritizing this will have the greatest impact on student outcomes because it ensures every major initiative, whether around referendum plans, high school development, or inclusivity, is grounded in shared understanding. With strong community alignment, we’ll make informed, timely decisions that directly support student success.

4. What do we need to learn about as a board team? Where can we get the information we need to improve? Who will teach us? When can we take the time to learn?

We need to start by deepening our understanding of best practices in governance and accountability. We can gain this knowledge through WASB and also from the Wisconsin Center for Education Research (WCER) at UW-Madison. These resources can teach us how to improve our decision-making efficiency while ensuring that we hold ourselves, the administration, and staff accountable. When we identify areas of opportunity, we need to set clear expectations and be firm in pushing for follow-through. Engaging outside partners, such as auditors, legal firms, or peer boards, can bolster accountability.

We must prioritize learning, attending WCER sessions or WASB workshops, ensuring we dedicate time on our calendar. By building this foundation, we'll be equipped to make timely, informed decisions and ensure accountability practices have a lasting impact on our students' success.

- Referendum: What will the community support, what can we afford?
  - Financial info provided by Steve Summers and our finance partners.
  - Engagement sessions and surveys to the community and staff
  - Continue to seek student, staff, and community input on issues of key concern
  
- I think the introduction on the book study is a great example of how this sort of thing could work. It sort has taken a back seat to other issues, but if the subject matter is right I think it is a great way for the board to collaborate, learn, and move forward on any number of topics.

I think the effort put into board coaching will help identify and direct us to identify what information we need.