

July 20, 2026
Working Meeting Board of Education
6:00 PM

The Board of Education District 54-0586, Bloomfield Community Schools, met in Working Session on July 20, 2026 in High School, Room 14. Dee Bratetic: Absent, Brady Folck: Present, Justin Jindra: Present, Casey Schmeckpeper: Absent, Deb Wragge: Present, Hally Ziegler: Present.

1.

2. Motion by Hally Ziegler, seconded by Justin Jindra, to approve the absence of Casey Schmemckpeper from this Work Session.

Dee Bratetic: Absent, Brady Folck: Yea, Justin Jindra: Yea, Casey Schmeckpeper: Absent, Deb Wragge: Yea, Hally Ziegler: Yea Motion: Carried

3.

3.a.

3.b.



Deb Wragge <dwragge@blfdbees.org>

July 20th meeting

2 messages

Casey Schmeckpeper <cschmeckpeper@blfdbees.org>
To: Deb Wragge <dwragge@blfdbees.org>

Fri, Jul 10, 2026 at 11:12 AM

Good morning Deb. I'm emailing you to let you know that I will not be able to make the July 20th meeting and asking to be excused. I have a conference in Florida. I'm In agreement and excited about the new hire of the FFA advisor. I really like that she is a local hire with young kids. I also like the hiring of a new bus driver 😊 .

Thanks Casey.

Deb Wragge <dwragge@blfdbees.org>
To: Casey Schmeckpeper <cschmeckpeper@blfdbees.org>

Fri, Jul 10, 2026 at 5:51 PM

We will miss you! I will ask the BOE to excuse you.

Have a great trip.
Deb

Deb Wragge - 402-841-6972
President Bloomfield Board of Education, Bloomfield Community Schools
311 E Benton, Bloomfield, NE 68718
87486 540 Ave, Creighton, NE 68729

"Develop a passion for learning. If you do, you will never cease to grow." Anthony J D'Angelo.

[Quoted text hidden]



BLOOMFIELD COMMUNITY SCHOOLS

BOARD SELF-ASSESSMENT EXECUTIVE SUMMARY

June 2026

BOARD IDENTIFIED AREAS OF STRENGTH:

1. **Board Operations**
2. **Board-Superintendent Relations**
3. **Policy Governance**

BOARD IDENTIFIED AREAS OF GROWTH:

(to be addressed through goals)

1. **Stakeholder and Community Engagement**
2. **Advocacy**
3. **Accountability and Student Achievement**

NASB PROPOSED BOARD GOAL:

Based upon the top identified area of need, **Stakeholder and Community Engagement**, NASB has developed one board goal for the district to consider. We recommend that the district utilize the other identified areas of need to develop additional goals going forward.

BOARD GOAL 1: The board establishes effective communications with internal and external stakeholders to promote the district's image, and to build and sustain long-term partnerships that serve education.

- 1(a) Ensure that a district report is provided to patrons annually.
- 1(b) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
- 1(c) Maintain a cohesive communications plan to inform and educate the community on district issues.

Scale: 1.00-5.00; 5.00=Strength; 1.00=Area for growth

	June 2026	July 2025
Highest Board Scoring Standard	Board Operations and Board Superintendent-Relations (both 4.94)	Board-Superintendent Relations (4.88)
Lowest Board Scoring Standard	Stakeholder and Community Engagement (4.35)	Advocacy (4.13)

STANDARD I: MISSION, VISION, & GOALS

	June 2026	July 2025
Average Board Score	4.59	4.64
Lowest Indicator(s)	a. The board includes stakeholders and the community in the development and revisions of the district's mission, vision, and goals. (4.3)	c. The board adopts a strategic plan or district goals to support the progress and growth of student learning. (4.2)

STANDARD II: POLICY GOVERNANCE

	June 2026	July 2025
Average Board Score	4.84	4.63
Lowest Indicator(s)	f. The board follows an adopted policy for referring patrons with questions, concerns, comments, or feedback to the appropriate personnel; j. The district handbooks are aligned to district policy. (both 4.5)	c. The board completes a full review of the policy manual within a one-to-three-year period of time. (3.8)

STANDARD III: STAKEHOLDER AND COMMUNITY ENGAGEMENT

	June 2026	July 2025
Average Board Score	4.35 – Lowest Standard	4.47
Lowest Indicator(s)	c. The board ensures that a district report is provided to patrons annually. (3.8)	c. The board ensures that a district report is provided to patrons annually. (4.0)

STANDARD IV: ACCOUNTABILITY AND STUDENT ACHIEVEMENT

	June 2026	July 2025
Average Board Score	4.54	4.28
Lowest Indicator(s)	c. The board reviews student achievement data to support the identification of priorities and allocation of resources. (4.0)	c. The board reviews student achievement data to support the identification of priorities and allocation of resources; e. The board seeks input from staff to develop and grow instruction and learning. (both 3.7)

STANDARD V: ADVOCACY

	June 2026	July 2025
Average Board Score	4.45	4.13 – Lowest Standard
Lowest Indicator(s)	e. The board appoints an advocacy committee to benefit and facilitate effective communication between the district and the state senator(s). (3.7)	e. A board appoints an advocacy committee to benefit and facilitate effective communication between the district and the state senator(s). (3.5)

STANDARD VI: DISTRICT RESOURCES

	June 2026	July 2025
Average Board Score	4.63	4.37
Lowest Indicator(s)	d. The board reviews and adopts a master facility plan to support a safe and effective learning environment districtwide; h. The board engages the public in discussions regarding the budget and facility plan. (both 4.0)	e. The board reviews and adopts a master facility plan to support a safe and effective learning environment districtwide. (3.5)

STANDARD VII: BOARD OPERATIONS

	June 2026	July 2025
Average Board Score	4.94 – Tied Highest Standard	4.79
Lowest Indicator(s)	N/A – Indicators f, h, and i all scored 4.8.	l. The board sets goals following the self-assessment. (4.2)

STANDARD VIII: BOARD-SUPERINTENDENT RELATIONS

	June 2026	July 2025
Average Board Score	4.94 – Tied Highest Standard	4.88 – Highest Standard
Lowest Indicator(s)	N/A – Indicators b, g, and i all scored 4.8.	f. The board and superintendent share responsibility for the orientation of new board members. (4.3)

STANDARD IX: PROFESSIONAL DEVELOPMENT

	June 2026	July 2025
Average Board Score	4.74	4.43
Lowest Indicator(s)	a. The board and superintendent share responsibility for the orientation of new board members. (4.2)	a. Each board member regularly participates in board development opportunities; b. The board participates in professional development regarding board-superintendent relations. (both 4.3)

INSTRUCTIONS FOR NEXT STEPS:

- Schedule and advertise a board work session to review the results of the assessment
- Discuss the success of the board and consider areas of growth
- Establish goals to address areas of growth, define performance indicators to measure progress, and set timelines to review, update and amend goals as progress is realized

Or,

If the board would value additional support from the NASB Board Leadership Department to facilitate the development of goals, a board retreat will be scheduled. A board retreat fee will be assessed plus reasonable travel expenses.



Bloomfield Community Schools Board Self-Assessment

June 2026



Board of Education

Deb Wragge, President

Dee Bratetic

Brady Folck

Justin Jindra

Casey Schmeckpeper

Hally Ziegler

Collective Standard Averages

(listed highest to lowest)

4.94 - Standard VII: Board Operations

4.94 - Standard VIII: Board-Superintendent Relations

4.84 - Standard II: Policy Governance

4.74 - Standard IX: Professional Development

4.63 - Standard VI: District Resources

4.59 - Standard I: Mission, Vision, and Goals

4.54 - Standard IV: Accountability and Student Achievement

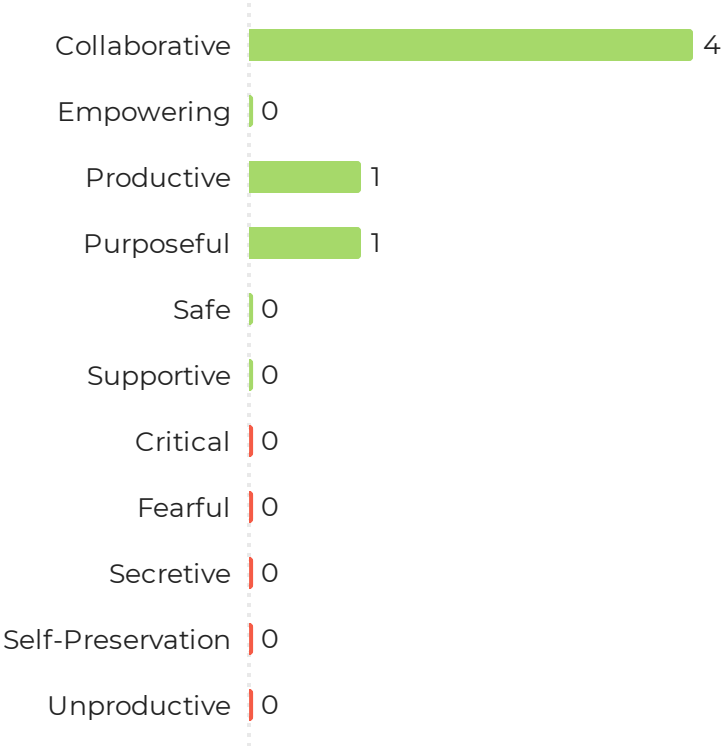
4.45 - Standard V: Advocacy

4.35 - Standard III: Stakeholder and Community Engagement

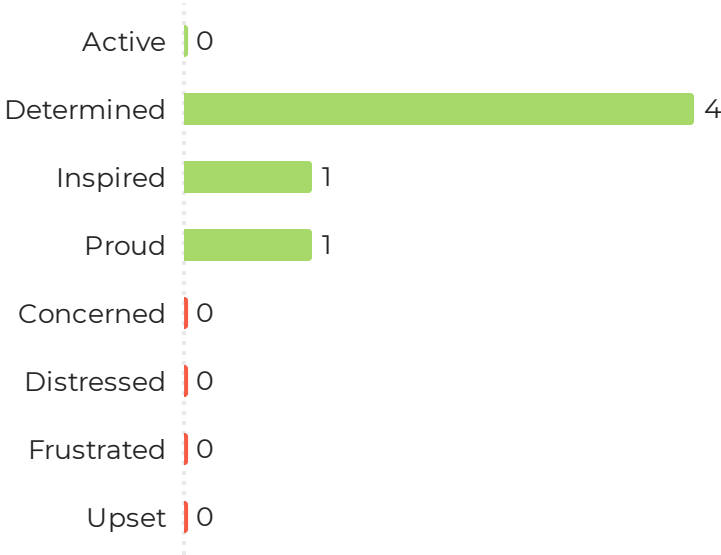
Averages range from 1.00-5.00 with averages closer to 5.00 indicating strengths and averages closer to 1.00 indicating areas for growth.

Board Culture and Teamwork

What word would you use to describe the climate of the board:

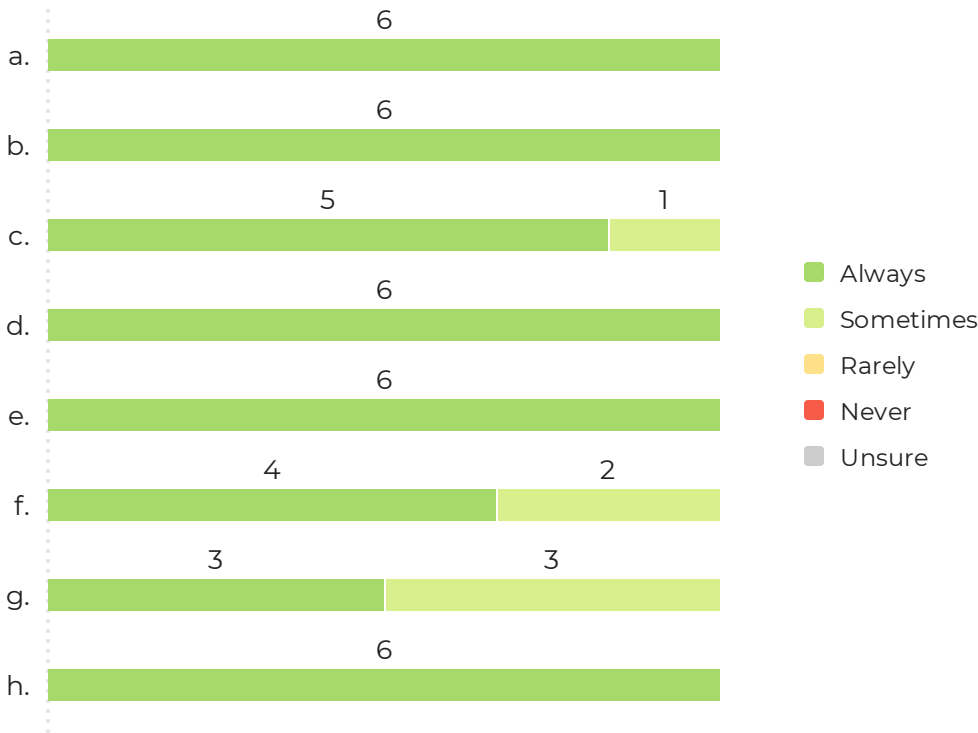


What word would you use to describe your general framework of mind following a board meeting:



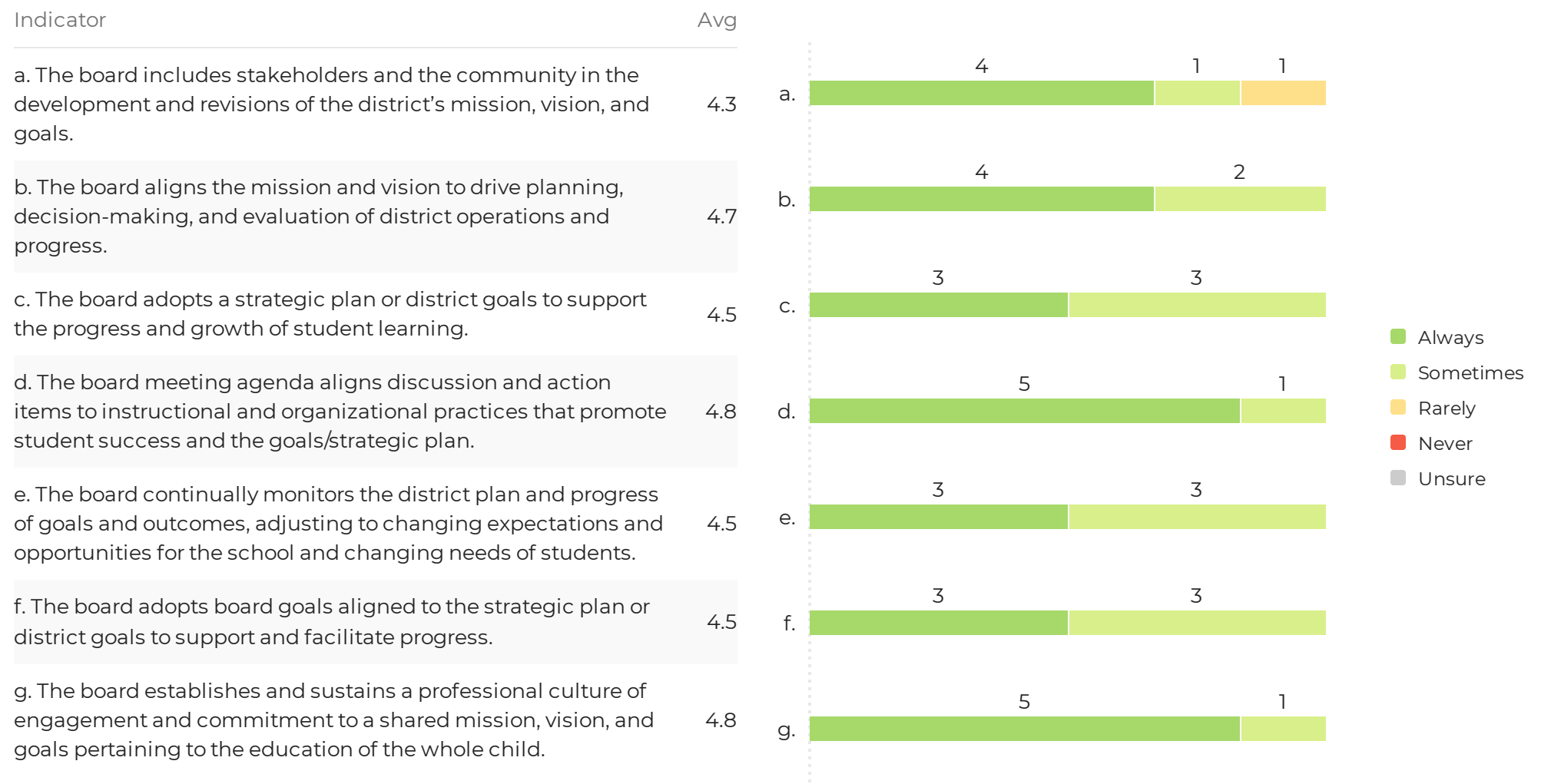
Board Culture and Teamwork

Indicator	Avg
a. There is cohesiveness and collaboration among board members.	5.0
b. There is respect for diverse viewpoints and cultures.	5.0
c. Board member decisions are based on the best interest of students and good stewardship of school resources.	4.8
d. There is effective conflict resolution among board members.	5.0
e. Communication among board members is respectful.	5.0
f. Communication among board members is effective.	4.7
g. Board members are well informed on issues related to the district.	4.5
h. Board members promote an environment of transparency, trust, learning, and continuous improvement.	5.0



Standard I: Mission, Vision, and Goals

Benchmark for Success: The board annually reviews the district’s mission, annually adopting board and district goals to support the long-term vision.



Values are as follows: Always - 5 Sometimes - 4 Rarely - 2 Never - 1 Unsure - 3

What areas of strength did you identify within this standard? Why?

After several years of just trying to keep our heads above water financially we are finally in a position to look at some longer term things

Our vision, mission and goals are recited at every meeting to help keep us focused and on track

Recently revised, the Strategic Plan was developed with input from the administrative team. BOE meetings are well-organized and focus on curriculum, instruction, the BOE Action Plan, and the Strategic Plan. A culture of engagement and shared commitment to the mission and goals is emphasized throughout the district.

The strength with our board is that we are constantly learning from our past and going to NSAB events to continuing to get information from other views

We involve the community and stakeholders with our revisions of the districts mission, vision and goals

We recently reviewed the mission, vision, and goal statements and had a strategic plan discussion with a lot of great accomplishments.

What are the areas within this standard that the board needs to improve and grow?

While we monitor the district plan, the strategic planning was put on hold for awhile. We are slowly getting back to our strategic plan.

While the Mission, Vision, and Goals reflect community and board representation, most decisions/revisions are made by faculty and staff as a part of the District Action Planning process. The BOE needs to take a stronger leadership position in this case.

We need to continue to try and get more of our Stakeholders to our meetings to get their perspective on their ideas and feelings

To continue to look at all areas with an open mind

Once long term items are decided on we need to be committed to getting them accomplished

Keep focused on reaching goals and continue to ask admin for updates on these goals.

Standard II: Policy Governance

Benchmark for Success: The board continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.



What areas of strength did you identify within this standard? Why?

The amount of time we have spent on review and updating our policy speaks volumes to our board's dedication and commitment to our role as board members. By reviewing it and revising policy, we as board members get more familiar with what our policy states.

The board reviews the policies on schedule and updates them per legal counsel and admin recommendations

With good leadership we have reviewed all policies and regularly update others when needed.

We have adopted a schedule for regular review, revision, and adoption of policy. We subscribed to the tool SPARQ Publishing. Alignment of policy to all district handbooks is a must.

We have went from no documented policy reviews in almost a decade to a very detail oriented review process now.

We as a board take our school policies serious. Always looking at the students best interest while discussing and revamping them.

What are the areas within this standard that the board needs to improve and grow?

We need to keep in mind the best interest of our students while discussing our policies.

Board members will come and go but it's very important that we continue the standard of reviewing policy in a timely manner

The BOE needs to take a stronger leadership role and clarify the board's authority in this case.

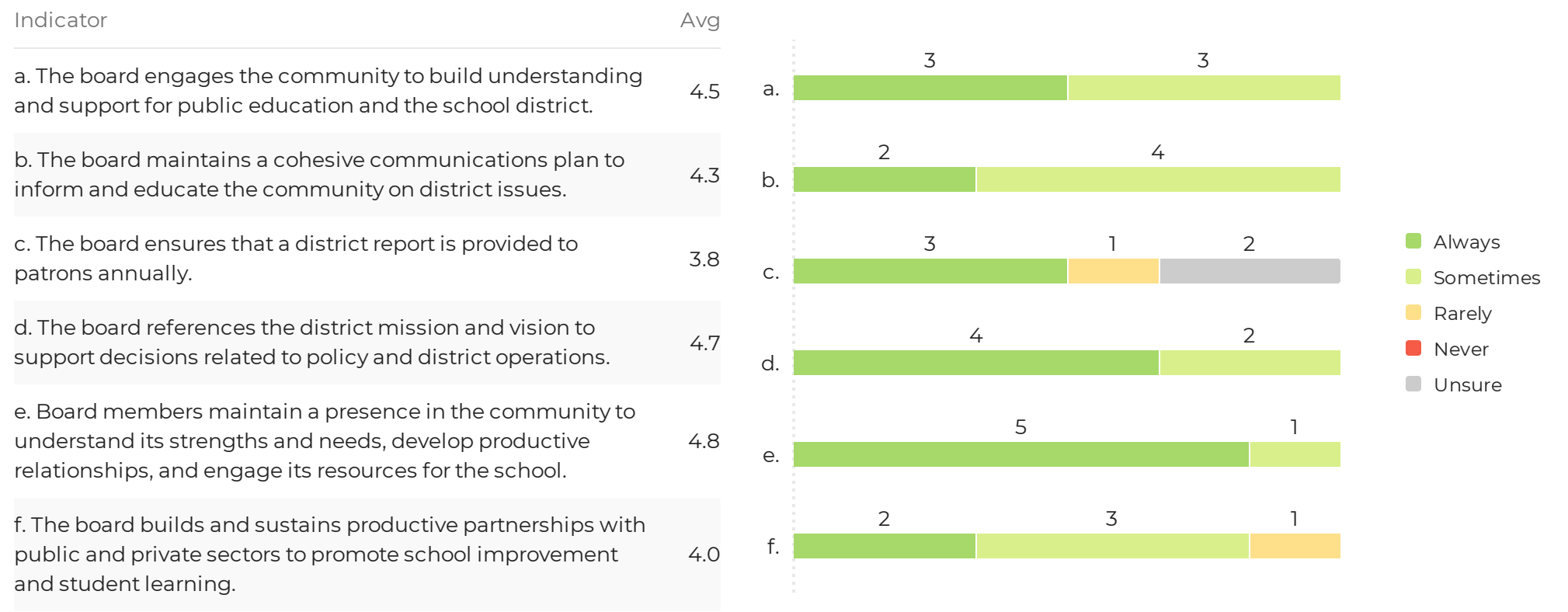
Many documents are codependent. At times there are discrepancies between policy and handbooks.

To continue to ensure policies are fair and unbiased and followed by all

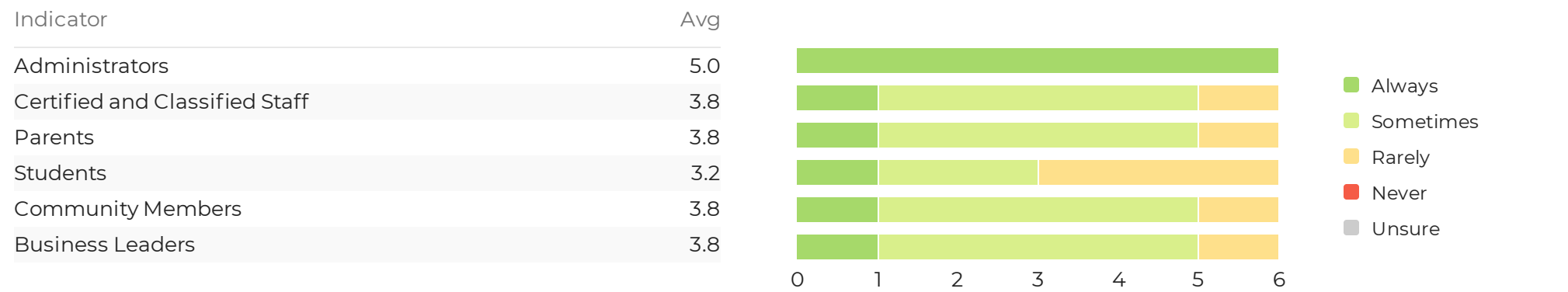
While we have made hug strides in updating our policy, we need to really make sure all of the cross references agree with what is stated in policy.
example: any and all handbooks (student, staff, parents ect.)

Standard III: Stakeholder and Community Engagement

Benchmark for Success: The board establishes effective communications with internal and external stakeholders to promote the district's image, and to build and sustain long-term partnerships that serve education.



The board seeks input when setting goals from internal and external stakeholders, including:



What areas of strength did you identify within this standard? Why?

Our Admin is always talking to our stakeholders around town and at activities getting their feelings and input and then reporting back to the board.

The BOE is a very active presence in the community. It strives to maintain two-way communication.

The board understands the importance of communication with the community and has had discussions on the best ways to improve this area.

The current boards foot print inside the community is very strong. I feel like the diversity of interests of our 6 board members along with the mutual respect between the 6 of us(2 things that haven't always been common among our school board) are big reasons for our successes and progress these last 2 years

This board values the input of our administration team. We rely on them to bring feedback from the certified and classified staff to the meetings.

We work to get more outside input from our community and business leaders

What are the areas within this standard that the board needs to improve and grow?

We need to find a way to get more stake holders to our meetings to get their input

The BOE needs to build stronger partnerships with the public and private sectors.

I wish we could get a better pulse on the students and see what or how they feel about our district and how we can better serve them. Needs, wants, goals of the students

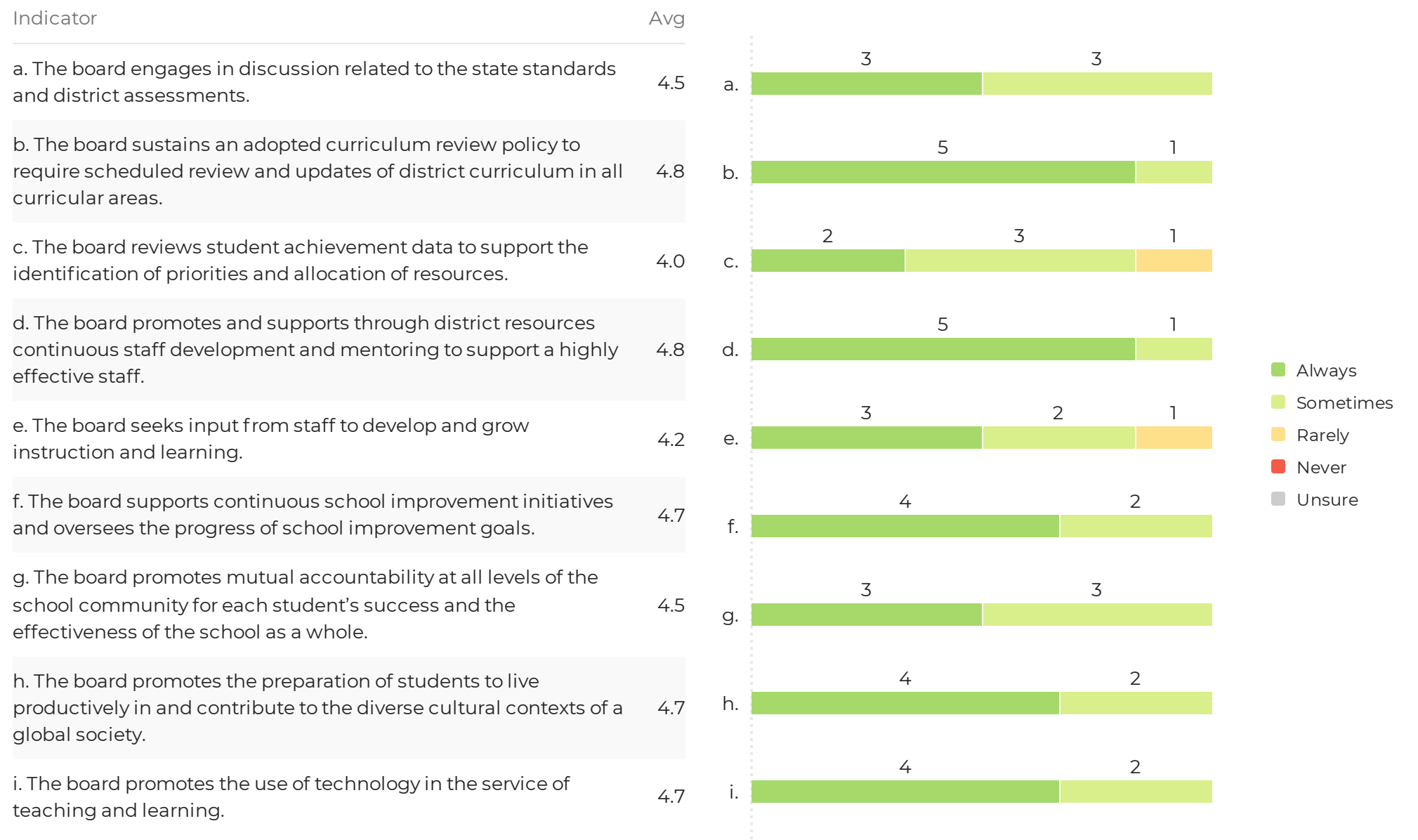
For certain topics there should be more input from staff, students, and community before proceeding.

Finding a way to get the community and business leaders to be more involved with our goals.

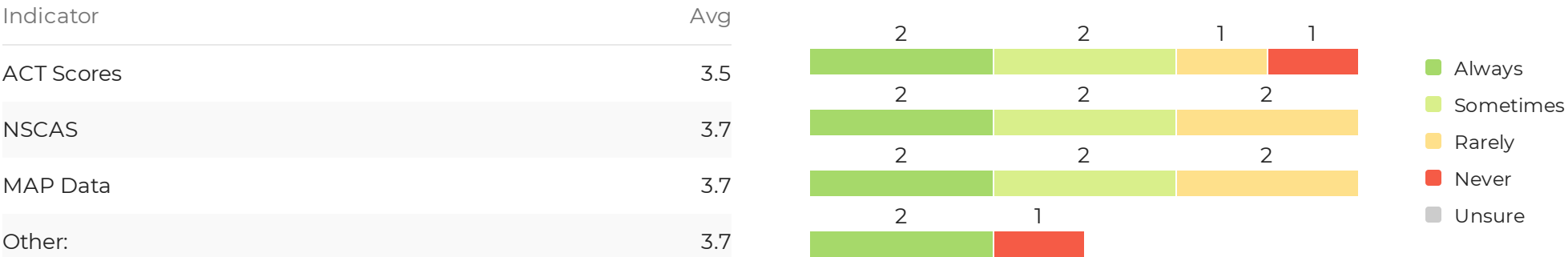
Communication with a whole community is hard and it's a be we ending job. Just have to keep plugging away at it

Standard IV: Accountability and Student Achievement

Benchmark for Success: The board continuously monitors the progress of district goals utilizing data to support growth and promote shared accountability for maximizing student achievement.



The board reviews data to monitor and assess the progress of student learning. Data may include:



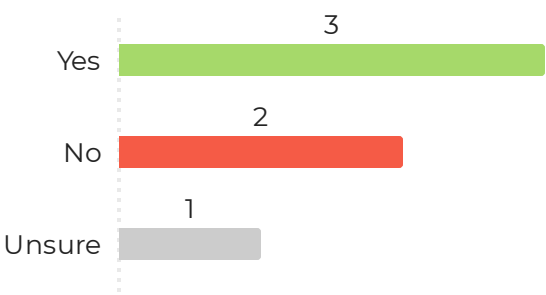
Other:

DIEBELS & other Reading assessments

Who are the underrepresented groups in your school district?

- Patrons who are willing to serve on the school board
- The Paras seem to need more pay or benefits in my view for the work they do. But with the current budget we can not.
- Unknown
- Native American, Hispanic
- non English speaking families
- ESL learners, physically challenged students

Has the district intentionally engaged stakeholders who are members of the underrepresented groups?



What are the barriers to more equitable outcomes?

- I don't believe outcomes in our district follow an ethnic group line. Outcomes are more closely related to home life.
- It's a large commitment where a lot of people will tell you what your doing wrong but very few will tell you when your doing a good job
- Language and understanding
- Language barriers, accommodations for mobility in the schools
- More budget help from the State. instead of giving more money to bigger city districts more rural districts could use it also
- Unknown

What areas of strength did you identify within this standard? Why?

When the administration team has the score results, they report on them in a timely maner

We are continually working to find avenues to support all of our students

Data benchmarks have recently been shared with the board and productive discussions followed.

Continuous staff development is effective and timely. School Improvement initiatives are supported. We promote mutual accountability for student success and recognize the diversity and needs of our students across the grades.

The board is very open to hearing from staff,admin, anyone qualified on how we can best serve our kids

Our Admin gives the board great reports almost every meeting on how our students are excelling or sometimes how they need to improve. Then gives us examples on how we as a board can help give them more resources. We as a board once a month do a spot light on a student or students that went above and beyond what's asked of them in the classroom.

What are the areas within this standard that the board needs to improve and grow?

It would be nice to see the raw test scores over the various tests our kids do over a multiple year span to better understand what areas we can improve on. I understand the tests aren't necessarily the same year after year but testing is testing

Staff, admin, and board should encourage the hard discussions about what is and is not working. We also need to realize that less technology in the classroom may be better in certain situations.

The board needs to be firmer with the administration team when asking for specific results. Yearly progress in the different grades to make sure we have the teaching skills needed to help the students thrive at these tests. The board has asked repeatedly for these specifics and we never seem to get concrete answers

We as a board can always do more to make sure we are egiving our students the best technology or class room material to help them exceed

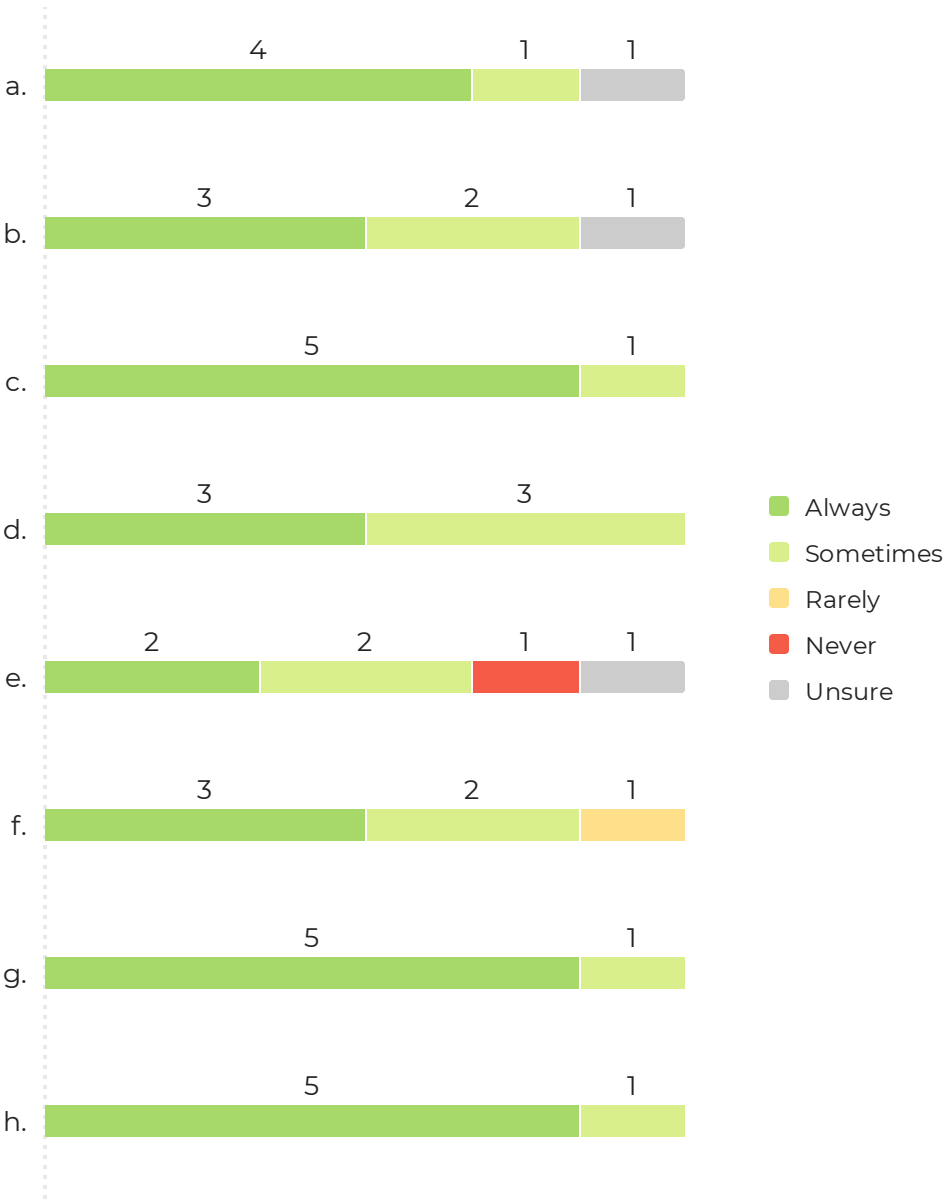
We need to work towards making sure our district has the all resources we need to effectively give our students what they need to be able to move forward after high school.

While the administration shares longitudinal student achievement data with the BOE, it prefers not to share Cohort Data for fear of student achievement..

Standard V: Advocacy

Benchmark for Success: The board advocates for children, public education, learning, and equity to support improved student outcomes for all students.

Indicator	Avg
a. The board follows an adopted policy for communicating with state senators the district's questions, concerns, comments, or feedback regarding proposed legislation.	4.5
b. The board adopts an advocacy calendar and belief statements to align advocacy efforts before, during, and after the annual Legislative Session.	4.3
c. The board maintains legislative awareness and communications with area schools, local and state representatives, and stakeholders regarding potential and/or proposed legislation.	4.8
d. The board and superintendent attends the Legislative Issues Conference and engages NASB as a support system during the Legislative Session.	4.5
e. The board appoints an advocacy committee to benefit and facilitate effective communication between the district and the state senator(s).	3.7
f. At the close of the Legislative Session, the board analyzes the work and effectiveness of the district's advocacy role during the session.	4.2
g. The board ensures each student in the district has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	4.8
h. Board members advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.	4.8



What areas of strength did you identify within this standard? Why?

the board is active in discussing the ever changing policies and statutes going on at the state capitol

We keep the legislative updates incorporated in our meetings to stay current with the State and local happenings

The board is regularly updated on legislative issues from the superintendent and actively advocates for the school.

For the past four years, BOE members have attended the State conference. Each finds their attendance valuable and returns with insights and ideas to better our operation. Discussions of Legislative goings-on and the passage of legislation are an active topic at BOE Meetings.

We are always getting update emails from the legislature and reviewing them.

The board has done a very nice job of getting educated itself and speaking up for the district when needed

What areas of growth did you identify within this standard? Why?

We need to continue to work on this area by keeping in touch with our senators and following the legislation.

The board needs to be more active in contacting senators because there have been many legislative bills introduced that would be detrimental to public schools.

The Mission, Vision, and Goal statements are created, adopted, and passed up to the BOE. The BOE has limited involvement in their creation and implementation.

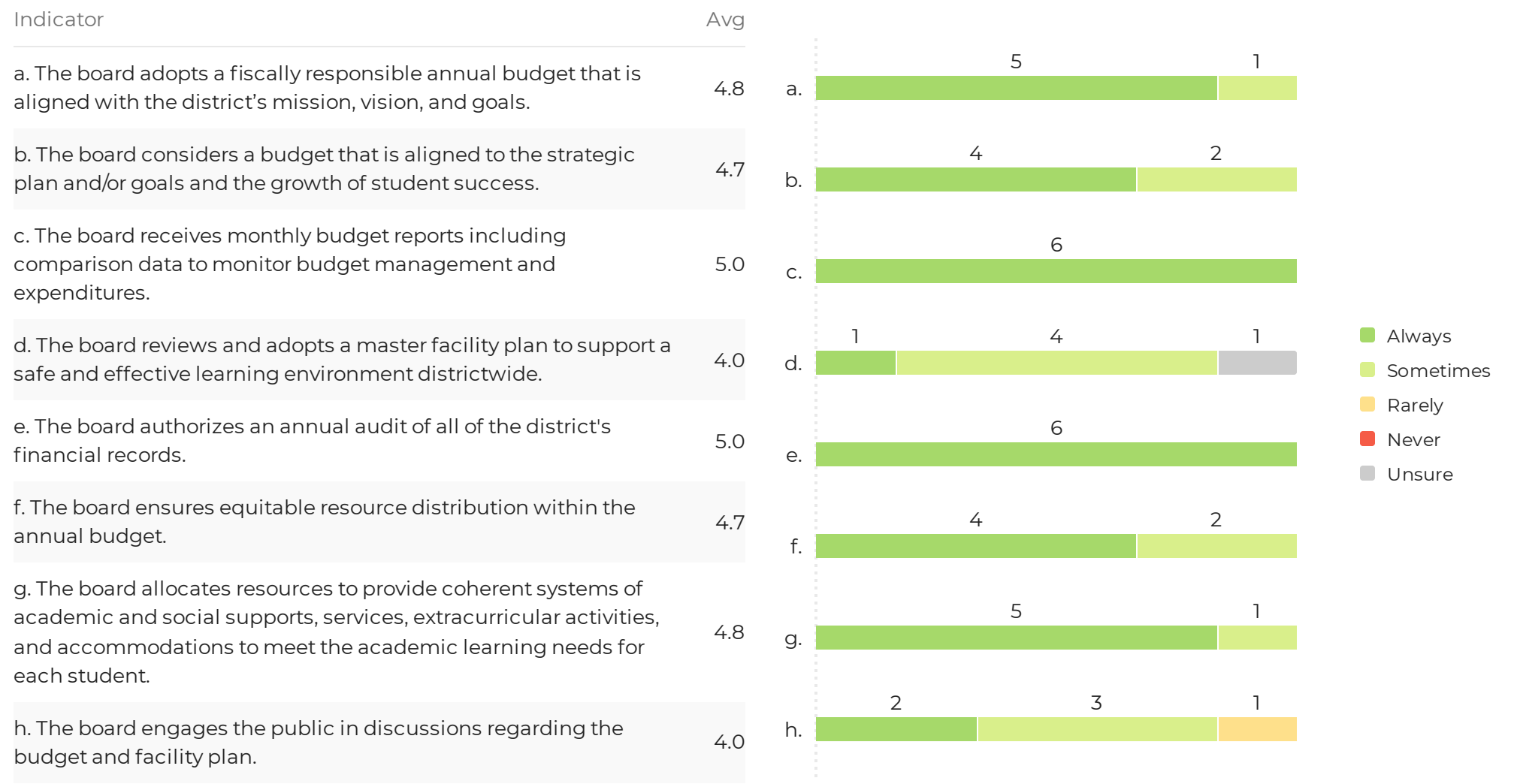
Seeing what is getting passed through the legislature and how we can use the new laws

Our senators are a pain in the butt and I don't believe they actually have our best interests in mind however we could do a better job of reaching out to them when bills that really hurt us come around

I am unaware if we have an advocacy committee

Standard VI: District Resources

Benchmark for Success: The board aligns and manages district resources in a responsible manner to meet goals and to promote growth of student achievement.



What areas of strength did you identify within this standard? Why?

The board has a better grasp of the budget at this point. The financial difficulties were an issue in the past but working with Karl has been a tremendous asset to our budget and financial planning

The board reviews the budget at each meeting with a financial report showing us where we are at.

We have improved greatly on our knowledge of the budget process and have strengthened the financial position of the district.

The budget and budgeting process have vastly improved over recent years. The BOE has taken a more active role. The hiring of Carl Dietz to assess, coach, and review the budgeting process and the budget itself has been a life-saving action by the BOE.

Our admin is doing a great JOB with preparing a budget for us to improve. We as board are constantly every month go over were we are at on percentage for our budget and we we need to spend more or cut back.

Budgeting has been a real priority these last 2 years and it shows. From cost saving measures to actually having some money in reserves now we are in such a better place. This likely makes the view of us from the outside looking in better too

What are the areas within this standard that the board needs to improve and grow?

Do we have a master facilities plan? We talk about a variety of things from heaters, AC units and roofing but idk if I've ever seen a master facility plan

Essential offerings like science should not take a back seat to CTE offerings. We must prioritize needs over wants until our fiscal position allows us to provide both.

It would be to the BOE's best interests to adopt a formal facilities plan. The current process needs to be incorporated into the Strategic Plan.

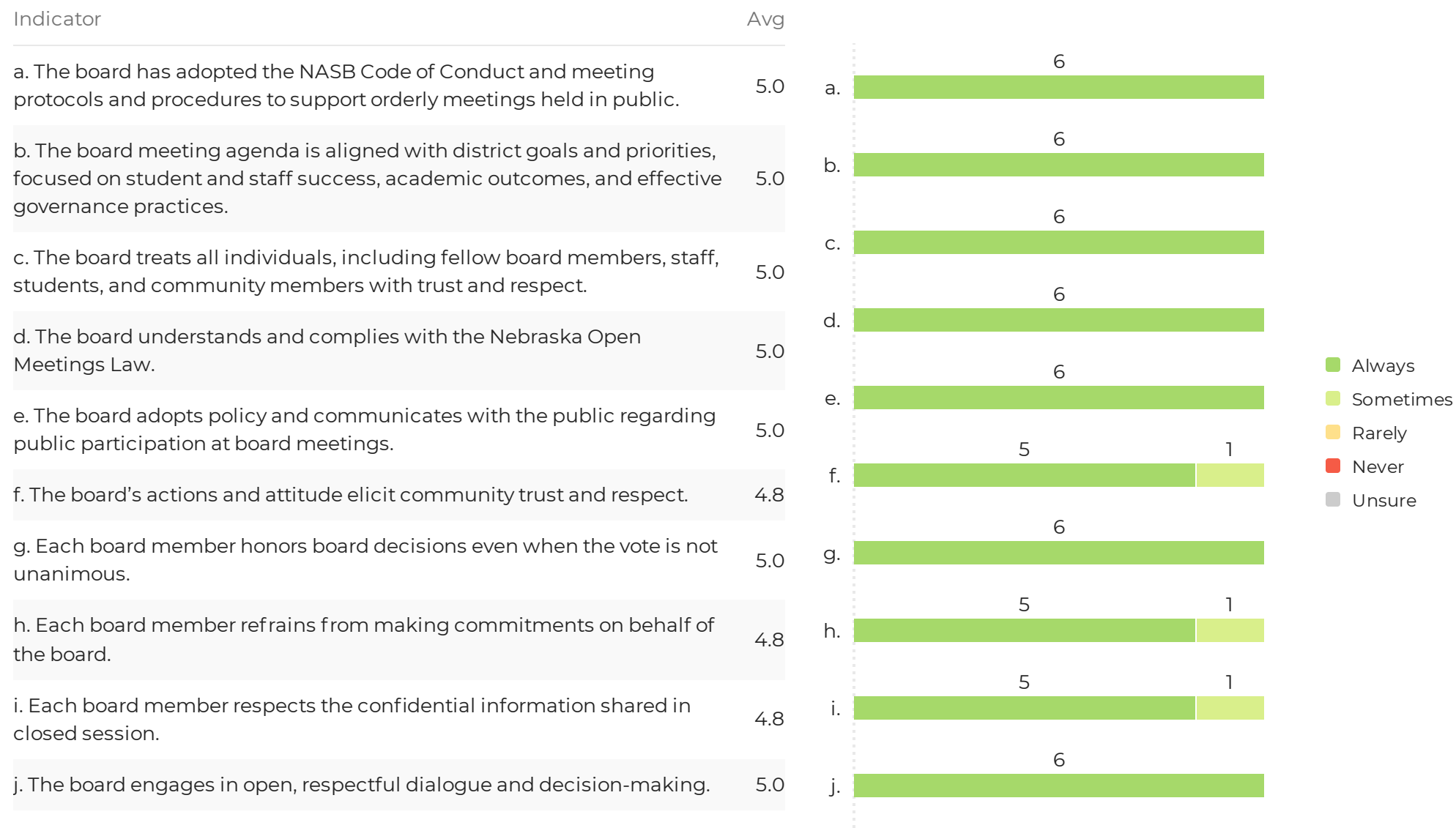
Keep a watchful eye on were we are spending to much and spend to less

We don't seem to engage the public in our budget discussions. Our public rarely engages with the board by coming to meeting to find out what out budget is like.

We need to make sure we are spending our resources in a manner to where we are fulfilling our students needs that support a higher education

Standard VII: Board Operations

Benchmark for Success: The board ensures meetings are effective, efficient and orderly; focused on policy, proper board governance, and conduct.



What areas of strength did you identify within this standard? Why?

As a board, we work hard at communicating openly and honestly with other board members, the admin staff, and any patrons at the meetings

We conduct our meetings with respect and integrity and work to take care of the business at hand.

We have great leadership and a very cohesive team. Communication is respectful, honest, and productive.

The BOE shines in this standard. We have worked diligently to implement and adhere to the standard's intent and use.

I believe the internal board support and respect between the 6 of us is about as strong as it's ever gonna get. From being able to disagree, call a spade a spade, back each other up in conversation when needed. I am very impressed with how well we work for our students.

We as a board follow everything from the State NSAB guidelines. We are respectful to every member on our board.

What are the areas within this standard that the board needs to improve and grow?

I think every board can improve but at this time I can't seem to think of anything

There is always room for growth

The BOE must continue to grow and implement all of these indicators. It can be all too easy to "slip" into complicity and assume each member is following these indicators with fidelity. From time to time, it is all too easy to fall into complacency.

Community trust will always be a work in progress because many people choose to spread rumors without being fully informed.

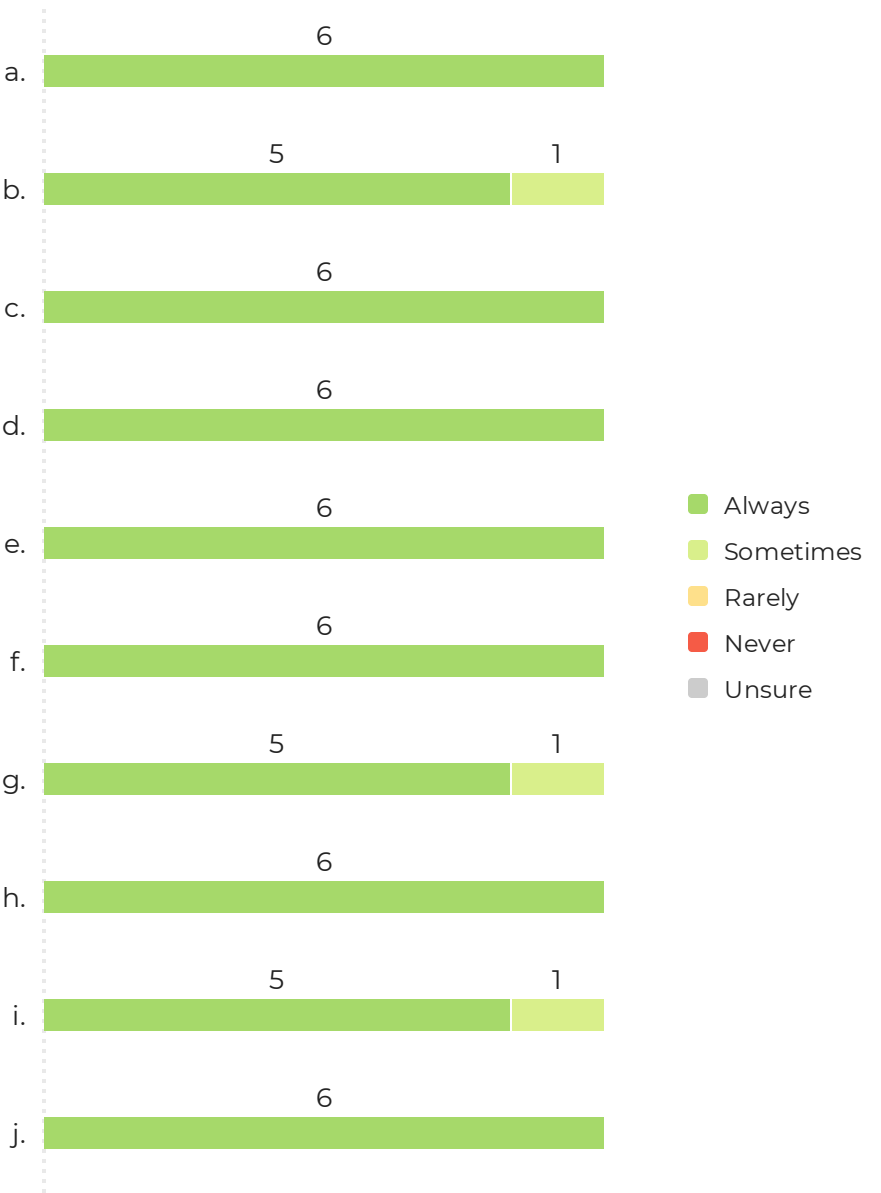
To continue to work towards doing what is best for all of our students and to continue to earn the trust and support of the community

We could try to engage our public more to come to our meetings to find out what is happening in the district

Standard VIII: Board - Superintendent Relations

Benchmark for Success: The board and superintendent establish and sustain a professional and collaborative working relationship to support and advocate for growth and student achievement.

Indicator	Avg
a. The superintendent's job description states expectations, clarifies authority, is consistent with policy, and is reviewed by the board regularly and revised as needed.	5.0
b. The board and superintendent have clearly defined roles and accountability.	4.8
c. The board provides clear expectations for the superintendent's performance, collaboratively sets annual performance goals, and evaluates the superintendent accordingly.	5.0
d. The superintendent's contract renewal and deadline process are clear and the board and superintendent honor the appropriate dates to comply with the contract.	5.0
e. The board works with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communications.	5.0
f. The board empowers and motivates the superintendent to the highest levels of professional practice and to continuous learning and improvement.	5.0
g. The board promotes the personal and professional health, well-being, and work-life balance of the superintendent.	4.8
h. Using policy, the board delegates authority to the superintendent to manage district operations and implement policy.	5.0
i. The board and superintendent demonstrate collaborative problem solving and decision-making.	4.8
j. The board thoughtfully consider the superintendent's recommendations prior to making decisions.	5.0



What areas of strength did you identify within this standard? Why?

We the board have tremendous faith in our Admin. The superintendent follows our policies with pride and when he does have questions even with spending he lets the board know.

Our board/super relationship is strong. We are able to colorfully discuss things when needed and still arrive at solutions that best benefit our kids

The willingness to lead, serve, and support all aspects of district and academic leadership.

The board has a strong working relationship with the superintendent. We value his knowledge, input, and decisions.

The board and Superintendent work very well together and we all have the best interest of all of the students at heart

The board and super have a well established working relationship. It is mutually respectable.

What are the areas within this standard that the board needs to improve and grow?

the board and super need to make sure that each is heard correctly. there have been a couple of time when things were said in the meetings, but were interpreted differently after,, making the board question what actually was done or said.

To continue to build the superintendent/board relationship while having the best interest for our district and students as the top priority

At times the board has overstepped our role when the decision should have been made by the superintendent. The superintendent has also lacked in communication at times to where the board did not feel informed on decisions they needed to make.

There are times when the administrative and gubernatorial duties of the superintendent and the BOE have been conducted with great gravity. Fortunately, honest and forthright discussions have taken place where a mutually agreed-upon solution has been determined.

The admin can always improve but at this point in time he has our full trust .

Need to be networking to try and find the next super when Mr. Strom moves on

Standard IX: Professional Development

Benchmark for Success: The board and superintendent participate in continuous and appropriate training and professional development to build shared knowledge and values.



What areas of strength did you identify within this standard? Why?

All members have been committed to growing our knowledge by participating in development and learning opportunities

Our yearly self assessments benefit us as a board and we can only grow stronger by know how our members feel

Really proud of how we try to get new board members prepared now and the efforts existing board members make to continually educating themselves

The willingness to learn and do what was presented, absorbed, and then practiced as a part of the BOE members' service to the BOE.

We are continually trying to improve our skills to help the district. I feel our learning opportunities have made us very well informed and motivated to change for the better.

We as a board attend all most all NSAB training and conferences as a whole team. Along with our Admin.

What are the areas within this standard that the board needs to improve and grow?

Always looking of new ways to learn new ideas

N/a

This past school year, the BOE was less active in board development activities. This is not necessarily a “check mark” against the BOE. This “break” has allowed the BOE to put into practice lessons learned and the ability to make these learnings our own.

Some of the conferences can be like drinking through a fire hose. We need to filter out the parts that are less practical to implement in our district and instead focus on what topics can be applicable to our school.

To continue to grow and learn together by attending workshops and taking advantage of the development opportunities we are given

It is hard to go to all of the extra learning opportunities that board members have, due to work or other conflicts, but I feel our board is willing to go when possible

Conclusion

From the board perspective, what is the greatest student need in your district?

Making our budget and finances secure to ensure the student's needs are met

We are in need of a Chemistry/Physics teacher with possibly some business class offerings

Resources. We would love to provide CTE, STEM, business, etc. We also have a need for splitting an upcoming kindergarten class. More funds would allow us to hire staff, but we can't put more burden on the local taxpayers.

Our students need a deeper understanding of the purpose and necessity of a BOE. It appears from time to time that the BOE's governance position is misunderstood and misinterpreted regarding its purpose and goals in district leadership and operations.

The greatest need for our students is that we can offer everything the student needs to grow in the present and for the future. We strive to offer every student the best possible education we can and will never stop.

Long term stability

Are there areas about the culture/climate of the board that you have not had the opportunity to address in the above questions?

Our BOE has been blessed to have newly elected and current members who work well together, challenge each other, and work toward a common goal: student education. This BOE has not had a BOE member with an agenda in its most recent years of operation. May this trend continue for the good of the district and the students' education.

Not at this time

No

No

I've really enjoyed working with these board members. Everyone truly cares about these students and wants the best for the district. This team leads with passion, but at the same time is very welcoming to all members' ideas and opinions.

I feel the board is in a good place and we are heading in the right direction

Data-Driven Dialogue
Modified CLEE Protocol
(Center for Leadership & Education Equity)

This protocol builds awareness and understanding of the participant's viewpoints, beliefs, and assumptions about data while suspending judgments. All participants have an equal voice. The 3 phases of data-driven dialogue assist groups in making shared meaning of data.

The dialogue tool helps to replace hunches and feelings with data-based facts, examine patterns and trends of performance indicators, and generate "root-cause" discussions that move from identifying symptoms to possible causes.

To effectively use this tool, participants base your observations and "Ah-Ha's" using the [BCS Board Self-Assessment June 2026](#) and [the BCS Self-Assessment Executive Summary June 2026](#) as your data source.

Phase I Predictions

Private Think Time - Please reflect privately and record several preliminary thoughts about the data.

- I assume...

- I predict...

- I wonder...

- My questions/expectations are influenced by...

- Some possibilities for learning that this data may present...

Phase II Go Visual

Using a Data Wall - Recreate the data visually on large sheets of paper. Participants will mark up the data to better understand it (e.g., highlight trend lines in different colors, perform calculations and chart them, and color-code parts of the data that relate to one another). Participants might create visuals individually, in pairs, or in triads.

Phase III Observations

We will engage with the actual data and note only the facts we can observe in it. *Conjectures, explanations, conclusions, and inferences are off-limits.* We will make statements about quantities (e.g., Over half the...), the presence of certain specific information and/or numerical relationships between ideas.

Private Think Time

Before beginning Phase III Observations dialogue, please study the data privately and record several of your observations. **Remember: Just the facts!** If you catch yourself using the following words, then stop. *Because... Therefore... It seems... However...*

- I observe that...
- Some patterns/trends that I notice...
- I can count...
- I'm surprised that I see...

Phase IV Inferences

We will (a) generate multiple explanations for our Phase III Observations; (b) identify additional data that may be needed to confirm/contradict your explanations; (c) propose solutions/responses; and (d) identify data needed to monitor implementation of your solutions/responses.

Private Think Time

Before beginning Phase IV Inferences dialogue with the other BOE members, please reflect privately, using one or more of the following thought starters to prompt your thinking:

- I believe the data suggests... because...
- Additional data that would help me verify/confirm my explanations is...
- I think the following are appropriate solutions/responses that address the needs implied in the data...
- Additional data that would help guide implementation of the solutions/responses and determine if they are working...