



Waterville-Elysian-Morristown

ISD #2143

Proposal of Consulting Services for Comprehensive Strategic Planning

December 11, 2023

IN PARTNERSHIP WITH

TEAMWORKS
EDUCATION LEADERSHIP SOLUTIONS

PREPARED FOR:	PREPARED BY:
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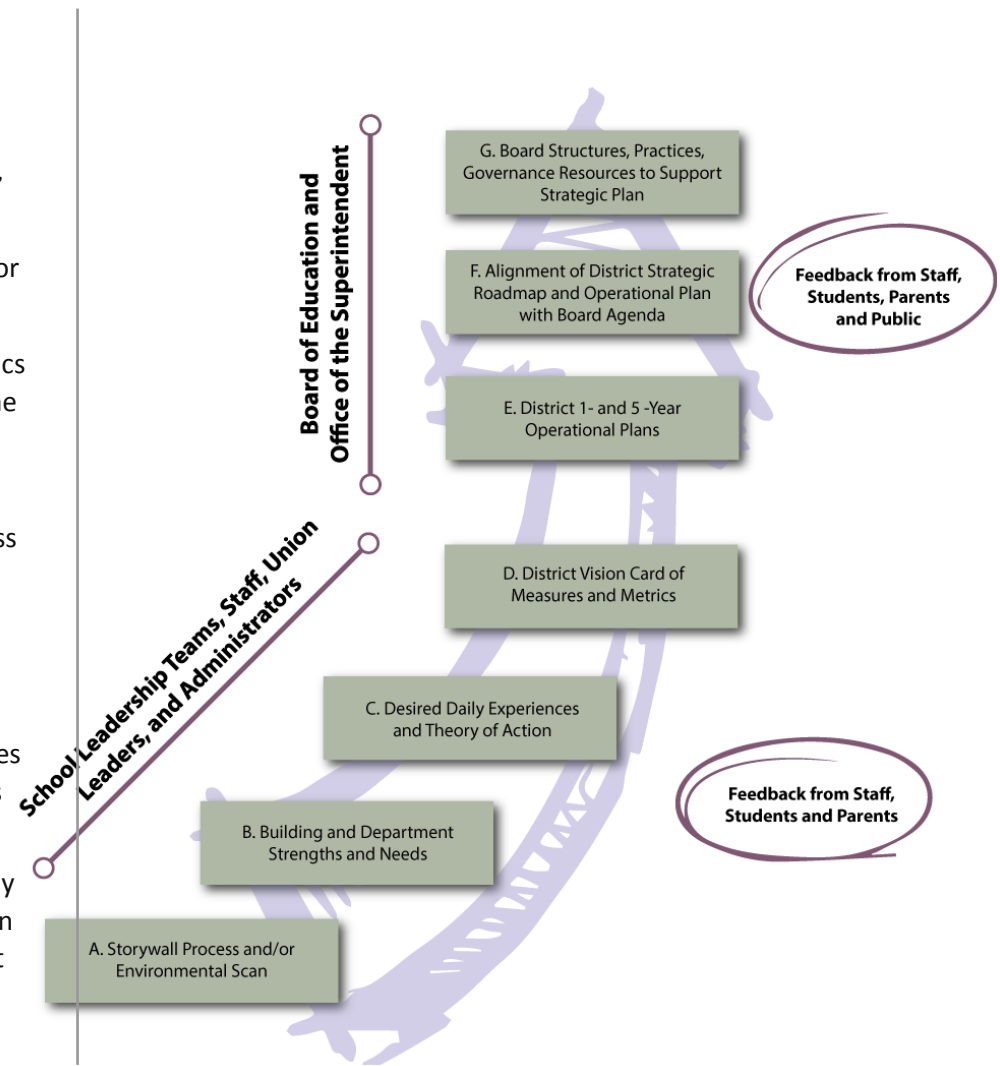
OVERVIEW

Waterville-Elysian-Morristown Schools Superintendent John Regan has requested TeamWorks of Centerville, Minnesota, provide the following Proposal for Services DRAFT to assist the district in comprehensive strategic planning and continuous improvement.

The following proposal outlines the **Classroom to Boardroom Strategic Planning** services that may be provided by TeamWorks. Our initial fee estimates are described on page 10.

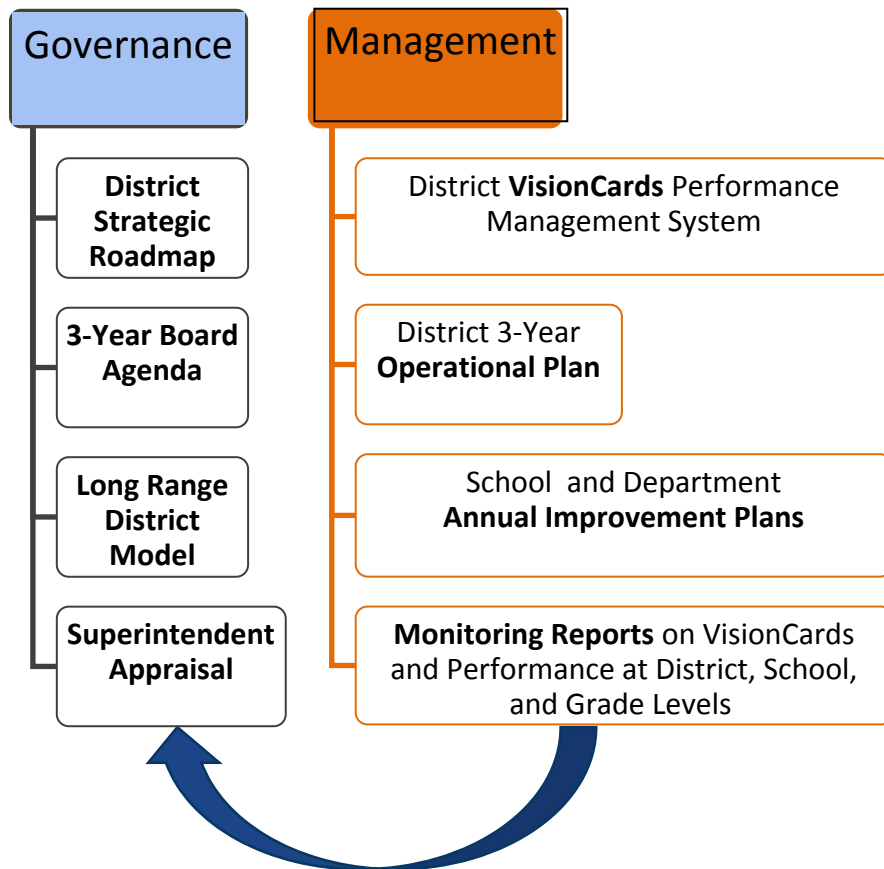
CLASSROOM TO BOARDROOM COMPREHENSIVE STRATEGIC PLANNING PROCESS KEY DELIVERABLES

1. Insightful Environmental Scan and StoryWall Report to provide a baseline assessment from stakeholders internal and external to the district.
2. Descriptive Vision for the Desired Daily Experiences (DDE) of students, families, and staff.
3. District Theory of Action for each and every classroom that provides for that descriptive vision.
4. District VisionCard that defines the measures of success and the metrics that display the trends of improvement on the way to delivery on the vision (DDE).
5. District 3 Year Operational Plan of the key Strategic Directions for continuous improvement and the associated district initiatives across all schools as well as the unique school projects.
6. School and Department Annual Improvement Plans in alignment with the District 3 Year Operational Plan, District VisionCard, and Key Strategic Directions.
7. District Strategic Roadmap, which is an act of governance and describes on 1 sheet the Mission, Core Values, Vision, and Strategic Directions of the district.
8. Board of Education 3 Year Governance Work Plan which details the key work of the Board in parallel to the District 3-5 Year Operational Plan through the key roles of the Board of Education which are 1) District Policy, 2) Operational Oversight and Long-Range Planning, 3) Board Self-Governance, 4) Director Relations, and 5) Public Engagement.



CLASSROOM TO BOARDROOM COMPREHENSIVE STRATEGIC PLANNING PROCESS KEY ELEMENTS AND OWNERSHIP

The deliverables from the previous page provide the tools necessary for both the district management accomplishment of the plan and the board's governance responsibilities to provide the oversight and direction necessary for delivering on the vision of the district.



WHAT MAKES CLASSROOM TO BOARDROOM DIFFERENT THAN TRADITIONAL STRATEGIC PLANNING PROCESSES?

Our strategic planning process is different than traditional strategic planning in these key ways:

- 1.) This is a *one-time* investment that provides *continuous* planning and allows you to maintain an up-to-date three-year operational plan and three-year governance work plan.
- 2.) This process asks your staff and administrators to engage in, and be accountable for, a process of assessment, development, planning, and prioritization as the professional educators of the district. In many traditional strategic planning processes, parents and the public (many who are not professional educators) are driving the focus of the strategic and operational plans for schools and departments. With Classroom to Boardroom, parents and the public play a critical role providing consultation at key points in the process, but they are not steering the strategic and operational direction of the district. That role is left to the professional educators.
- 3.) This is an “up and out” vs. “down and in” process. In many traditional strategic planning processes, the experiential needs of students, staff and families aren’t accounted for or articulated. The foundation of Classroom to Boardroom is a clear articulation of the *Desired Daily Experience* of students, staff and families - recognizing and giving voice to every member of your school district community.
- 4.) This process provides a clear delineation between the strategic governance responsibilities of the school board, and the management role of district administrators. At the end of the process, the School Board develops a Strategic Roadmap for its governance work of oversight, policy, and community engagement. This roadmap is grounded in governance, leaving the “nuts and bolts” management work of the strategic and operational plans to the district administrators (see *graphic, left*).

Challenges districts face in developing a strategic plan, and how TeamWorks' addresses those challenges:

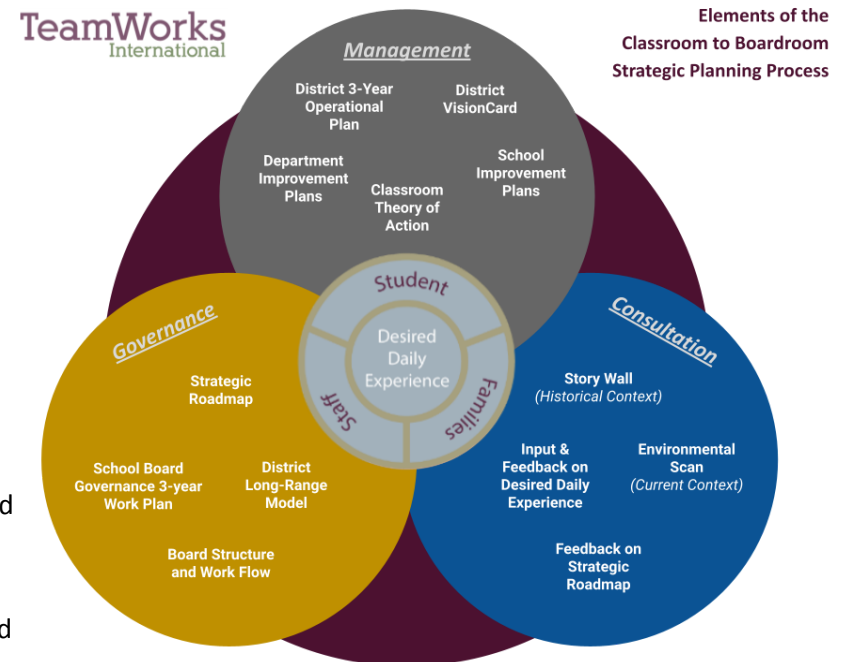
- 1.) One challenge school districts can face in the process of strategic planning is having an operational plan with more initiatives than can be supported by budget or time. TeamWorks' addresses this challenge by helping you develop a 3-year operational plan that has been honed down to key initiatives that have relevance and impact on your core processes. We also find that a 3-year plan is easier to manage than a 5-year plan. Our system allows you to update this plan on a yearly basis, creating a system of continuous improvement and a clear focus on the key initiatives that have the highest leverage to affect change.

- 2.) Another challenge school districts can encounter with strategic planning, particularly when it comes to implementing the plan, is dealing with high variability in classroom practices. Our *Classroom to Boardroom* process recognizes the connection between the actions of teachers and the learning and achievement of their students. This is why our process includes the creation of a Classroom Theory of Action, connecting what you plan to do with the results you hope to get.

- 3.) Many traditional strategic planning processes can be hindered by a lack of clarity regarding the roles of management, governance and consultation. TeamWorks addresses this through our *Education Leadership System*, which is introduced at the start of the planning process and brings clarity to every role for a successful, high-functioning school district system and strategic plan:
 - Management (Superintendent, principals, administration)
 - Governance (board of education)
 - Consultation (staff, parents/students, public)

- 4.) Related to #3 above, strategic planning lacks alignment and clarity when a school board governance work plan isn't included in the process. This is a key step that TeamWorks will facilitate with the superintendent and Board of Education at the end of our *Classroom to Boardroom* planning process.

- 5.) Finally, we find a critical component to implementation success is understanding and embracing the jump from change readiness to active change management. This starts with the principals and department managers/directors taking ownership of their part of the strategic plan, accepting that hand-off, and dedicating time to implement. Many times principals and managers wait for "the district" to implement. It's important that all leaders feel ownership of



the plan and commit to their part of it. This is why we help you design not only a 3-year operational district plan and 3-year governance work plan, but also work with your principals and district managers to create aligned building/department improvement plans and action cards.



What information, services, and assistance will TeamWorks require from WEM staff to assist in the successful development of the strategic plan?

Some key items we will need assistance from district staff include:

- Identifying and inviting student, staff and family participants for the *Desired Daily Experience* (DDE) guided conversations and tracking RSVPs/attendance for these sessions.
- Promoting and sharing the DDE surveys with all staff, families and identified students (typically secondary students but can include students as young as 4th grade). *Survey is created by TeamWorks in the full Classroom to Boardroom price option.*
- Promoting and sharing the draft Strategic Roadmap with all staff, families and students to gather feedback (typically districts will share the draft on the district website with a simple google form, or this can involve district-facilitated conversations with advisory groups).
- For the Buildings & Departments Strengths and Needs session, it is helpful for Principals to come prepared with an understanding of their building's achievement gaps, overall student performance by grade level, efficacy of their PLCs and teacher instructional coaching.
- Some districts choose to include their finished strategic plan outcomes on their district website, create a video describing the process and/or "package" the finished products graphically, such as this district: <https://www.isd709.org/about-us/strategic-plan>. These services are not provided by TeamWorks.
- Reserving meeting room space, sending invites to Strategic Planning Team members and other invited guests for each session.
- Additional responsibilities are required by WEM staff if the "modified" pricing option is selected (see page 10).

SCHEDULE: TIMELINE OF PLANNING

Our strategic planning timeline is very flexible, and will be co-designed with you to accommodate your needs and availability. Many of our clients choose to work through *Classroom to Boardroom* over the course of 6-9 months, scheduling the 3-hour sessions every other week or so, given the in-depth nature of this process and availability of the strategic planning team members (which we recommend includes teachers). During our co-design session we can discuss this schedule in depth and come up with a plan that works best for you.

Session / Topic	Who	Timing Notes
<p>A. Co-Design Meeting Map out district’s WHY for planning, discuss schedule, strategic planning team membership, focus group invitation plans.</p>	<p>Superintendent TeamWorks Consultant District leadership team</p>	<p>Typically, we break this into two (1-hour) meetings, with the first one focused on big-picture process/timing and the second one focused on detailed scheduling and logistics.</p>
<p>B. Education Leadership System (ELS) – Orientation Session 1</p> <ul style="list-style-type: none"> • Roles and responsibilities of the school board, superintendent, administrators, staff, parents, and public in delivering on the <i>Desired Daily Experience</i> for students, families, and staff. • The partnership relationship needed between those who govern (school board) and those who manage (administration) in order to be effective, efficient, and meeting goals and expectations. • Assessment of the board’s current reality. • Governing and managing in the “public square” with its social media, dissonance, and division while needing to move forward in partnership and accountability. 	<p>School Board, Superintendent, District Leaders, Building Administrators (Principals)</p> <p>Facilitated by TW consultant</p>	<p>3-hour session</p> <p>Could be scheduled during a School Board work session.</p>
<p>C. Storywall and Lifecycle Session</p> <ul style="list-style-type: none"> • Typically, this is the first strategic planning team meeting, so we include a CR2BR Introduction at the start. • Identify and honor the District’s history • Identify the events and trends that have shaped the District’s development dating back to the longest-serving staff member in the room. 	<p>Strategic Planning Team + Invited community and staff members with extensive history in the district.</p>	<p>3 hours; can schedule back-to-back with (D)</p>

<p>D. Environmental Scan</p> <ul style="list-style-type: none"> Provides a baseline for the current reality of the school district as to what is well established, what is ebbing, what is emerging and what is on the edge of consideration and development. This process applies a Whole System View in the analysis. 	<p>Strategic Planning Team + Other community and staff members listed above in “C”</p>	<p>3 hours; can schedule back-to-back with “C” for a day-long workshop.</p>
<p>E. Engagement about Desired Daily Experience (DDE): Student, Staff and Family Focus Groups</p> <p>School and Community-based Stakeholder Engagement Affinity-based facilitated stakeholder focus groups ensuring representation of demographics of district:</p> <ul style="list-style-type: none"> <i>Desired experiences of students (2 sessions)</i> <i>Desired experiences of parents/families (2 sessions)</i> <i>Desired experiences of staff (2 sessions)</i> 	<p>Six affinity-based stakeholder sessions: students, staff and families.</p> <p>Facilitated by TW Consultant*</p>	<p>Six 90-minute sessions. Can begin immediately, this step is <u>not</u> sequential with A, B, C, D.</p>
<p>F. Desired Daily Experience (DDE) Draft Statements created by Strategic Planning Team, based on stakeholder input sessions. Develop desired daily experience statements for students, staff and families that serves as a clear vision for the strategic plan.</p>	<p>Strategic Planning Team Facilitated by TW Consultant</p>	<p>3-hr session Prefer to schedule at least one week after E</p>
<p>G. Engagement about Desired Daily Experience (DDE); Student, Staff and Family Surveys</p> <p>Feedback survey of students (grades TBD), families, and staff ensuring representation of demographics of district.</p>	<p>Survey and report summarizing results created by TeamWorks**</p> <p>District to lead communication efforts (website, posters, advisory announcements, all-district email blast, principals’ weekly newsletter, staff meetings, etc.)</p>	<p>Allow 10 days for responses.</p>
<p>H. DDE Revisions based on Survey Feedback + Classroom Theory of Action</p> <ul style="list-style-type: none"> DDE Input/Draft/Refine based on survey results DRAFT of a District Classroom Theory of Action 	<p>Strategic Planning Team Facilitated by TW Consultant</p>	<p>3-hour session. Schedule at least 5 days after close of survey.</p>
<p>I. School and Department Strengths and Needs, Core Process Analysis</p> <ul style="list-style-type: none"> Assess current reality of classrooms - student engagement, achievement, PLCs, etc. within schools Assessment of the quality and description of the value proposition for district departments Development of District’s Key Strengths and Needs 	<p>Strategic Planning Team + Building Leadership Teams representatives + Department Leadership/team (<i>Food service, transportation, HR, etc.</i>) Facilitated by TW Consultant</p>	<p>3-hour session. Not sequential, can take place any time after D. Schedule when it’s easy to gather this expanded group.</p>
<p>J. Classroom to Boardroom Process update Update based on steps completed to date. Can be scheduled any time prior to step “N.”</p>	<p>School Board, Superintendent Presented by TW Consultant</p>	<p>30 minutes, in person or virtual. Coincide with work session or board meeting.</p>
<p>K. District VisionCard and Refine Theory of Action</p>	<p>Strategic Planning Team</p>	<p>3-hour session.</p>

<p>Develop a one-page document detailing the key measures and metrics for successful implementation of the DDE and what attainment of Vision looks like in numbers.</p>	<p>Facilitated by TW Consultant</p>	<p>Could combine I, J, K in one trip. Or I/J, K/L</p>
<p>L. District 3-Year Operational Plan</p> <ul style="list-style-type: none"> • District 3 Year Operational Plan of the key district initiatives and school / department projects needed for continuous improvement organized into specific Strategic Directions through 2023 – 2026 school year. • Reflection and refinement of Theory of Action and DDE • Key messages and preparation for community feedback 	<p>Strategic Planning Team Facilitated by TW Consultant</p>	<p>3-hour session.</p>
<p>M. District VisionCard Edits/Revisions and District 3-Year Operational Plan Edits/Revisions <i>(plan is shared with board in advance of step N)</i></p> <ul style="list-style-type: none"> • Final draft of District VisionCard • Final draft of District 3 Year Operational Plan 	<p>Strategic Planning Team Facilitated by TW Consultant</p>	<p>3-hour session. Schedule a 1-week window between L & M</p>
<p>N. Strategic Roadmap Session - Draft Refine the District Mission, Core Values, and Vision, with the Strategic Directions of the Operational Plan organized on one page. Process ensures the strategic directions are in alignment.</p>	<p>School Board & Cabinet (one hour) Facilitated by TW Consultant</p>	<p>1 to 3-hour session. One week after M</p>
<p>O. Strategic Roadmap Final Refine Strategic Roadmap based upon community & staff feedback prior to board action.</p> <p>NOTE: Between N & O, district to share draft roadmap with families, students and staff for feedback. Post on the website with feedback form link (for at least 7 days). Capture feedback and bring to this session for review.</p>	<p>School Board & Cabinet (2 parts; revised road map at a work session + board action) Facilitated by TW Consultant</p>	<p>1 to 2-hour session Schedule during a work session to review and work on revisions, then vote on at next board mtg.</p>
<p>P. School Board 3 Year Work Plan (board agenda) Develop the details of the key work of the Board of education in parallel to the District 3 Year Operational Plan, such as</p> <ol style="list-style-type: none"> 1) District policy development, 2) Operational Oversight and Long-Range Planning, 3) Board Self-Governance and Development, 4) Superintendent Relations and Development, and 5) Public Engagement. 	<p>School Board & Cabinet Facilitated by TW Consultant</p>	<p>2-hour session. Could combine with start of O (draft work). Or P/Q could be a combo</p>
<p>Q. School Board Structures, Practices & Governance Session Assessment and refinement of Board structures of meetings, workflow, and committees to best implement its 3 Year Work Plan and operate as a governing board.</p>	<p>School Board & Cabinet Facilitated by TW Consultant</p>	<p>2-hour session. Could combine with P (refining P).</p>

<p>R. School and Department Improvement Plans (aligned with 3-year Operational Plan) Development of school and department Annual Improvement Plans</p>	<p>Building Leadership Teams + Department Leadership Facilitated by TW Consultant</p>	<p>6-hour session. Could combine with P and/or Q, day after.</p>
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CONSULTANT'S FEES

Services	Estimated Cost
<p><u>Full Classroom to Boardroom - Comprehensive Strategic Planning Process</u></p> <ul style="list-style-type: none"> All sessions described on pages 6-9 facilitated by TeamWorks Includes focus groups facilitated by TW consultant [up to 6 sessions: students (2), families (2) and staff (2)] for development of Desired Daily Experience. Includes preparation and reports for every session. 	<p>\$25,600 estimated</p> <p><i>(NOTE: price will vary depending on final design but estimate includes <u>all</u> sessions and services specified on pages 5-8)</i></p>
<p>Optional, As Needed: <u>Principal Consulting</u> Up to 1 day of Principal Consulting time during the year as needed and approved by the Superintendent.</p>	<p>\$ 2,800 (billed \$350/hour only for hours used)</p>

CONTRACT AND BILLING

- The proposed fees and process herein are valid for 6 months beyond the date on the cover of the proposal. If the proposal has not been agreed to within that time, it is invalid and a new proposal will be drafted.
- Upon discussion, refinement and approval of this Proposal for Services, this proposal will be an addendum to a formal contract between the Client and TeamWorks International, Inc.
- Invoices for completion of work will be on a monthly basis and reflect the services provided and expenses incurred during the previous 30 days.
- Additional services, outside the scope of this estimated proposal, may be provided at the rates presented above and with agreement of clients and consultant through a work order/proposal addendum.

EXPENSES

- Traveling expenses (flights, hotel, dining) are not included in the above quote and are invoiced at-cost.
- Travel time over one (1) hour is invoiced @ \$ 30 / hour. Mileage will be charged according to the IRS deductible costs.
- Materials quoted include, but are not limited to, session and workshop supplies not provided by the client, copies of materials by TWI, and professionally published materials provided by TWI

ADA CONSIDERATIONS


At the beginning of the project, please alert TeamWorks regarding the need for documents compatible for Assistive Technology or meeting facilitation conducive to participants with various needs.

REFERENCES

Below please find a list of references; you can also find testimonials from our current and past clients at teamworks4ed.com/our-impact.

<p>Marshall Public Schools 401 S Saratoga Marshall, MN 56258</p> <p>Contact: Jeremy Williams 507.537.6924 x5002 jeremy.williams@marshall.k12.mn.us</p>	<p>Duluth Public Schools 709 Portia Johnson Drive Duluth, MN 55811</p> <p>Contact: John Magas 218-336-8752 john.magas@isd709.org</p>
<p>St. Michael – Albertville Schools 11343 50th St. NE Albertville, MN. 55301</p> <p>Contact: Dr. Ann Marie Foucault 763.497.3180 annmarief@mystma.org</p>	<p>St. Louis County Public Schools, ISD 2142 1701 North 9th Avenue Virginia, MN 55792</p> <p>Contact: Dr. Reggie Engebritson 218-749-8130 rengebritson@isd2142.k12.mn.us</p>

"The process is not one-size-fits-all, and does not expire in a few years. We left with an operational plan that fits our district and is reviewed and renewed annually!"



Jeremy Williams
Superintendent, Marshall Public Schools

TEAMWORKS BACKGROUND AND CORE SERVICES

For 28 years, TeamWorks International, Inc. has been working with organizations to enhance their capacity for strategic, constructive change resulting in realization of vision in practical and measurable ways. Our clients come from education, community, religious, business, and government settings but they share a common aspiration; to achieve their goals while remaining healthy, dynamic, and accountable.

OUR MISSION

TeamWorks’ mission is to support school districts in improving the experiences and outcomes of students, families and staff – bridging the difference between *What Is* and *What Ought to Be*.

OUR CORE APPROACH

- We honor our clients as competent and offer realism, hope and compassion in challenging situations.
- We take the time to really know our clients and their organizations.
- We customize our services specifically for each client and each situation.
- We are co-learners with our clients and recognize the value of their perceptions and insights.
- We have made a conscious choice to engage in this work in school environments and are deeply invested in our clients’ success.

OUR TOOLS

Proprietary FrameWorks™ Series ~ FrameWorks are graphical images that help guide and support leadership and organizational development. Developed and delivered exclusively by TeamWorks professionals, these simple, memorable images provide both a process and a frame of reference through which leaders can interpret and manage complex webs of situations, environments, people, and influences.

OUR CORE SERVICES

Education Leadership System Services

The Education Leadership System (ELS) is an established approach for aligning school boards, administration, staff, and the public to increase learning for all students. ELS clarifies the roles, responsibilities, and relationships that are most often at the source of tension and conflict among these groups of adults.

Classroom to Boardroom Strategic Planning and Performance Improvement Service

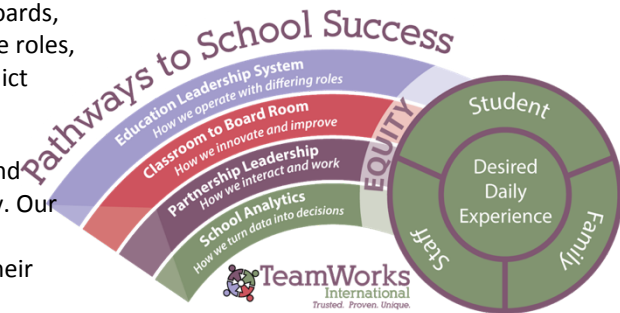
We help clients integrate their mission, vision, strategies, structures, success systems and leadership practice. We then develop a roadmap for the ongoing organizational journey. Our comprehensive, practical and personalized approach encourages those in governance, management and consultative roles to work in concert for the mission and success of their organization.

Partnership Leadership Services

TeamWorks International has earned a national reputation for helping organizations develop the capacity for *Partnership Leadership*, a compliment to the traditional “command/control” style of leadership. Through this approach, organizations become more adaptive, responsive and proactive as individuals and groups at different levels of authority and begin to use consistent language and process in their interactions with one another.

School Analytics

School Analytics involves the synthesis of client data with relevant external data derived from demographic research, surveys and cultural analyses to deepen clients’ understanding of both challenges and opportunities. Our specific services include GIS mapping, online surveys, customized research and analysis, and student learning analytics.



CONSULTANTS

Dr. Ray Queener **Owner and Principal Consultant**



Ray Queener, Owner and Principal Consultant at TeamWorks International, blends his experience across multiple arenas to assist clients in the areas of partnership skills, strategic growth, personality and motivation awareness, and systemic alignment and accountability. Ray is known for his ease and comfort in working side by side with clients to approach each project with insight and compassion. Both lighthearted and results oriented, Ray brings energy, focus and hope to the organizations that he is honored to serve.

Ray has a wealth of experience in education having served in multiple capacities over 30 years. His work in education began as a secondary math teacher in Luck, WI. Having a vision for integrating technology into the classroom, he was able to further that vision as he served as technology coordinator for South St. Paul Schools and later Rosemount-Apple Valley-Eagan (ISD 196). He transitioned to finance director at ISD 196 and later Stillwater Area Public Schools (SAPS) where he gained valuable experiences learning organizational operations while continuing to serve in public education. Both as an assistant superintendent at SAPS for 10 years and the last 6 years as superintendent for Cambridge-Isanti Schools, he has helped lead successful bond and levy referendums in addition to overseeing district operations.

Service is evident in Ray's support for public education serving as Executive Board Member for Schools for Equity in Education (SEE) for many years. He also served on the Minnesota Association of School Administrators (MASA) board and was the Region VI Leadership Team Chair. He was nominated and received several awards from his colleagues including Administrator of Excellence in 2017. Ray's commitment to partnership, and his enthusiasm for supporting others as they learn and develop made him an ideal addition to the TeamWorks team in 2019.

Ray's work with clients includes: Strategic and tactical planning grounded in organizational Vision; VisionCard accountability systems development and implementation to ensure continuous improvement knowledge and capacity development; Executive Coaching; customizing leadership development for clients through the Frameworks® Partnership Series grounded in TeamWorks' proprietary FrameWorks™ and Organizational Development theory; and, Critical Position Benchmarks to assure job---fit in key hires or restructuring.

Ray is recognized as a National Certified Superintendent through American Association of School Administrators (AASA) He earned his Doctorate in Educational Policy & Administration and received his Superintendent License from the University of Minnesota. He earned his Master of Arts in Educational Administration from St. Mary's University of Minnesota where he also continues on as adjunct faculty. He has a Bachelor of Science in Secondary Mathematics Education with a minor in Computer Science from University of Minnesota.

Dr. Sheri Allen
Senior Consultant

Sheri Allen, Senior Consultant at TeamWorks International, is knowledgeable in educational systems from birth to adult basic education. Sheri understands what it takes to build leadership capacity in partnership with districts so they are able to align their strategic work throughout their school community. The importance of building a strategic roadmap through the engagement of multiple perspectives that represent each and every student is important so that everyone sees themselves in the work.



Sheri has over 35 years of experience within public education at multiple levels of the Districts she served. She started her teaching career in Austin MN as a middle school and elementary teacher where she was mentored by many strong educational leaders. She continued to serve in leadership roles and moved into administration as an elementary principal in Austin for 2.5 years and then transitioned to Owatonna as a Principal at Washington Elementary and the Principal of Owatonna High School.

She accepted a position as the Director of Elementary and Secondary for the Rochester Public Schools where she was responsible for the day-to-day operations and supervision of principals in a large, diverse district. After 3 years she became the Superintendent for the Mankato Area Public Schools and focused on building relationships throughout the district that served five communities with a growing diverse population. She led successful bond, technology and operating levies while closing gaps and raising achievement for all students. The district received multiple awards and recognitions at the State and National levels as a result of the aligned strategic roadmap along with a focus on developing leaders throughout the district and school community.

During her 10 years as superintendent, Sheri used TeamWorks International's unique Classroom to Boardroom Strategic Planning Process in her daily work. Through the understanding and application use of Partnership Leadership FrameWorks, Sheri was able to adapt the use for individual and District needs specifically in operations, district strategic planning, visioning and engagement while utilizing the core processes which are needed to remove the barriers to design equitable learning opportunities.

Sheri holds a Bachelor's of Science Degree in Education, a Masters in Educational Leadership along with her Superintendent, K-12 Principal Licensure and her Doctorate in Education.