

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

Monday, March 31, 2025

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 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.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE THE AGENDA

IV. PUBLIC COMMENTS

V. DANE COUNTY SCHOOL CONSORTIUM WITHDRAWAL AND DISSOLUTION

3

A motion will need to be made to approve the Waunakee Community School District withdrawing from the Dane County School Consortium effective June 30, 2025, in accordance with applicable by-laws and intergovernmental agreements.

A motion will need to be made to approve the District Administrator for the Waunakee Community School District to vote on behalf of the Board of Education to dissolve the Dane County School Consortium effective June 30, 2025, in accordance with applicable by-laws

and intergovernmental agreements.

VI. LISTENING SESSION NOTES REVIEW **12**

Attached are the combined notes from the staff listening sessions, as well as a prepared statement from the Intermediate School staff.

VII. BOARD OF EDUCATION SELF-EVALUATION AND PRIORITIES **18**

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

VIII. 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

3

WCSD Youth Apprenticeship Program

Consortium Withdrawal & Dissolution

Overview of Wisconsin Youth Apprenticeship

1. WI Youth Apprenticeship was established to fill statewide high skill, high demand, and high wage career pipelines
2. For some areas, the goal is to bridge YA to Registered Apprenticeship opportunities
3. The program is funded by the State and oversight of the program is the responsibility of the Department of Workforce Development (DWD)
4. Access to funding comes through the YA Grant that a district or consortia submits annually to DWD
5. The Dane County School Consortium (DCSC) was established over 20 years ago to bring collaboration in YA to Dane County member districts -- they have been a liaison for local districts (like WCSS) to the Workforce Development Board of South Central Wisconsin (WDBSCW)
6. The WDBSCW oversees the grant writing, submission, and funding for the DCSC on behalf of its member districts



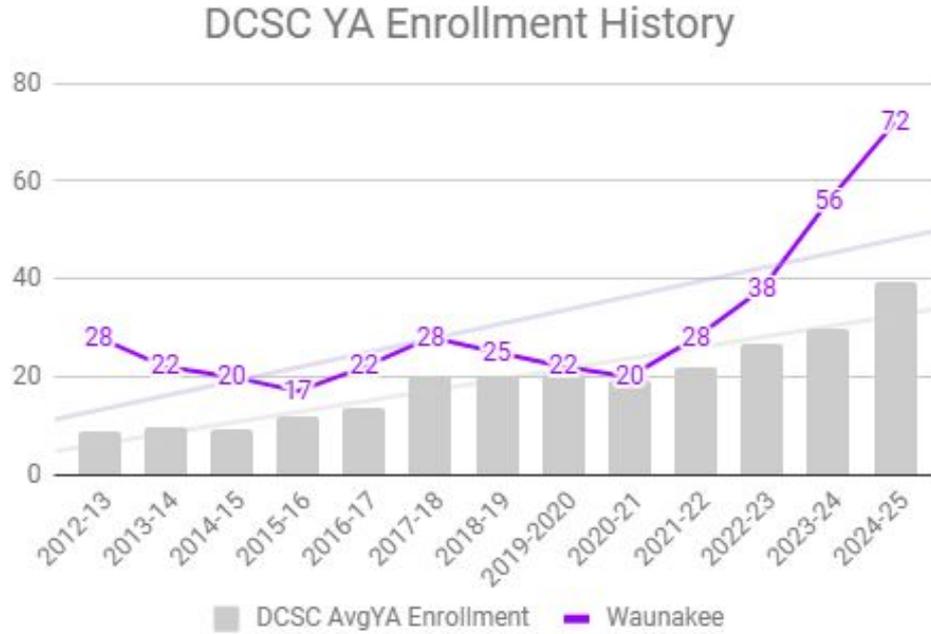
Overview of WCSD Youth Apprenticeship Enrollment by Year

2010-2011	31	M. Butler, STCC		2018-2019	25	M. McGlynn, CTEC
2011-2012	22	G. Benz, CTEC		2019-2020	22	M. McGlynn, CTEC
2012-2013	28	G. Benz, CTEC		2020-2021	20	M. McGlynn, CTEC
2013-2014	22	G. Benz, CTEC		2021-2022	28	M. McGlynn, CTEC
2014-2015	20	G. Benz, CTEC		2022-2023	38	M. McGlynn, CTEC ⁵
2015-2016	17	G. Benz, CTEC		2023-2024	56	M. McGlynn, CTEC
2016-2017	22	M. McGlynn, CTEC		2024-2025	72	M. McGlynn, CTEC
2017-2018	28	M. McGlynn, CTEC		2025-2026	85*	M. McGlynn, CTEC



*Projected Enrollment based on submitted applications

WCSD YA Enrollment vs. Average DCSC YA Enrollment



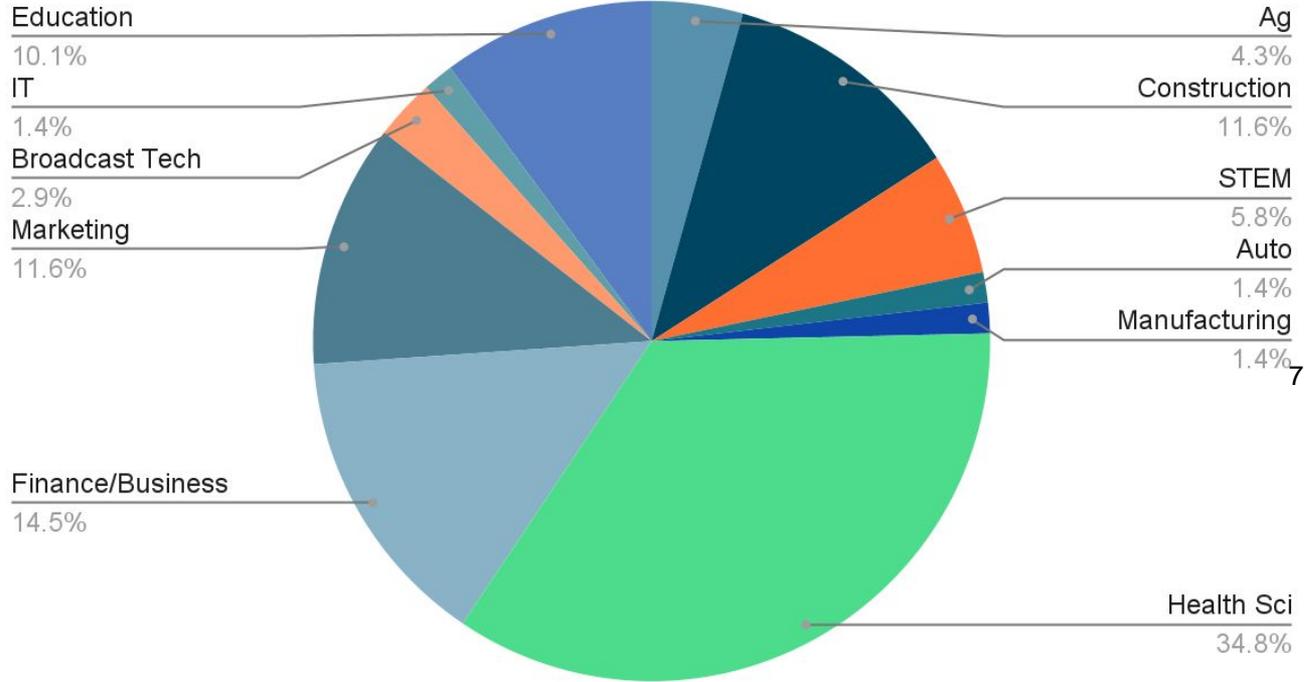
#WaunakeeWAY

Waunakee officially has the most YA students in all 16 DCSC Districts for the first time in 2024-25!



Career Pathway Distribution for 2024-2025

YA Pathways for 2024-2025



Top 5 in Waunakee

1. Health Sci (24)
2. Finance (10)
3. Construction (8)
Marketing (8)
4. Education (7)



Overview of Challenges Involving DCSC and New Outcomes

- Financial
 - State Grant reimbursement of ~\$900-950 per student
 - District reimbursement of ~\$400-450 per senior
 - Consortium “shared” costs of services for Future Quest event (MS Career Expo) even if not attended by the district
 - Consortium Annual Fee (\$1100 per year)
 - As of June 30, 2025, no member district willing to step in as Fiscal Agent once MG is finished
- Barriers
 - Related coursework is often micromanaged by the consortium which requires districts to pay for outside courses in order to enroll a YA student (DWD has broader definitions of related coursework)
 - Students who terminated the program⁸ for any reason (change of career pathway, mental health, imbalance of time availability with academics) were not considered “district funded” even though they were funded via the grant

Overall, increased financial support



Overall, decreased student barriers

Consortium Withdrawal and Dissolution Impacts on WCSD & WCSD CTEC

- Direct work with the Workforce Development Board of South Central Wisconsin (grant writer and “fund management”)
- Less financial impact on the District without the expenses of the consortium overhead
- Increased financial opportunities for YA programming and support
- Operations will be now be the responsibility of each district or shared collaboration among district vs. consortium oversight
 - Application process
 - Document processing with DWD (training agreements, completion docs)
 - Information Sessions for Families
 - Celebrations/Recognition
 - Non-District Instruction (Biotech, UW Health, UW Vet)



CTEC Reflections and Recommendations

- The impact on my role and responsibilities will increase
- Supporting 56 YAs last year, 71 this year, and potentially over 80 next year means that I was already in a situation where support would be requested (to the expense of the district?)
- The opportunity with the new structure allows our grant to fund the support personnel, at least for the time being - along with potential financial supports for other previous district financial responsibilities (CNA classes, coordinator mileage)¹⁰
- The collaboration of the current member districts is still planned, all coordinators have a priority of supporting our own YA students, shared operational workload, and continued growth in Dane County



CTEC Reflections and Recommendations

- Out of the current member districts, all are voting to withdraw and/or dissolve based on a lack of a Dane County School District as fiscal agent
- Two districts are moving to a CESA consortium to manage YA, all others are opting to act independently under the leadership of the WDBSCW as the YA Grant Manager
- The option presented by DCSC includes using an outside entity with no connection to Wisconsin or Dane County YA as the fiscal agent to establish a new consortium - which districts have not seen as a fiscally responsible option
- Even with an increased workload, I would recommend that as a member district, we approve a decision to withdraw and dissolve DCSC at this time
- What questions do you have?

11



Arboretum Elementary – Feb. 11, 2025

Board members: Heinrichs, Ensign, Dotzler

Attendees: 2

- Spruce up the bathroom by the concession stand where the public goes - public image concern.
- Observation: Communication, listening session opportunity was not well communicated and folks are burnt out; driver for poor attendance.
- Expressed support of having Pathways teachers are doing a new assessment for all students Not just relying on a referral or strong parent advocates makes things equitable Not limited by grades (test scores) or language.
- Ask to review whether interventionist can be reallocated to Arboretum. Mentioned that resourcing is approached with a view to equality, rather than where the greatest need is.
- Math interventionist schedule is different than the other schools that have 1.5 HC and they do not teach math. Ask to share best practices when it comes to scheduling so that students are not always missing the same class and getting behind in that one special. There should be the ability to rotate.
- Asked how it's determined whether to pull interventionist in? We did not have this answer. Not sure if there is a shared practice of how this is determined, and whether it is the test scores alone.
- Expressed concern that there is only one intervention time slot and if a child needs both ELA and math it pushes them into special ed (too extreme).
- Discussed shared resources with other elementary schools. There is only a 0.5 HC with certain roles (but far more students). Mentioned social worker, vice principal, and one other position.
- Concern expressed regarding Presidential administrative change, eliminating the Department of Education. Is somewhat reassured because of the demonstrated support of the Waunakee community for the schools. Would like a base level understanding of what would it mean to the district should the DOE be dissolved at the federal level.
- Concern expressed for the DEI sub-committees and floated the idea of "belonging" should rebranding the team become necessary. Further concerned that the next step will be dismantling the uses of SEL programs.
- Discussed increases in behavior issues. Asked where the training focused on executive functional skills landed. Where can it fit in, give all the educators a common language, a common strategy. Do not leave them to "wing it". Want to see thoughtful deliberate district level training, systematic approach. Board members did mention adding in more staff development days.

Heritage Elementary – Feb. 10, 2025

Board members: Dotzler, Heinemann, Hetzel

Attendees: 6+

- Appreciate option for cash in lieu of insurance. Would appreciate a large group listen and learn session regarding Insurance options. Would provide option to learn from others etc.
- Consideration to add more decodable readers (ie Geodes). 2nd grade teachers appreciated access to this resource last year. Suggestion for access to more books in general.
- Suggestion to invite Amy Johnson to PLC's

- Mental Health continues to be a big topic. Suggestion to implement more play based learning. Also, some kids are struggling with current political climate.
- Schedules don't allow time for play based learning...crafts etc. As a result, students are struggling more with fine motor skills.
- Suggestion to add a recess in the afternoon.
- Options to improve Act 20 testing process. Consider allowing teachers to administer more of the testing vs. another adult that the student may not know as well. Interventionists tested students over 10 days, minimizing the opportunity to work with kids on learning. Teachers acknowledge that this was the first time our district conducted these Act 20 assessments and hope to have the opportunity to provide feedback for future process improvements.
- Request for more prep time.
- A concern with the insurance plan chosen; lots of out of pocket expenses.
 - We never were given one on one opportunity to discuss the choices
- Decodable books: we only have one set per grade level. We need more especially with the high number of students now in Tier 2.
- Act 20 Testing:
 - The testing was chaotic for our students, being tested by staff they didn't know.
 - Would like a chance for staff engagement: to meet, review the process, reflect and share recommendations for improvement next year and following.

Prairie Elementary – Feb. 13, 2025

Board members: Engebretson, Dotzler, Hetzel

Attendees: 6+

- Would like a day at the start of the school year for Kindergarten Orientation, similar to 7th grade at the MS and 9th grade at the HS
- Would like to have all Parent Conferences on the Thurs./Fri. Schedule.
- Want to know how Prairie can get new furniture. Want to remind us that when Prairie opened, they didn't get new furniture, they received the old furniture from Waunakee Elementary.
- Also, facility upgrades, many of the window blinds no longer function (they are inside the glass), flooring in areas need replacing. What is the replacement cycle?
- Would like an opportunity to have staff engagement to review, discuss, and provide recommendations for the Act 20 testing. Concerned regarding speed of reading being the primary criteria, inconsistency with retesting, and having staff the kids don't know doing the testing. Also, better/clearer communications with parents.
- We need more interventionists for the Tier 3 student, especially with Act 20 requirements.

Intermediate School – Feb. 5, 2025

Board members: Engebretson, Ensign, Frey

Attendees: approximately 18

- The major concern of the staff is the significant mental health behaviors of 8-10 students presenting a near crisis situation.
 - Families of these students need help with navigating support system in the community
 - Question if this building is the least restrictive environment for students with these significant needs.
 - When these students are dysregulated, other students are afraid and feel unsafe
 - Locking off sections of the building to isolate the problem makes it difficult for staff and other student to move around the building.
 - These students often wander the halls or find isolated areas to hide or be alone, which is a concern for their safety.
 - Adults are being assaulted on a daily basis.
 - Can open enrolled students be screened for behavior issues before being allowed to enroll?
 - Case manager load is larger than in elementary schools.
 - Teachers are very positive about wanted to help, but they don't know what to do.
 - Teachers are very positive about the support that attempts to deal with the issues by building and district administrator, but feel like the crisis is ongoing and the frustrations are palpable.
- Their tech support teacher is split between 2 schools causing loss of time because of travel
- The K-6 music department does not have contract language to cover the afterschool responsibilities necessary to support the concert/music performances at the four schools – set up, take down, etc. But more importantly only one person is trained to operate the portable PA system making it difficult to cover all the performances and risk of cancellation if that person is unavailable.
- Prepared statement from staff shared at session.

Middle School – Feb. 20, 2025

Board members: Heinemann, Hetzel

Attendees: 1

- Concern about the number of absences
 - Due to vacations
 - Due to parent pull outs due to kid wanting to stay home, not ready for a test, just because, staff feels helpless in dealing with it

High School – Feb. 5, 2025

Board members: Frey, Heinemann, Heinrichs

Attendees: 3

- Training: Need a stronger lead for on-boarding and a more structured orientation. Unclear who will be the trainer for systems and processes
- New reading curriculum. Lower grades are impacting upper levels by changing curriculum and not sharing the change broadly. It results in the need to change the upper level curriculum with less notice. Example: Romeo and Juliet studied at an earlier level
- Question whether School Board is participating in tours of other schools. Comment that hearing collaboration spaces are unused due to lack of supervision. Architects love them, but not practical and wasted space

- Comment; Behavior in Heritage 4 flex cafeterias is terrible. Feels that the configuration of the furniture contributes to it (versus a table with benches). Clean-up requires moving 100 pieces of furniture
- Comment: Heritage new school has seen an improvement on movement. No longer has the narrow hallways
- Question: When will we see and discuss the engagement survey results? What did the board think of them?
- Question: Why is there a difference between each of the elementary school's test results. What is being done to get the 3 schools equivalent for performance? Jack had answered that it has to do with differences in demographic.

WCSD Administration & Maintenance Center – Feb. 6, 2025

Board members: Engebretson, Frey, Heinrichs

Attendees: 14

- When we take questions what is the end result? We explained that the results are shared in an anonymous fashion with all administration Directors and school principals. Anything that is actionable by the board is reviewed.
- Question was asked and answered as to what the process was that takes place with these listening sessions with regards to the questions that are asked.
- Feedback on the new health plan – appreciates that high deductible option
- Comment: In favor of the high deductible plan with HAS
- Calendar committee should consider acknowledging MLK with no students AND no staff. Only 1 or 4 total districts in the county that do not have the day off.
- Recommendation to have the Martin Luth King in the calendar recognized as a day off. This would give them an opportunity to engage in community service. Observe the day in print and practice.
- On the staff development day, not all staff were given the same opportunities to train.
- Grateful to have a safety coordinator.
- Happy we are hiring a safety coordinator
- They have a \$60 allowance for outdoor weather gear. Would like more and the issue has been brought up to the supervisor.
- Outdoor weather gear, only \$60 stipend. Would prefer high vis winter jackets versus a vest
- All crossing guards should have the option for high vis pants, in addition to the rain jacket, hat and stop sign
- Comment made that it should be mandatory to have high-visibility clothing (i.e crossing guards). Unsure of what the people are instructed to wear.
- Rough time keeping and holding subs for crossing guards.
- Lack in subs for x-ing guards. HR website x-ing guards there is a google form
- Nice to have the new parking lot.
- Add a button at the front desk to send people through the badged access door to bathroom
- Would like a button to open the hallway door from the desk instead of having to scan the badge.
- Consider adding PAID parental leave as a benefit. FMLA is unpaid. City of Madison had 6 weeks paid.

- Would like more paternity leave. Referenced Madison schools get 6 weeks.
- Just got a salt spreader and would like another (\$6000). Claim to reduce liability issues. Individuals won't be out in the elements. Better efficiency.
- Equipment needs. Please support the purchase of 2 additional salt spreaders that are John Deere driven. Reduces risk of injury, saves time.
- New superintendent is a wonderful person, really value her check-ins
- Appreciate the new superintendent.
- Question: is there going to be a press box for the new softball field? Doing things out of order, asked to put in speakers & wire. How does it tie to the new athletic strategy?
- Concerned about the new press box for the softball field and that task of getting it done are happening out of order
- Maintenance is out of room for storage at the complex outbuilding. Lost the Heritage salt shed. The new MS is too far down the road to wait for a solution. Is it in the plan for the MS? @ the complex location worried about how much is plugged in. What was the result of the complex survey?
- Lost storage space from the old heritage site and they are now running out of space. It has been relocated to Bethel Circle and the complex at the baseball/soccer fields
- Do a lot of surveys. Asked about the results of the climate survey. Who gets the results and asked whether the board uses the results when considering renewing contracts.
- Comment on surveys – Why do we do surveys if the results aren't passed on. Who are getting the results? Would like consistency.

Our school is in crisis.

Every day, our teachers and principals are stretched beyond their limits, trying to support students with significant mental health needs—needs they aren't trained to handle.

Many of these needs are resulting in very serious situations such as student self-harming in classrooms, staff being bit and hit.

This isn't just impacting struggling students; it's draining our entire system.

We need a dedicated **Mental Health Coordinator**—someone who understands adolescent mental health, can implement real support, and free up our teachers to do what they do best: teach.

Additionally, expanding our alternative education program to younger grades will ensure early intervention, keeping students on a path to success before a crisis hits.

This isn't an extra—it's essential as we are seeing these needs increase every year.

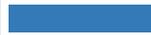


Survey Analysis System

Accessing results summary from "2024-25 Annual Board Development Tool, page: **Board Operations** from Waunakee Community School District.

Please rate your board's performance in each area.		
Item	Response	

We conduct an annual school board self-evaluation. (n=7)		
Fully achieved (4)	7 100%	
Mostly achieved (3)	0 0%	
Partially achieved (2)	0 0%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 4 SD: 0		

We have an effective orientation process for new board members. (n=7)		
Fully achieved (4)	0 0%	
Mostly achieved (3)	5 71.4%	
Partially achieved (2)	2 28.6%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 2.71 SD: 0.45		

We honor our decisions outside of the board meetings (e.g., not undermining majority decisions with which some disagreed). (n=7)		
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Fully achieved (4)	3	42.9%	
Mostly achieved (3)	4	57.1%	
Partially achieved (2)	0	0%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.43 SD: 0.49			

Board members speak on behalf of the board/district only when authorized and clearly identify when they are commenting strictly as an individual. (n=7)

Fully achieved (4)	2	28.6%	
Mostly achieved (3)	2	28.6%	
Partially achieved (2)	1	14.3%	
Not achieved or started (1)	0	0%	
Not sure (0)	2	28.6%	
AVG: 3.2 SD: 0.75			

Our board meetings are effective and efficient. (n=7)

Fully achieved (4)	3	42.9%	
Mostly achieved (3)	4	57.1%	
Partially achieved (2)	0	0%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.43 SD: 0.49			

Our board committees are used effectively. (n=7)

Fully achieved (4)	4	57.1%	
Mostly achieved (3)	2	28.6%	
Partially achieved (2)	1	14.3%	

Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.43 SD: 0.73			

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. (n=7)

Fully achieved (4)	6	85.7%	
Mostly achieved (3)	1	14.3%	
Partially achieved (2)	0	0%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.86 SD: 0.35			

The members of the board come to meetings prepared to address the noticed agenda. (n=7)

Fully achieved (4)	3	42.9%	
Mostly achieved (3)	2	28.6%	
Partially achieved (2)	2	28.6%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.14 SD: 0.83			

I prepare for board meetings by reading the board packet and asking the administration to clarify issues prior to meetings. (n=7)

Fully achieved (4)	4	57.1%	
Mostly achieved (3)	1	14.3%	
Partially achieved (2)	2	28.6%	
Not achieved or started (1)	0	0%	

Not sure (0)	0	0%	
AVG: 3.29 SD: 0.88			

We encourage constructive and professional discussions at board meetings. (n=7)			
Fully achieved (4)	3	42.9%	
Mostly achieved (3)	2	28.6%	
Partially achieved (2)	2	28.6%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.14 SD: 0.83			

We evaluate the superintendent at least annually, against clear goals and with performance criteria that include measures of student achievement. (n=7)			
Fully achieved (4)	4	57.1%	
Mostly achieved (3)	2	28.6%	
Partially achieved (2)	1	14.3%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.43 SD: 0.73			

Comments regarding board operations: (n=0)



Survey Analysis System

Accessing results summary from "2024-25 Annual Board Development Tool, page: **Budgeting** from Waunakee Community School District.

Please rate your board's performance in each area.

Item	Response	
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I understand the basic principles of school finance, including state, federal and local sources of income and the school district budgeting cycle. (n=7)

Fully achieved (4)	2 28.6%	
Mostly achieved (3)	3 42.9%	
Partially achieved (2)	2 28.6%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3 SD: 0.76		

We make staffing and budget decisions based on student achievement priorities. (n=7)

Fully achieved (4)	2 28.6%	
Mostly achieved (3)	3 42.9%	
Partially achieved (2)	2 28.6%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
22		
AVG: 3 SD: 0.76		

We evaluate the district's financial statements on a monthly basis. (n=6)

Fully achieved (4)	3	50%	
Mostly achieved (3)	1	16.7%	
Partially achieved (2)	1	16.7%	
Not achieved or started (1)	0	0%	
Not sure (0)	1	16.7%	
AVG: 3.4 SD: 0.8			

Our budget process includes determining if and when referenda are needed. (n=7)

Fully achieved (4)	6	85.7%	
Mostly achieved (3)	1	14.3%	
Partially achieved (2)	0	0%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.86 SD: 0.35			

Our community believes the district is a responsible steward of its financial resources. (n=7)

Fully achieved (4)	4	57.1%	
Mostly achieved (3)	2	28.6%	
Partially achieved (2)	1	14.3%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.43 SD: 0.73			

Comments regarding budgeting: (n=0)



Survey Analysis System

Accessing results summary from "2024-25 Annual Board Development Tool, page: **Community Engagement** from Waunakee Community School District.

Please rate your board's performance in each area.

Item	Response	
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We ensure our standards are consistent with parent and community expectations. (n=7)

Fully achieved (4)	1 14.3%	
Mostly achieved (3)	5 71.4%	
Partially achieved (2)	1 14.3%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	

AVG: 3 SD: 0.53

We regularly communicate our financial needs to the public in an easy to understand format. (n=7)

Fully achieved (4)	1 14.3%	
Mostly achieved (3)	4 57.1%	
Partially achieved (2)	2 28.6%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	

25

AVG: 2.86 SD: 0.64

Our board is addressing the needs of all students to ensure high levels of learning. (n=7)

Fully achieved (4)	1 14.3%	
Mostly achieved (3)	5 71.4%	
Partially achieved (2)	1 14.3%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3 SD: 0.53		

Our board is addressing students' interests through extracurricular programming and other activities. (n=7)

Fully achieved (4)	3 42.9%	
Mostly achieved (3)	3 42.9%	
Partially achieved (2)	1 14.3%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3.29 SD: 0.7		

We have a legislative advocacy process to monitor issues and communicate our position to our legislators and the WASB. (n=7)

Fully achieved (4)	0 0%	
Mostly achieved (3)	3 42.9%	
Partially achieved (2)	3 42.9%	
Not achieved or started (1)	1 14.3%	
Not sure (0)	0 0%	
AVG: 2.29 SD: 0.7		

We regularly discuss legislative issues during board meetings. (n=7)

Fully achieved (4)	0 0%	
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Mostly achieved (3)	1	14.3%	
Partially achieved (2)	4	57.1%	
Not achieved or started (1)	2	28.6%	
Not sure (0)	0	0%	
AVG: 1.86 SD: 0.64			

We regularly communicate with our legislators on a particular subject or bill. (n=7)

Fully achieved (4)	0	0%	
Mostly achieved (3)	1	14.3%	
Partially achieved (2)	5	71.4%	
Not achieved or started (1)	0	0%	
Not sure (0)	1	14.3%	
AVG: 2.17 SD: 0.37			

We invite legislators to our schools for tours and discussions of important education issues. (n=7)

Fully achieved (4)	0	0%	
Mostly achieved (3)	1	14.3%	
Partially achieved (2)	4	57.1%	
Not achieved or started (1)	0	0%	
Not sure (0)	2	28.6%	
AVG: 2.2 SD: 0.4			

Our board is represented at district and community events when possible. (n=7)

Fully achieved (4)	0	0%	
Mostly achieved (3)	4	57.1%	
Partially achieved (2)	2	28.6%	
Not achieved or started (1)	0	0%	

Not sure (0)	1 14.3%	
AVG: 2.67 SD: 0.47		

We have partnerships with businesses, service and community organizations, and local government officials. (n=7)		
Fully achieved (4)	2 28.6%	
Mostly achieved (3)	2 28.6%	
Partially achieved (2)	3 42.9%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 2.86 SD: 0.83		
Comments regarding community engagement: (n=0)		



Survey Analysis System

Accessing results summary from "2024-25 Annual Board Development Tool, page: **Culture** from Waunakee Community School District.

Please rate your board's performance in each area.		
Item	Response	

Our board models mutual respect and professional behavior. (n=7)		
Fully achieved (4)	5 71.4%	
Mostly achieved (3)	2 28.6%	
Partially achieved (2)	0 0%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3.71 SD: 0.45		

We value differences of opinion and do not let them degenerate into personality conflicts. (n=7)		
Fully achieved (4)	5 71.4%	
Mostly achieved (3)	2 28.6%	
Partially achieved (2)	0 0%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3.71 SD: 0.45		

We work with the superintendent in a spirit of mutual respect, open communication, trust and confidence. (n=7)

Fully achieved (4)	6 85.7%	
Mostly achieved (3)	1 14.3%	
Partially achieved (2)	0 0%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3.86 SD: 0.35		

We focus on strategic decisions and policy issues rather than on the administrative implementation of policy and other day-to-day management/operational issues. (n=7)

Fully achieved (4)	1 14.3%	
Mostly achieved (3)	6 85.7%	
Partially achieved (2)	0 0%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3.14 SD: 0.35		

Our culture promotes high expectations. (n=7)

Fully achieved (4)	2 28.6%	
Mostly achieved (3)	4 57.1%	
Partially achieved (2)	1 14.3%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3.14 SD: 0.64		

We recognize students, teachers and schools for outstanding performance. (n=7)

Fully achieved (4)	3 42.9%	
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Mostly achieved (3)	4	57.1%	
Partially achieved (2)	0	0%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.43 SD: 0.49			

Our community believes the district is effectively governed and makes decisions with the best interest of students in mind. (n=7)			
Fully achieved (4)	3	42.9%	
Mostly achieved (3)	2	28.6%	
Partially achieved (2)	1	14.3%	
Not achieved or started (1)	0	0%	
Not sure (0)	1	14.3%	
AVG: 3.33 SD: 0.75			

Comments regarding culture: (n=1)

 With our new Superintendent, we are mutually building trust and confidence. It is a growing process I believe we have a very good start.

I believe we, as a board, are working hard to stay within the guardrails of what is Board work vs. what is Admin. work.



Survey Analysis System

Accessing results summary from "2024-25 Annual Board Development Tool, page: **Data-Driven Decision Making** from Waunakee Community School District.

Please rate your board's performance in each area.

Item	Response	
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We manage by facts and our decisions are data-driven. (n=7)

Fully achieved (4)	0 0%	
Mostly achieved (3)	5 71.4%	
Partially achieved (2)	2 28.6%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	

AVG: 2.71 SD: 0.45

We benchmark test results against districts with similar demographics and prior performance over previous years. (n=7)

Fully achieved (4)	5 71.4%	
Mostly achieved (3)	1 14.3%	
Partially achieved (2)	1 14.3%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	

AVG: 3.57 SD: 0.73

We examine data to help district leaders identify groups of students in need of additional support. (n=7)

Fully achieved (4)	5 71.4%	
Mostly achieved (3)	1 14.3%	
Partially achieved (2)	1 14.3%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3.57 SD: 0.73		

We have a schedule and protocol to review data and program performance. (n=7)

Fully achieved (4)	1 14.3%	
Mostly achieved (3)	0 0%	
Partially achieved (2)	5 71.4%	
Not achieved or started (1)	0 0%	
Not sure (0)	1 14.3%	
AVG: 2.33 SD: 0.75		

Our curriculum development process ensures culturally relevant learning experiences for our students. (n=7)

Fully achieved (4)	1 14.3%	
Mostly achieved (3)	3 42.9%	
Partially achieved (2)	2 28.6%	
Not achieved or started (1)	0 0%	
Not sure (0)	1 14.3%	
AVG: 2.83 SD: 0.69		

We have a process to ensure all students can participate in advanced coursework, the arts, and extracurricular programs. (n=7)

Fully achieved (4)	3 42.9%	
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Mostly achieved (3)	4	57.1%	
Partially achieved (2)	0	0%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	

AVG: 3.43 SD: 0.49

Comments regarding data-driven decision making: (n=1)

 Regarding program performance data, we do this with our academic achievement data; we do this with our utilities and some cost analysis. I'm not sure we do this with every program to determine how well the program is performing.



Survey Analysis System

Accessing results summary from "2024-25 Annual Board Development Tool, page: **District Operations** from Waunakee Community School District.

Please rate your board's performance in each area.

Item	Response	
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We have initiatives in place to facilitate leadership succession in key administrative positions. (n=7)

Fully achieved (4)	0 0%	
Mostly achieved (3)	2 28.6%	
Partially achieved (2)	4 57.1%	
Not achieved or started (1)	0 0%	
Not sure (0)	1 14.3%	

AVG: 2.33 SD: 0.47

We regularly communicate our academic priorities and achievement results to the parents and the public. (n=7)

Fully achieved (4)	3 42.9%	
Mostly achieved (3)	3 42.9%	
Partially achieved (2)	1 14.3%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	

35

AVG: 3.29 SD: 0.7

Staff authority and responsibility is well defined and granted at the appropriate level. (n=7)

Fully achieved (4)	3 42.9%	
Mostly achieved (3)	2 28.6%	
Partially achieved (2)	1 14.3%	
Not achieved or started (1)	0 0%	
Not sure (0)	1 14.3%	
AVG: 3.33 SD: 0.75		

We have a process to gather feedback from teachers and other staff to update our employee handbook and personnel policies. (n=7)

Fully achieved (4)	6 85.7%	
Mostly achieved (3)	1 14.3%	
Partially achieved (2)	0 0%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3.86 SD: 0.35		

Comments regarding district operations: (n=0)



Survey Analysis System

Accessing results summary from "2024-25 Annual Board Development Tool, page: **Planning** from Waunakee Community School District.

Please rate your board's performance in each area.		
Item	Response	

We have explored sharing services with other districts and/or our local municipalities. (n=7)		
Fully achieved (4)	1 14.3%	
Mostly achieved (3)	3 42.9%	
Partially achieved (2)	2 28.6%	
Not achieved or started (1)	1 14.3%	
Not sure (0)	0 0%	
AVG: 2.57 SD: 0.9		

We have sound risk-management practices in place that include a regular review of insurance options. (n=7)		
Fully achieved (4)	5 71.4%	
Mostly achieved (3)	1 14.3%	
Partially achieved (2)	1 14.3%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
37		
AVG: 3.57 SD: 0.73		

We have a process to annually review the district's facility/maintenance needs. (n=7)

Fully achieved (4)	5 71.4%	
Mostly achieved (3)	1 14.3%	
Partially achieved (2)	1 14.3%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3.57 SD: 0.73		

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.). (n=7)

Fully achieved (4)	3 42.9%	
Mostly achieved (3)	1 14.3%	
Partially achieved (2)	2 28.6%	
Not achieved or started (1)	1 14.3%	
Not sure (0)	0 0%	
AVG: 2.86 SD: 1.12		

Comments regarding planning: (n=0)



Survey Analysis System

Accessing results summary from "2024-25 Annual Board Development Tool, page: **Policy** from Waunakee Community School District.

Please rate your board's performance in each area.		
Item	Response	

We have clear policies that promote safe schools and positive learning environments. (n=7)		
Fully achieved (4)	5 71.4%	
Mostly achieved (3)	2 28.6%	
Partially achieved (2)	0 0%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3.71 SD: 0.45		

We have an ongoing process to review and update board policies. (n=7)		
Fully achieved (4)	7 100%	
Mostly achieved (3)	0 0%	
Partially achieved (2)	0 0%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 4 SD: 0		

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.) (n=7)

Fully achieved (4)	4 57.1%	
Mostly achieved (3)	2 28.6%	
Partially achieved (2)	1 14.3%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	

AVG: 3.43 SD: 0.73

We are successful at attracting and retaining high-quality employees. (n=7)

Fully achieved (4)	2 28.6%	
Mostly achieved (3)	5 71.4%	
Partially achieved (2)	0 0%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	

AVG: 3.29 SD: 0.45

We have appropriate interventions and consequences for all staff and schools that do not meet expectations. (n=7)

Fully achieved (4)	2 28.6%	
Mostly achieved (3)	1 14.3%	
Partially achieved (2)	2 28.6%	
Not achieved or started (1)	0 0%	
Not sure (0)	2 28.6%	

AVG: 3 SD: 0.89

We regularly review our policies to ensure there are no barriers to equitable education for all students. (n=7)

Fully achieved (4)	3	42.9%	
Mostly achieved (3)	3	42.9%	
Partially achieved (2)	1	14.3%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.29 SD: 0.7			

We have effective public input and complaint resolution processes. (n=7)			
Fully achieved (4)	5	71.4%	
Mostly achieved (3)	2	28.6%	
Partially achieved (2)	0	0%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.71 SD: 0.45			

We have a well-defined and well-communicated school safety and crisis response plan. (n=7)			
Fully achieved (4)	3	42.9%	
Mostly achieved (3)	2	28.6%	
Partially achieved (2)	2	28.6%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.14 SD: 0.83			

Comments regarding policy: (n=1)

I know we have one. I'm not sure it's been articulated to the BOE or how or if it has been communicated with our families.



Survey Analysis System

Accessing results summary from "2024-25 Annual Board Development Tool, page: **Vision** from Waunakee Community School District.

Please rate your board's performance in each area.

Item	Response	
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Our vision and top priority is student achievement. (n=7)

Fully achieved (4)	5 71.4%	
Mostly achieved (3)	1 14.3%	
Partially achieved (2)	1 14.3%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3.57 SD: 0.73		

We clearly communicate our vision to our staff, parents and community. (n=7)

Fully achieved (4)	4 57.1%	
Mostly achieved (3)	2 28.6%	
Partially achieved (2)	1 14.3%	
Not achieved or started (1)	0 0%	
Not sure (0)	0 0%	
AVG: 3.43 SD: 0.73		

We have established clear strategies to accomplish our vision. (n=7)

Fully achieved (4)	2	28.6%	
Mostly achieved (3)	4	57.1%	
Partially achieved (2)	1	14.3%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 3.14 SD: 0.64			

We have a process that allows key stakeholders (administrators, staff, parents and the community) to help create/refine our vision and strategic priorities. (n=7)

Fully achieved (4)	2	28.6%	
Mostly achieved (3)	1	14.3%	
Partially achieved (2)	4	57.1%	
Not achieved or started (1)	0	0%	
Not sure (0)	0	0%	
AVG: 2.71 SD: 0.88			

Comments regarding vision: (n=1)

 I am not sure how much staff, parent, or community input we have had on our vision or strategic planning.

Board of Education Self-Evaluation Summary Questions

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

These are strengths but we could also improve.

Giving attention to each member's voice

Letting dialogue continue to consider differing opinions

Listening to the recommendations and background information of administration.

Policy driven, collaborative board with open and respectful lines of communication with each other and staff.

There is great mutual respect and confidence around the board table. This allows our committee structure to function effectively.

- We work together well and communicate well as a Board.
- We are respectful of each other's opinions and positions
- We put student achievement as our highest goal
- We make decisions based on what's best for our students.

Communication, participation, engaged in receiving input/feedback from all constituents/stakeholders, knowledge. Identifying the right priorities and providing direction to positively impact them

I feel as a group we work together well. Not all but many of the members on the board have a great deal of knowledge, interest, and passion in many of the areas we are responsible for providing direction. There are several mechanisms in place that allow us to receive input from all. Participation in that varies, but at least the opportunities exist.

- Forming facility strategies with a view to the outcome 3-5 years out

2. List areas where the board could improve.

These are strengths but we could also improve.

Giving attention to each member's voice

Letting dialogue continue to consider differing opinions

Listening to the recommendations and background information of administration.

Continue to collaborate with administration to establish clear, measurable and impactful goals with an emphasis on student achievement and success.

Continue to focus on student achievements and celebrations.

- We need to continue to build upon and utilize the three – five year planning model for budgeting and program development.
- We need to continue to use data to better analyze student achievement, program effectiveness, as well as short and long range budget, facility/maintenance, and program planning.

Personally – more knowledgeable.

Better follow-up or tracking of the decisions we make to ensure the desired impact is being made.

Get a better handle on the understanding of finances. With the funding gap and the seemingly never-ending need for operational referendums to cover the gap, we need to be more critical of what we have and how we spend it. We can't take it for granted that we will continually have the backing of the community by their passing of these referendums. I not necessarily saying we are doing a bad job, but a better job will be needed going forward.

- Decision leadership – using situations and information (including the opinions of admin) to form a decision. This requires independent consideration, not simply “rubber stamping” suggestions
- More involvement in state level referendum that directly affect the outcome of funding for 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?

Support the administration's initiatives on reading, making sure teachers have the time and training to carry them out.

Working with admin to establish a strategic plan which includes measurable goals with the main emphasis on student achievement and high expectations for all students.

Finish the discussion on our priorities moving forward and plan for the High School space needs.

- Develop a 3 to 5-year budgetary plan that puts the district on a sound financial path that will continue to support an excelling educational program.
- Determine the soundest plan for integrating the current high school with the current middle school, being mindful of the many investments we've made at the high school recently and over the past 20 years. Being mindful too, of what our community will support.

We've rightly been focused on student achievement, all student achievement. It is the most important issue and should continue to be so. That being said, as mentioned above money is going to be extremely important. With two new schools, in completed and one in the works, along with the decisions to be made at the current and soon to be old middle school, we'll have plenty of challenges ahead to make this work operationally. We need to really be clear on our needs versus our wants.

- Work on clearly laying out what will have the largest impact to improving academic outcomes. Example if in the top 5 contributors we focus on improving student attendance, then we need root cause for absences. Review the root cause and have clear corrective action the board will either direct to others or take on directly.
- We need goals with tangible and clear next steps...not just aspirational goals

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?

Effective processes for establishing and monitoring a goal driven strategic plan that emphasizes student achievement. Learn the best practices of other schools, utilize consulting resources, etc.

I like our winter BOE workshop and would be interested in keeping meetings of this nature.

- Data to guide a fiscally sound budgetary plan
- Data showing the current and future special needs of our high school
- Data that identifies the financial investments we have made to the high school (before we consider demolishing these for new renovations.)
- Data that identifies what we need vs. what we want as we determine the best path for maximizing the spaces we have at the current high school and middle school.

We have members on the board that are very knowledgeable when it comes to finances. I think it would help if all of use were. Our greatest resource for this is in-house with the experience we have in Steve. With more knowledge maybe we can better look outside the box for solutions. I know I'm strapped time. I don't think that is unique to me. I don't have an answer to that other than making it a focus.

- Learn – improved leadership skills. The competencies that were evaluated for Dr. Brown can equally be applied to everyone on the board. Communication, Problem-Solving, Decision-Making, Empathy, Integrity, Adaptability, Conflict Resolution, Delegation, Relationship Building, Self-Awareness, Critical Thinking, Emotional Intelligence, Motivation. EVERY board member has at least two of these competencies they should work on developing.
- Who will teach us – great question, I am not sure if the answer is independent learning, because very few adults take that initiative. Madison Area Technical

College offers “Leadership Academy”. It is a series of 6 full-day classes for a modest fee. It would take a commitment from those who work as it is on Wednesdays for several Wednesdays in a row and is a hike out to Reedsburg. Alternatively, there may be sessions available in LinkedIn learning.

- When can we take time to learn? I would be open to once a month learning for 90 minutes, similar to an additional sub-committee meeting.