

Annual Meeting

October 10, 2025
2:15-3:00 PM

Agenda

BOARD BUSINESS

- Current & outgoing Governing Board Officers
- Elections/Appointments

BOARD GOVERNANCE

- Why Coherent Governance?
- CREA Governance Policies
- Financials

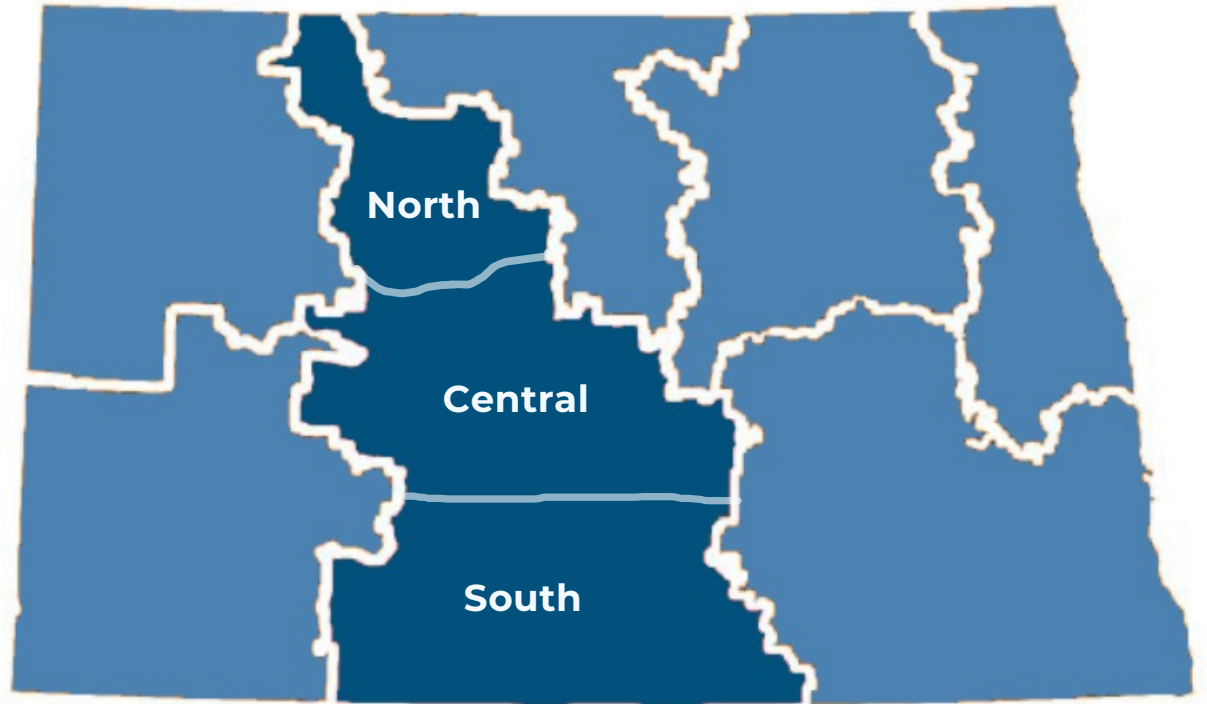
PROGRAM HIGHLIGHT

- CREA School Counseling
-

Results-Focused Governance Structure

7 Board Members

- North
- Central
- South
- School Board Members and Superintendents



CREA Governing Board Membership Changes

INCOMING

MEMBER – North (*Elected, 3-year term*)

- Celeste Thingvold, Supt., Bowbells

MEMBER – South, New Position (*Elected, 3-year term*)

- Richard Bjerklie, Supt., Napoleon

OUTGOING

Thank you for your service!

MEMBER – North (*Elected, 3-year term*)

- Jim Vannett, Board, Nedrose

25-26 CREA Governing Board Membership

MEMBER – At Large (*Elected, year 1 of 2-year term*)

- Larry Derr, Supt., Glenburn

MEMBER – North (*Elected, year 1 of 3-year term*)

- Celeste Thingvold, Supt., Bowbells

MEMBER – Central (*Elected, year 2 of 3-year term*)

- Jennifer Wallender, Board, Hazen

MEMBER – South (*Elected, year 1 of 3-year term*)

- Richard Bjerklie, Supt., Napoleon

MEMBER – Bismarck Public Schools (*Appointed, year 3 of 3-year term*)

- Amanda Peterson, Board, Bismarck

MEMBER – Mandan Public Schools (*Appointed, year 2 of 3-year term*)

- Lori Furaus, Board, Mandan

MEMBER – Minot Public Schools (*Appointed, year 1 of 3-year term*)

- Lacey Laudenschlager, Board, Minot

MEMBER – Ex-Officio – Lead Administrator (*Elected, year 1 of 1-year term*)

- Sheila Schlafmann, Supt., Turtle Lake-Mercer

25-26 CREA Governing Board Election

Position: Lead Administrator
One year term

Pre-submitted Candidate:
Sheila Schlafmann

**STRATEGIC
THEMES**



**Quality Early
Childhood
Experiences**



**Support for
Safe & Healthy
Behaviors**



**Career Awareness,
Exploration, &
Development**



**Quality
Education
Personnel**



**Quality Student-
Centered
Instruction**

**CENTURY
CODE
CATEGORY**



**Professional
Development
Activities**



**Technology
Support**



**School
Improvement
Goals**



**Student
Achievement
Data**



**Expansion &
Enrichment of
Curricular Offerings**

**ND LONG-
TERM
OUTCOMES**



**Kindergarten
Readiness**



**Grade 3
Reading
Proficiency**



**Expected
Learning Gains**



**Student
Engagement**



**Choice Ready
Graduates**



**Achievement
Disparity**

Coherent Governance Policy



**What it is &
Why we do it**

**Governance
Culture**

**Board – CEO
Relationship**

**Operational
Expectations**

Results

CREA Results Policies + Goals

Mission

The mission of the CREA is to serve a purpose and make a difference in every school, no matter how big or small.

Indicators

- 100% of schools responding 4-5 on Q “Did CREA serve a purpose?”
- 100% of schools responding 4-5 on Q “Did CREA make a difference?”
- 90% of R2, R3, and R4 indicators are met

RESULTS

100% of schools believe CREA serves and purpose and makes a difference.

67% of results indicators are met.

Direct Student Services

Programming will be offered and delivered with regularity to schools in order to provide support directly to students for schools who are unable to provide alone.

Indicators

- 100% of schools who cannot find staff retain services
- Increase # of students receiving supports to 17% by 2027
- 90% of programs will meet or exceed their impact scores

RESULTS

100% of schools who cannot find staff retain services.

22% of students are receiving supports.

79% of programs met their student impact score

Research and Design of Programming

Programs and services will be developed based on a continuous improvement process originating with school/district need.

Indicators

- Level of Efficacy: 90% of programs/services development meet the qualification of promising results before being moved out of pilot and into expansion stage.

RESULTS

4/4 new programs meet or exceed moderate results

Financials

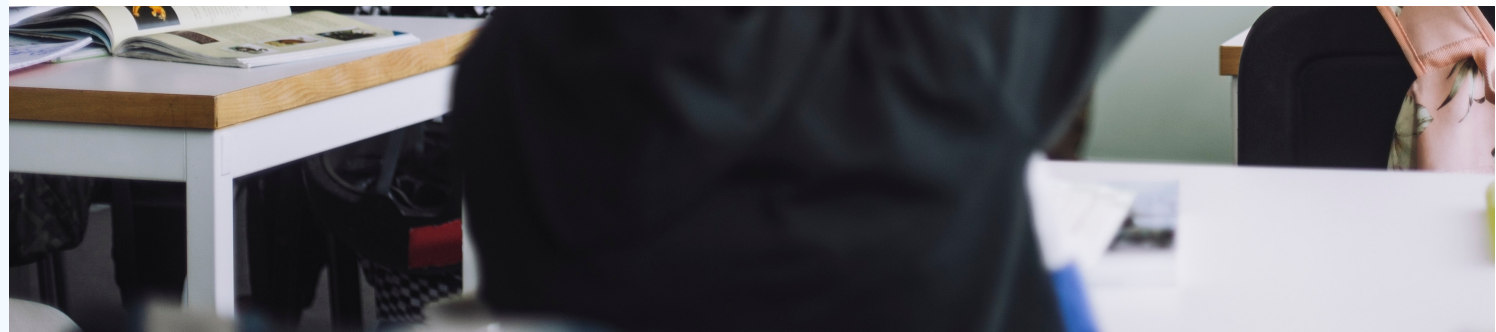


<https://qrco.de/bgKnXF>

Program Highlight



CREA School Counseling



Any other business?



crea.nd@k12.nd.us



www.creand.org



701.751.4041