

Empowering School Boards to Lead Change

CASB 85th Annual Convention

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Agenda

The change cycle

Building change resilience

Assessing change readiness

Stand if your school/district
has undergone any change in
the last year.

Sit down if you experienced a challenge, issue, or setback during that change.

What went well during your change?

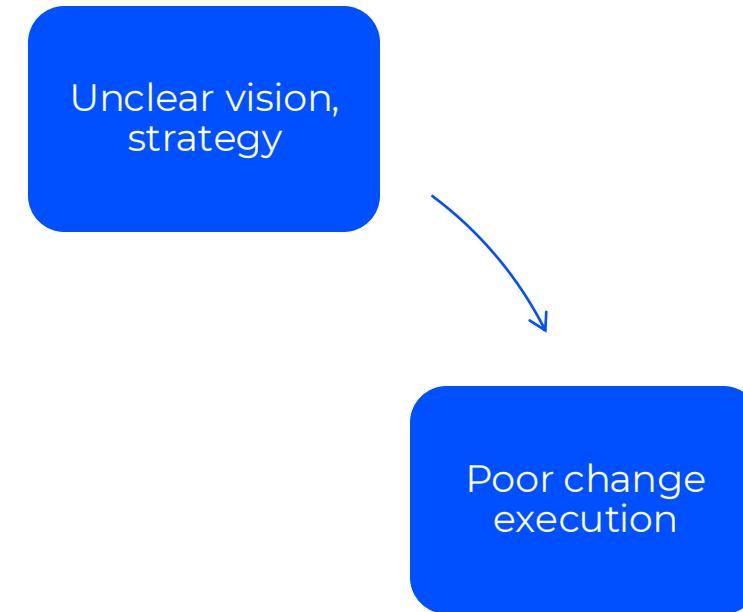
Where did things fall short?

Cycle of negative change

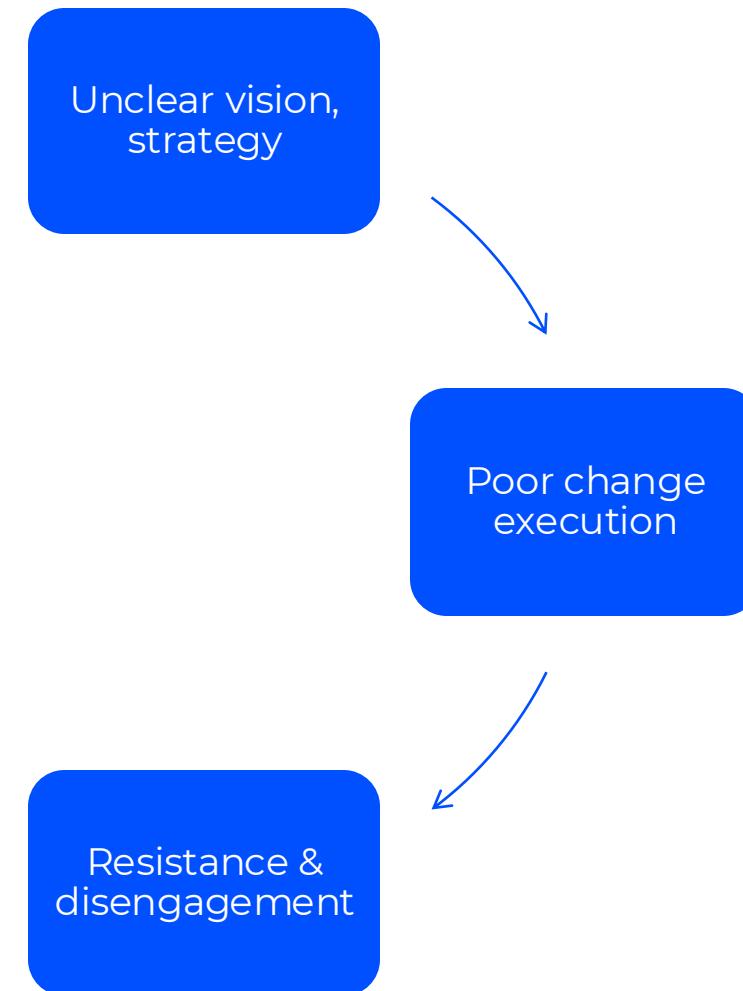
Cycle of negative change

Unclear vision,
strategy

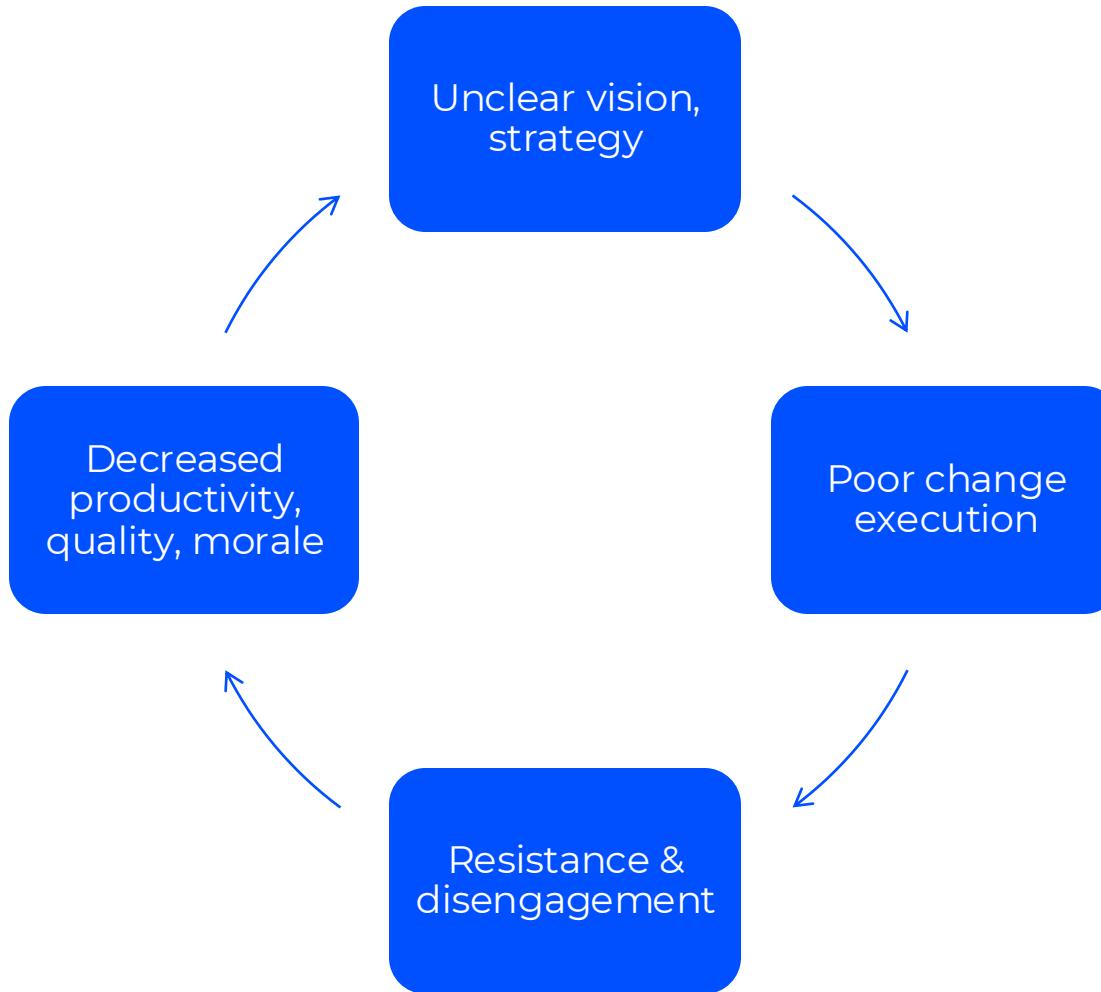
Cycle of negative change



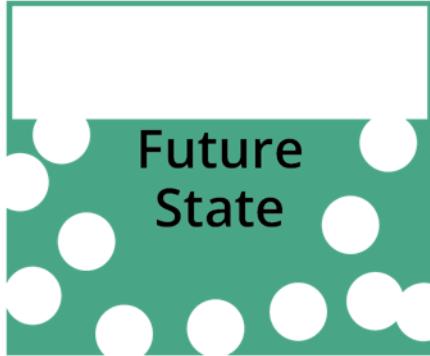
Cycle of negative change



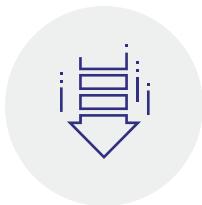
Cycle of negative change



Consequences of poor change management



Instead of



Lower
ROI



History of
Troubled
Changes

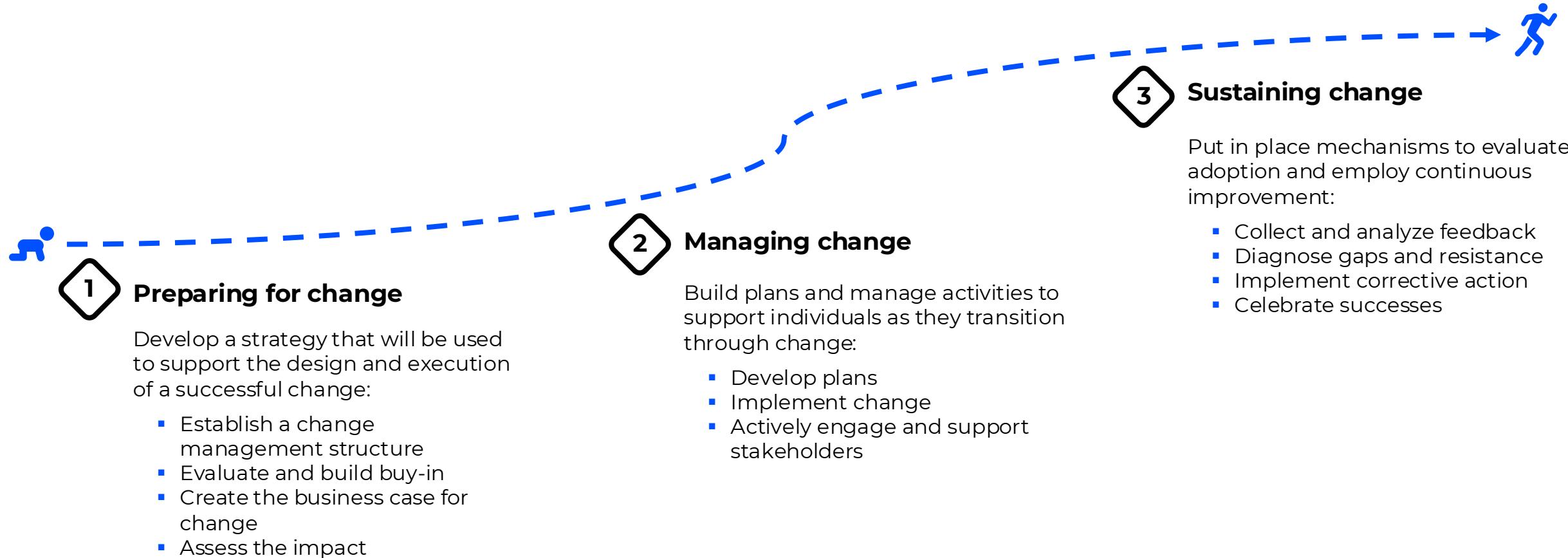


Unachieved
Improvement



Not What
We
Expected/
Hoped For

Organizational change



ADKAR element	Definition	What you hear	Triggers for building
Awareness	Of the need for change	“I understand why...”	Why? Why now? What if we don’t?
Desire	To participate and support the change	“I have decided to...”	WIIFM Personal motivators Organizational motivators
Knowledge	On how to change	“I know how to...”	Within context (after A&D) Need to know <i>during</i> Need to know <i>after</i>
Ability	To implement required skills and behaviors	“I am able to...”	Size of the K-A gaps Barriers/capacity Practice/coaching
Reinforcement	To sustain the change	“I will continue to...”	Mechanisms Measurements Sustainment

Successful change in practice

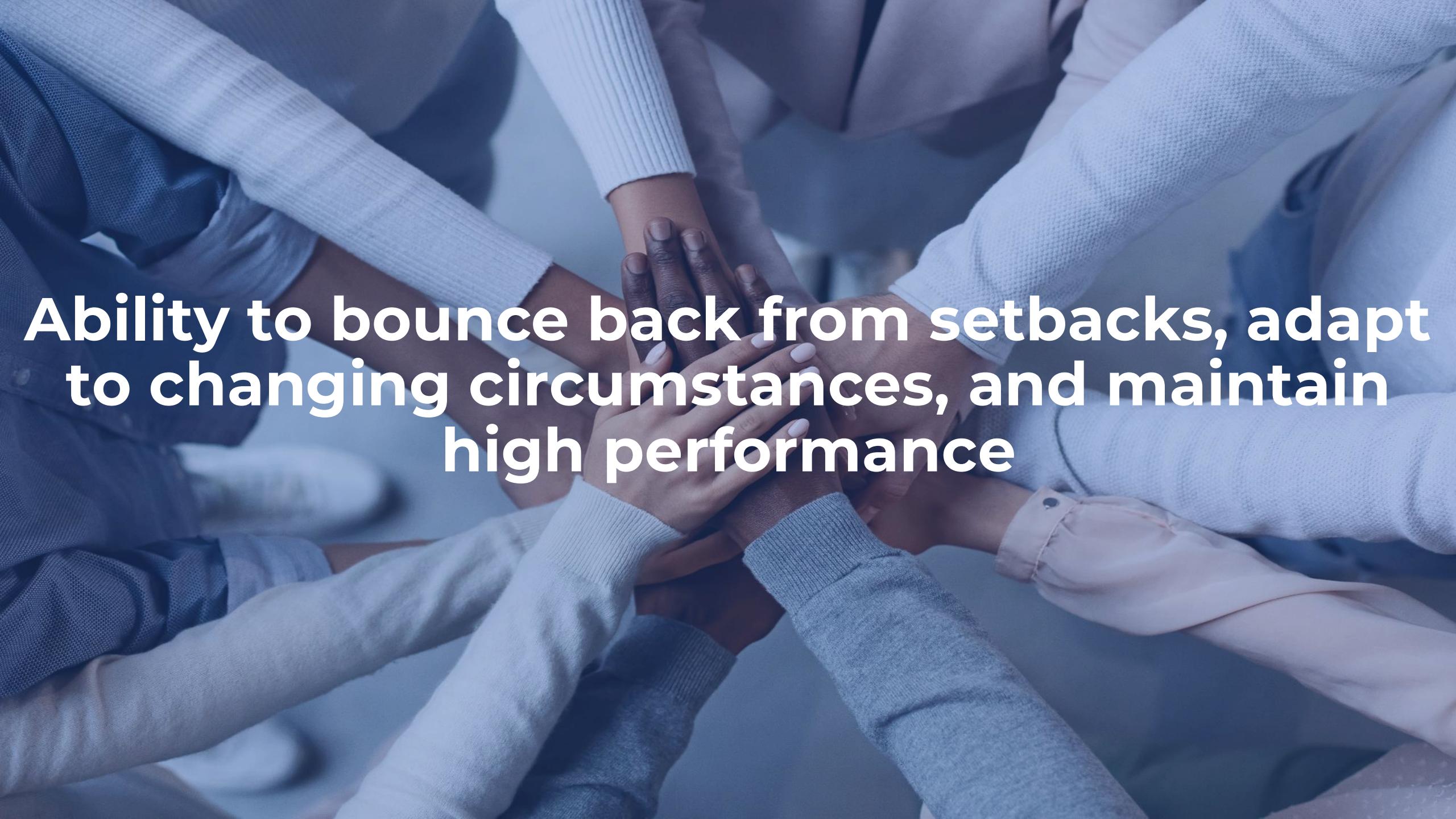
- Verona Area School District, WI:
 - Community involvement in comprehensive district referendum
 - **Construction of a new High School and shifting 7 schools**
 - **Plus district renovations**



How has resilience served
your school board/district
during times of change?



Resilience

A close-up, low-angle shot of several people's hands clasped together in a circle. The hands belong to people of different skin tones and are wearing various types of clothing, including a white ribbed sweater, a blue textured shirt, and a light-colored long-sleeved shirt. The hands are positioned in the center of the frame, with fingers interlocked. The background is dark and out of focus.

Ability to bounce back from setbacks, adapt to changing circumstances, and maintain high performance



Core elements of resilient organizations



Trust and
psychological
safety

When teams trust each other, they:

- Share ideas
- Relay information
- Look out for each other
- Feel a sense of belonging



High performing orgs build trust by:



- Intentionally collaborating
- Keeping colleagues in the loop
- Sharing credit
- Believing disagreements make them better
- Proactively addressing tension

Psychological safety

Belief that you won't be punished or humiliated for sharing:

- Ideas
- Questions
- Concerns
- Mistakes





Core elements of resilient organizations



Adaptability

Adaptability



Ability to pivot quickly and capitalize on opportunities



Embracing rather than running from change

Building adaptability

- Supportive, flexible culture
- Relevant and diverse learning opportunities
- Encourage feedback and reflection
- Track progress and impact



Core elements of resilient organizations



Supportive
culture

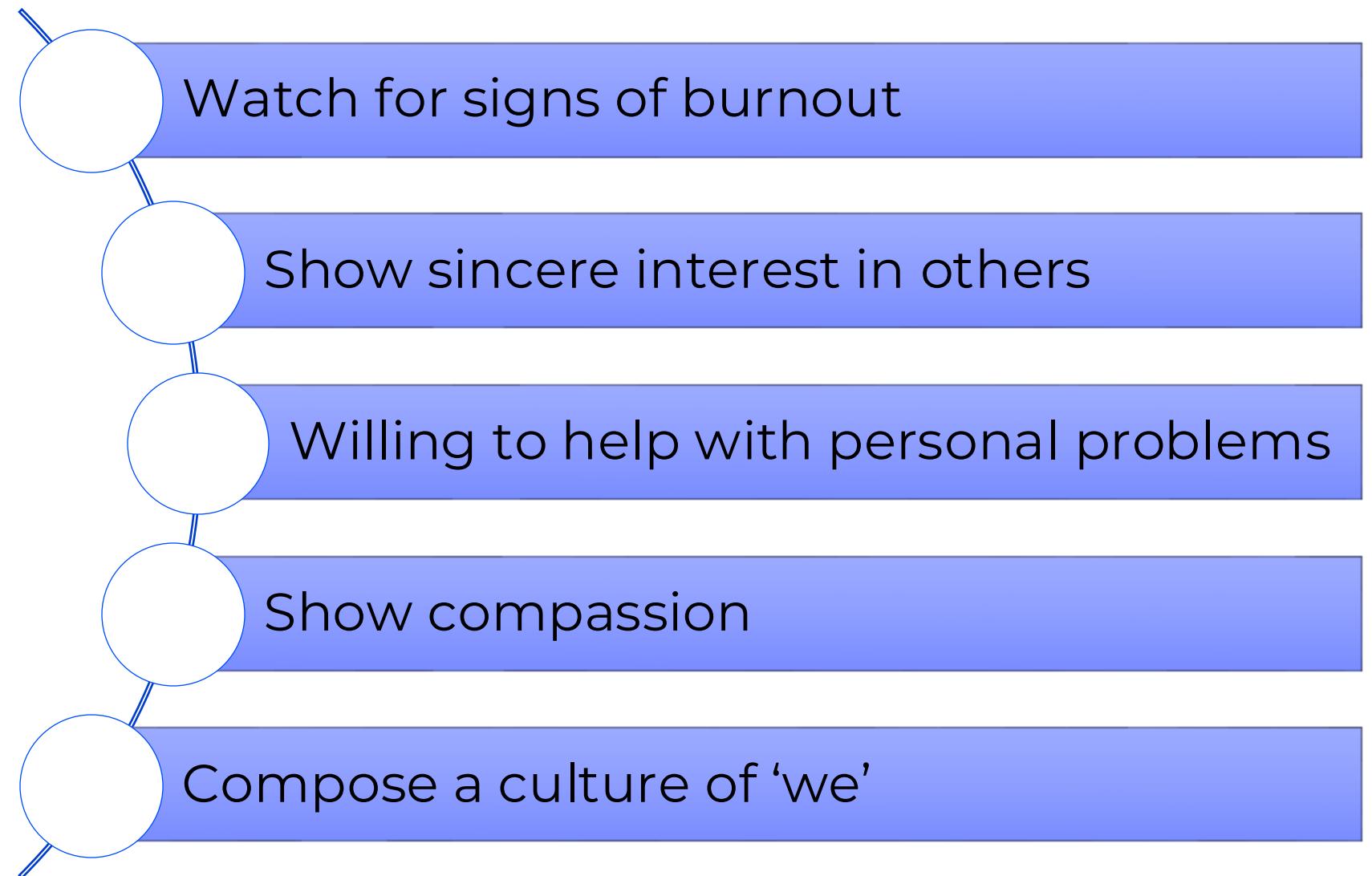
A supportive culture fosters resilience

- Emotional support



- Sense of belonging
- Recognition of achievements

Creating a supportive culture with empathy





Core elements of resilient organizations



Clear
communication

Clear communication best practices



Be clear and direct



Be as brief as possible



Bi-directional



Customize modes and channels

Communication planning

- Create a communication plan:
 - Clear objectives
 - Determine/understand audience
 - Choose effective channels
- Use storytelling when possible
 - Structure
 - Emotion
 - Visuals
 - Call to action





Assessing your school's
change readiness

Change Readiness Quick
Assessment - Empowering School
Boards to Lead Change



<https://forms.office.com/r/UvsV6ma9ST>

What should you assess?

Aspects of the
change

Strategy and
governance

Technology
and workflow

Organizational
leadership

Organizational
culture

People

3. What is the overall degree of disruption to the work of your staff?

- Process change
- Behavioral change
- Job duty change
- Role change
- Other

4. How far-reaching is this change in your school?

- Single team/department
- Multiple teams/departments
- Whole school/district/board

5. Given what I know about the timeline of this project/proposal, the amount of time we are dedicating to this change is sufficient.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Unknown
<input type="radio"/>					

6. There is dedicated/protected work time for involved staff to complete this change.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>				

People and leadership

7. Leaders share a unified vision/direction for this project.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>				

8. Past changes were successful and well-managed.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>				

9. School leaders have been visible supporters of past changes.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>				

11. Our school's culture promotes and supports change/new ideas.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>				

12. Information is communicated to all staff members effectively.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>				

13. We use multiple channels to communicate with staff members regularly.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>				

14. Our school regularly solicits input on changes/projects from the community.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
<input type="radio"/>				

15. Our school regularly shares updates and details about major changes with the community.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
<input type="radio"/>				

Organizational culture

A photograph of a classroom setting. In the foreground, a student's hand is raised, palm facing forward. In the background, another student's hand is also raised. The students are seated at desks, and the classroom environment is visible.

Questions?

How aligned is your board and superintendent?

When is it appropriate to ask
for help navigating change?

How can you increase
transparency and
documentation when
engaging in a large change
project?

Thank you for attending!

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