

MINUTES: Workshop of the Monona Grove School District Board of Education, held Monday, April 27, 2026, beginning at the conclusion of the Reorganization Meeting at the Monona Grove District Office, Room 310

BOARD MEMBERS PRESENT: Janice Stone, Stephanie Lehmann, Philip Haven, Elizabeth Cook, Rachelle Miller, Susan Manning, Eric Hartz (left at 8:08pm)

ADMINISTRATORS & STAFF PRESENT: Tanya Fredrich, Rob Meyer, Angie Fassel Katy Byrnes Kaiser

OTHERS PRESENT: Joe Eldredge and Gregory Anderson, Colliers (virtually)

A. Call to Order – Elizabeth Cook called the meeting to order at 7:48pm.

B. Declaration of Public Notice – acknowledged

C. Information Items

1. Information Study Session

Dr. Fredrich shared information about the Workshop format.

D. Board Workshop Function & Purpose

1. Review of District Real Estate & Utilization

Joe Eldredge and Greg Anderson joined the Workshop virtually to share updates from Colliers initial report to the Board and answer additional questions. They left the meeting at 8:10pm.

The Board reviewed and discussed the District real estate portfolio. No action was taken.

E. Adjournment

Motion: Philip Haven moved to adjourn the meeting at 9:48pm. Rachelle Miller seconded. The motion carried unanimously.

Workshop notes are attached to minutes.

Approved: Monona Grove Board of Education
May 12, 2026

Q1. Pillars, strat plans

- Group 1
- Pillar 1: 1 & 3 (goals)
 - Bridge academic & social-emotional learning
 - Pillar 2: 1 & 2 (goals)
 - Amplify student voice & active engagement
 - Build an equitable & inclusive environment (diverse workforce)
 - Pillar 3: 3 (goal)
 - Promote staff well-being & professional effectiveness
 - Pillar 4: ALL (1-3)
 - Ensure community voice in district decision-making
 - Ensure sustainable & equitable resource distribution
 - Maximize impact through system-level alignment
 - Maintain responsible fiscal practices for long-term health.

Group 2

Pillar 4 as a whole is foundation

- Sound financials → ability to do all else
- eg paying staff who provide high quality teaching

Q2.

Group 2

- #1 - able to take care of our facilities
- Deferred Maint. ≠ responsible
- Near term: focus on Maywood
- Continue to explore options w/city
- land swap?
- land contract?

Group 1

- Use lease term to research
- Building utilization
- Costs / how we serve students
- Safe buildings AND comfortable learning enviros

Q3. { Engage w/city, options (land swap, etc.)
ERP1 { Clean data sets reviewed in draft
↳ include narrative, sources, context (school funding, etc.)
Be clear about contingencies in case of growth

ERP2 { would like appraisal for Maywood (before sale)
Make a clear plan for engaging w/city, timeline
& making it public

Summary of Small Group Responses 4.27.26 Workshop

Group 1: Rob Meyer - facilitator, Elizabeth Cook, Susan Manning, Stephanie Lehmann

Group 2: Angie Fassel - facilitator, Philip Haven, Janice Stone, Rachelle Miller

Question 1: What strategic goals are most connected to facilities decisions?

Group 1: Went by each pillar of plan and what goals are impacted.

Pillar 1: Teaching & Learning

Goal 1: Bridge academic and social emotional learning

Goal 3: Amplify student voice and active engagement

Pillar 2: Highly Effective Personnel

Goal 1: Build an equitable and inclusive environment (diverse workforce)

Goal 2: Promote staff wellbeing and professional effectiveness

Pillar 3: Engaged Community

Goal 3: Ensure community voice in district decision making

Pillar 4: Financial Stability and Efficiency

Goal 1: Ensure sustainable and equitable resource distribution

Goal 2: Maximize impact through system level alignment

Goal 3: Maintain responsible fiscal practices for long-term health

Group 2: Focused on Pillar 4 Financial Stability and Efficiency, as a whole is the foundation. Sound financials give ability to do everything else, including paying staff who provide high quality teaching.

Question 2: What are the most important near-term and long-term facilities priorities?

Group 1: Building utilization

Costs/how we serve students

Safe buildings and comfortable learning environments

Group 2: Being able to take care of our facilities

Deferred maintenance ≠ responsible

Near term: Focus on Maywood; continue to explore options with the city; land swap; land contract; use lease term to research

Question 3: What information or engagement is needed before future Board action?

Group 1: Engage with city, options (land swap, etc)

Clean data sets reviewed in draft (include narrative, sources, context - school funding, etc)

Be clear about contingencies in case of growth

Group 2: Would like an appraisal of Maywood before any potential sale

Make a clear plan for engaging with city, timeline and making it public