

# Special School Board Meeting

Tuesday, November 23, 2021 5:30 PM

FHS Library and via Zoom, 1515 11th Street, International Falls, Minnesota 56649

**Topic: Special School Board Meeting**

**Time: Nov 23, 2021 05:30 PM Central Time (US and Canada)**

**Join Zoom Meeting**

**<https://isd361.zoom.us/j/87366684530?pwd=eEY1QTJObWFFZzZWWmhlUWFFQ3R5UT09>**

**Meeting ID: 873 6668 4530**

**Passcode: 504344**

**One tap mobile**

**+13126266799,,87366684530#,,,,\*504344# US  
(Chicago)**

**Dial by your location**

**+1 312 626 6799 US (Chicago)**

**Meeting ID: 873 6668 4530**

**Passcode: 504344**

## CALL TO ORDER

### 1. Roll Call:

\_\_\_ Toni Korpi  
\_\_\_ Emily McGonigle  
\_\_\_ Bruce Raboin  
\_\_\_ Ted Saxton  
\_\_\_ Roxanne Skogstad-Ditsch      \_\_\_ JoAnn  
Smith  
\_\_\_ Jennifer Windels  
\_\_\_ Kevin Grover

### 2. Pledge of Allegiance

## Approval of Agenda

1. Approve agenda as presented. Motion by \_\_, second by \_\_. Motion carried / failed.

## Presentation and Discussion:

1. Presentation from TeamWorks International regarding strategic planning.

## Adjournment



**International Falls Independent School District 361**

**Draft proposal of consulting services for  
Comprehensive Strategic Planning and  
School Analytics**

November 20, 2021

In partnership with



*Prepared for:*

**Name**            **Kevin Grover**  
Title                Superintendent  
  
Phone               218-283-2571 x1112  
Email               [kgrover@isd361.org](mailto:kgrover@isd361.org)  
  
Client               International Falls Independent School  
                         District 361  
Address             1515 Eleventh Street  
                         International Falls, MN. 56649

*Prepared by:*

<b>Name</b>	<b>Dr. Ray Queener</b>	<b>Dennis Cheesebrow</b>
Title	COO & Principal Consultant	CEO and Principal Consultant
Phone	651.336.4015	651.387.0827
Email		<a href="mailto:dennisc@teamworksintl.net">dennisc@teamworksintl.net</a>

TeamWorks International, Inc.  
7037 20<sup>th</sup> Avenue South, Suite A  
Centerville, MN 55038

Office: 651.429.7340  
Fax: 651.429.7782

## INTRODUCTION TO TEAMWORKS INTERNATIONAL, INC.

For 26 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

In partnership with school districts, we support design and delivery of the desired daily experience and outcomes for students, families, and staff in 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 these 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 Board Room Strategic Planning and Performance Improvement Service

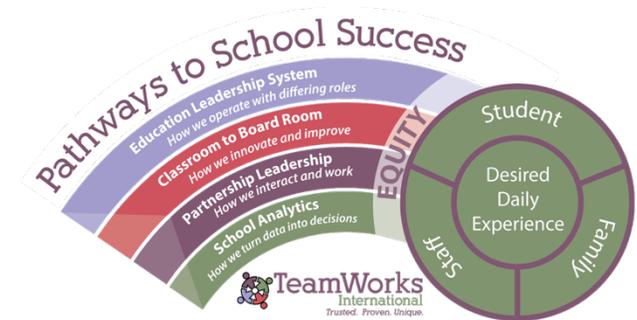
We help clients integrate their mission, vision, strategies, structures, success systems and leadership practice. We then develop a roadmap for the ongoing organizational journey. Our comprehensive, practical and personalized approach encourages those in governance, management and consultative roles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



## OVERVIEW

International Falls School District Superintendent Mr. Kevin Grover has requested TeamWorks International, Inc. (TWI) of Centerville, Minnesota, provide the following Proposal for Services DRAFT to assist the Superintendent and School Board in comprehensive strategic planning and continuous improvement supported with School Analytics Subscription Services and its data, analysis, and mapping tools. International Falls School District is in the final year of their strategic plan and are exploring opportunities to shift from episodic planning every three to five years to a system of continuous improvement and planning.

### District Information (from website)

**Mission:** In partnership with parents and the community, the International Falls School District will prepare every student to become a productive citizen by developing their maximum potential within a safe climate of mutual respect and trust.

**Technology Vision:** To provide a technologically-rich, standards-driven environment that supports all learners and staff and enables them to maximize their personal successes in a rapidly changing world.

**Technology Mission:** To address the need for all students and stakeholders to be literate and competent in the use of technology.

### **Beliefs**

All students can learn and each student will be given the tools to be successful;

- All students have the right to a quality education;
- Successful teaching and learning requires collaboration between the home, school, and the community;
- All parties should be accountable for their contribution toward successful learning;
- Community and school partnerships are critical to the success of each other;
- All students and staff deserve to learn and work in a safe and respectful environment;
- A positive learning environment is one that provides opportunities for creativity and innovation designed to promote continuous improvement in student achievement, relationship building, and school district operations; and
- The development of a rigorous school curriculum will lead to increased student achievement and promote both student and staff pride in the school system.

Located in Koochiching County, International Falls School District proudly serves over 1100 students preK – 12<sup>th</sup> grade in two school buildings: Falls High School and Falls Elementary School.

Given the current challenges of the pandemic and the need to plan and prepare for the future, there are several key reasons why comprehensive strategic planning and leadership development is prudent at this time. They include:

- Anticipation of permanent changes to the educational environment in 2021 and beyond
- Leading and managing has changed in real and significant ways, with change readiness and change management becoming a priority (see image)
- Equitable education access and delivery is essential, and is being challenged now more than ever
- Partnership and innovation are essential for rapid revisions to design of learning, goal setting, and desired daily experiences

## WHAT IS... WHAT OUGHT TO BE...



The following proposal outlines the services that may be provided by TeamWorks International:

Service	Page
<u>Classroom to Boardroom</u> Strategic Planning Process	5-11
<u>School Analytics</u> for online access to census data, district student demographics, and projects such as comprehensive analytics and analysis of demographic, census, housing, facility analysis, enrollment projections and introductory student learning data produced in a detailed report	12-15

Our initial Fee Estimates are described on pages 16.

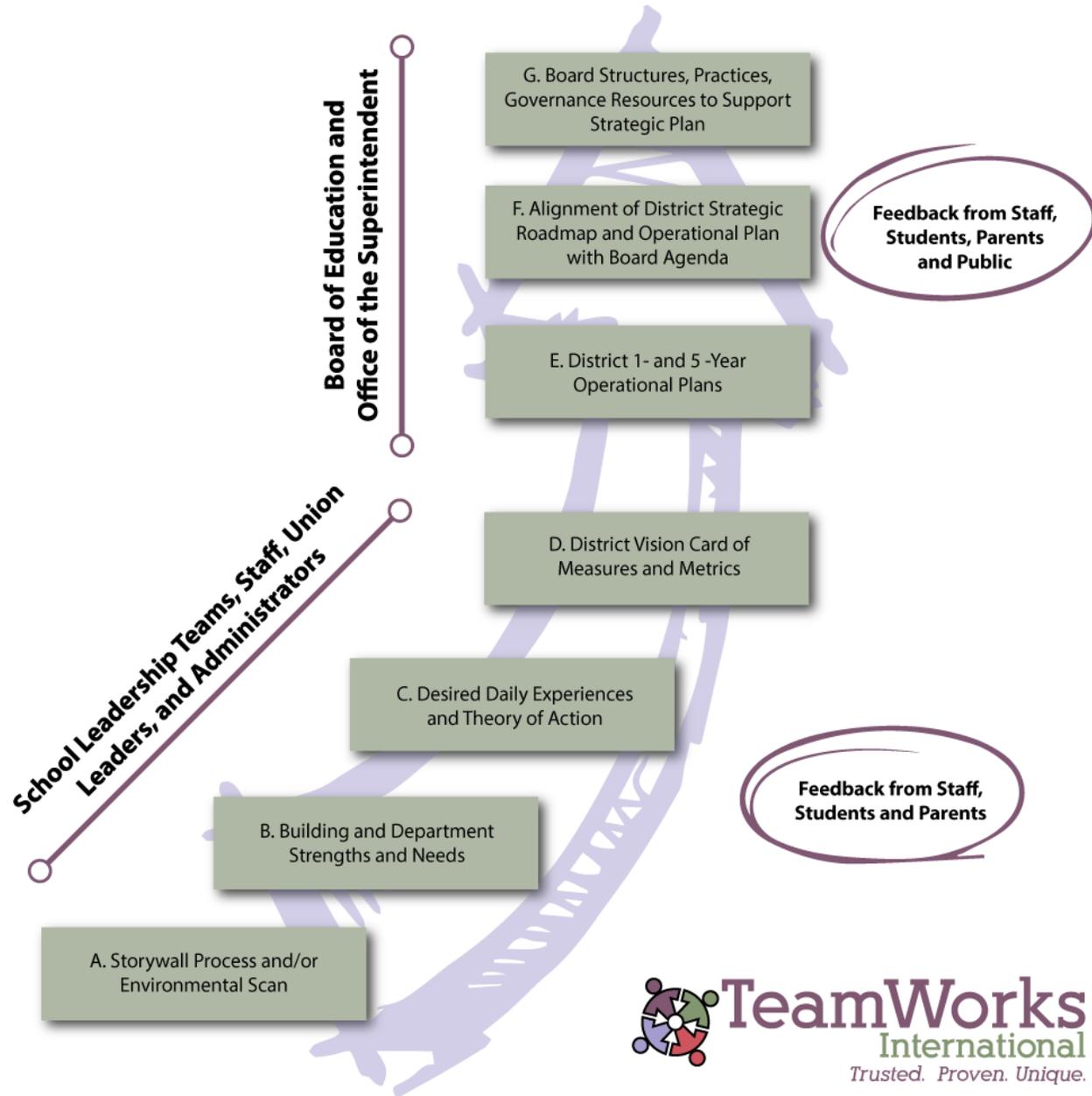
Following receipt of this DRAFT Proposal for Services, we invite the Superintendent, School Board and/or key administrative team members to engage in a collaborative Proposal Review and Co-Design Session to finalize needs and services that operate within district parameters of time, people, and funding.

**CLASSROOM TO BOARDROOM**  
**STRATEGIC PLANNING**  
**PROCESS**

This proposed process does not follow the typical public planning process in which parents and public drive the focus of the strategic and operational plans for schools and departments.

This process asks the 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.

Parents, students, and the public provide consultation at key points in the process, the School Board engages in the development of a Strategic Roadmap in its' governance work of oversight, policy, and community engagement rather than management work in developing the "nuts and bolts" of the District Strategic Plan for the next 3 - 5 years.



## CLASSROOM TO BOARDROOM

### COMPREHENSIVE STRATEGIC PLANNING PROCESS KEY DELIVERABLES

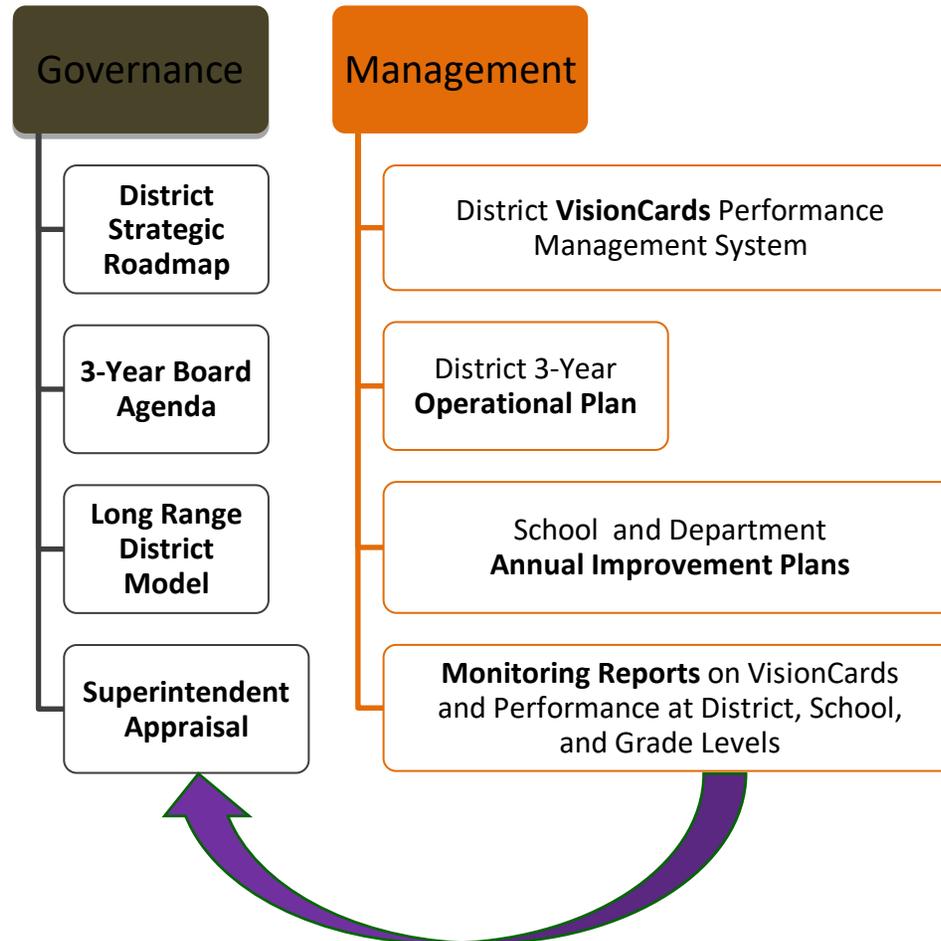
1. Full Environmental Scan and StoryWall Report to provide a baseline from stakeholders internal and external to the district.
2. Descriptive Vision for the Desired Daily Experiences (DDE) of students, families, and staff.
3. District Theory of Action for each and every classroom that provides for that 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.
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 3-5 Year Agenda 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, 3) Board Self---Governance, 4) Superintendent 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



## CLASSROOM TO BOARDROOM

### SESSION OUTLINE

Session / Topic	Purpose / Outcome	Who	When / Where	Notes
<b>A. Design</b>	Shared design development session	Leadership Team		Develop timelines, detailed plan, planning team and others for SW and ES  <i>TWI consultant</i>
<b>B. Orientation to Education Leadership System (ELS)</b>	<p>Three-hour session</p> <ul style="list-style-type: none"> <li>Roles and responsibilities of school boards, Superintendents, administrators, staff, parents, and public in delivering on the Desired Daily Experience for students, families, and staff.</li> <li>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.</li> <li>Assessment of the Board's current reality.</li> <li>Governing and managing in the "public square" with its social media, dissonance, and division while needing to move forward in partnership and accountability.</li> </ul> <p>Prior to session</p> <ul style="list-style-type: none"> <li>Survey of school board and leadership team for assessment of current reality.</li> </ul>	School Board and Leadership Team		<p>Introduction to ELS Assessment of current reality</p> <p><i>TWI consultant</i></p> <p><i>Three-hour session, three hours for survey development and analysis</i></p>
<b>C. Storywall and Lifecycle Session</b>	<p>Three-hour session</p> <ul style="list-style-type: none"> <li>Introduction and Storywall Development.</li> <li>Identify and honor the District's history.</li> <li>Identify the events and trends that have shaped the District's development dating back to the longest-serving staff member in the room.</li> </ul>	Strategic Planning Team + Other community and staff members		<p>Report of meeting, illustrated/documentated District Storywall</p> <p><i>TWI consultant</i></p>

Session / Topic	Purpose / Outcome	Who	When / Where	Notes
<b>D. Environmental Scan</b>	Three-hour session – Environmental Scan and Insights for Desired Daily Experience: <ul style="list-style-type: none"> <li>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.</li> <li>This process applies a Whole System View in the analysis.</li> </ul>	Strategic Planning Team + Other community and staff members		Report of meeting, Environmental Scan  <i>TWI consultant</i>
<b>E. Engagement about Desired Daily Experience (DDE)</b>	School and Community-based Stakeholder Engagement Affinity-based facilitated stakeholder sessions ensuring representation of demographics of district: <ul style="list-style-type: none"> <li><i>Desired experiences of students (up to 2 sessions)</i></li> <li><i>Desired experiences of parents/families (up to 2 sessions)</i></li> <li><i>Desired experiences of staff (up to 2 sessions)</i></li> </ul>	Affinity-based stakeholder sessions		Report of input from affinity-based stakeholder sessions  <i>TWI consultant</i>
<b>F. Desired Daily Experience (DDE) - Draft and Revised Strategic Directives document</b>	Three-hour session <ul style="list-style-type: none"> <li>Develop DDE of the desired daily experience for students, staff and families that serves as a clear vision for the strategic plan. Revised strategic directives based upon feedback from board and superintendents</li> </ul>	Strategic Planning Team		Report of meeting outcomes and development of draft Theory of Action and refined draft DDE document  <i>TWI consultant</i>
<b>G. Engagement about Desired Daily Experience (DDE)</b>	Feedback survey of students (grades TBD ), families, and staff ensuring representation of demographics of district.	Survey		Report with thematic analysis of survey results  <i>TWI consultant</i>

Session / Topic	Purpose / Outcome	Who	When / Where	Notes
<b>H. School and Department Data Needs and Analysis</b>	Three-hour session <ul style="list-style-type: none"> <li>Assess current reality of classrooms and student engagement within schools</li> <li>Assessment of the quality and description of the value proposition for district departments</li> <li>Development of District’s Key Strengths and Needs</li> </ul>	Strategic Planning Team + Building Leadership Teams + Department Leadership		Report of meeting, with data needs and analysis  <i>TWI consultant</i>
<b>I. Classroom Theory of Action and DDE</b>	Three-hour session <ul style="list-style-type: none"> <li>DDE Input/Draft/Refine based on survey results</li> <li>DRAFT of a District Classroom Theory of Action</li> </ul>	Strategic Planning Team		Report of meeting outcomes and development  <i>TWI consultant</i>
<b>J. District VisionCard and District 3 Year Operational Plan</b> <i>(may be split into two 3-hour sessions)</i>	Six-hour session on <ul style="list-style-type: none"> <li>District VisionCard - 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.</li> <li>District 3 Year Operational Plan of the key district initiatives and school / department projects needed for continuous improvement organized into specific Strategic Directions through 2021 – 2024 school year.</li> <li>Reflection and refinement of Theory of Action and DDE</li> <li>Key messages and preparation for community feedback</li> </ul>	Strategic Planning Team		Report of meeting outcomes and development  <i>TWI consultant</i>
<b>K. District VisionCard, District 3 Year Operational Plan, School and Department Improvement Plans</b> <i>(may be split into two 3-hour sessions)</i>	Six-hour session <ul style="list-style-type: none"> <li>Final draft of District VisionCard</li> <li>Final draft of District 3 Year Operational Plan</li> <li>Development of school and department Annual Improvement Plans</li> </ul>	Strategic Planning Team + Building Leadership Teams + Department Leadership		School and department improvement operational plans  <i>TWI consultant</i>

Session / Topic	Purpose / Outcome	Who	When / Where	Notes
<b>L. Strategic Roadmap Session - Draft</b>	Three-hour session <ul style="list-style-type: none"> <li>Develop/refine the District Mission, Core Values, and Vision, with the Strategic Directions of the Operational Plan organized on one page</li> </ul>	School Board Leadership Team		Board work session Report of meeting outcomes and development  <i>TWI consultant</i>
<b>M. Strategic Roadmap Final</b>	One-hour session <ul style="list-style-type: none"> <li>Refine Strategic Roadmap based upon community &amp; staff feedback prior to board action</li> </ul>	School Board Leadership Team		Board work session  Report of meeting outcomes and development  <i>TWI consultant</i>
<b>N. School Board 3 Year Work Plan</b>	Three-hour session <ul style="list-style-type: none"> <li>Develop the details of the key work of the Board of education in parallel to the District 3 Year Operational Plan, such as 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.</li> </ul>	School Board		Report of meeting outcomes and development  <i>TWI consultant</i>
<b>O. School Board Structures, Practices &amp; Governance Session</b>	Three-hour session <ul style="list-style-type: none"> <li>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</li> </ul>	School Board		Report of meeting outcomes and development  <i>TWI consultant</i>

## SCHOOL ANALYTIC SERVICES (SAS)

SAS provides comprehensive data analytics around enrollment, projections, developments, and other key data points to assist in gaining a better understanding of enrollment trends and influences. More specifically, SAS allows the district to develop a deeper, more comprehensive understanding of certain enrollment-specific dynamics that may include:

1. Overall historical, current & projected demographic trends
2. Historical enrollment trends and retention rates
3. Market share analysis
4. Residential Births within the district
5. U.S. Census Data
6. District student achievement data
7. District facility utilization
8. District facility development, specialized program development, and attendance boundary modeling
9. Covid-19 resource limitations, high risk factors, and case data

# School Analytics Services

*One of our unique and proven Pathways to School Success*

TeamWorks International School Analytics Services is a customized, integrated approach to data, analysis, and presentation unlike any other in the education marketplace. You have secure, 24/7 access to a customized and dynamic services suite that provides for the ability to see, interpret, research, and present from an array of purchased data integrated with confidential district data.



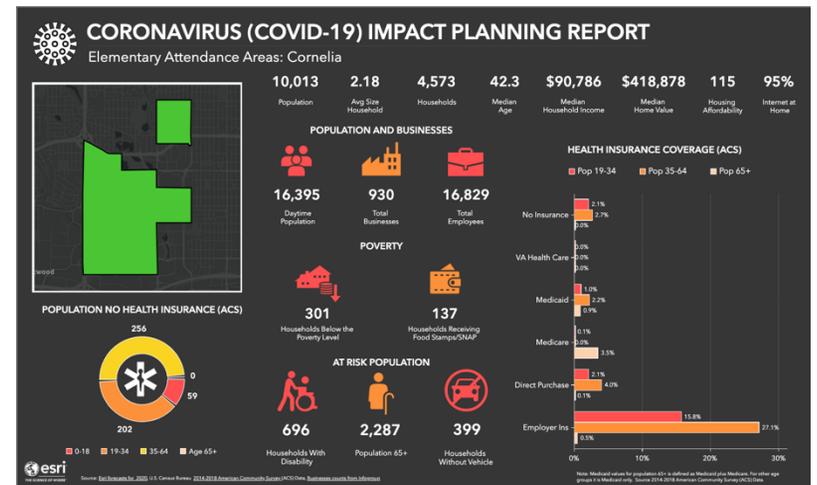
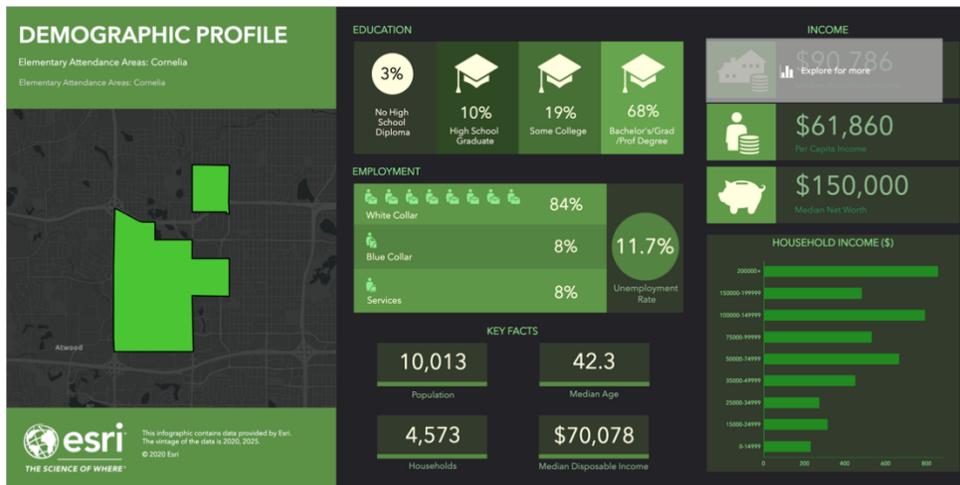
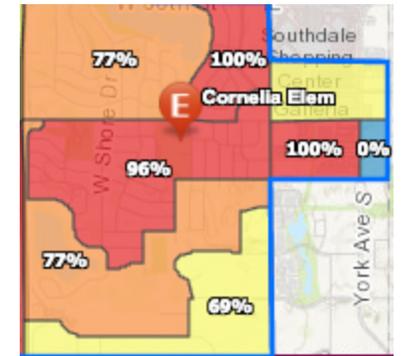
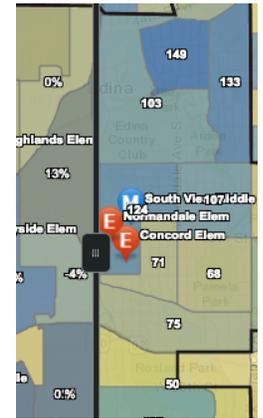
Each tier can be enhanced with TeamWorks International highly qualified and experienced Consultant Services to support the translation of data toward strategic and informed decision making.

**School Analytics Services Data Sets include, but not limited to:**

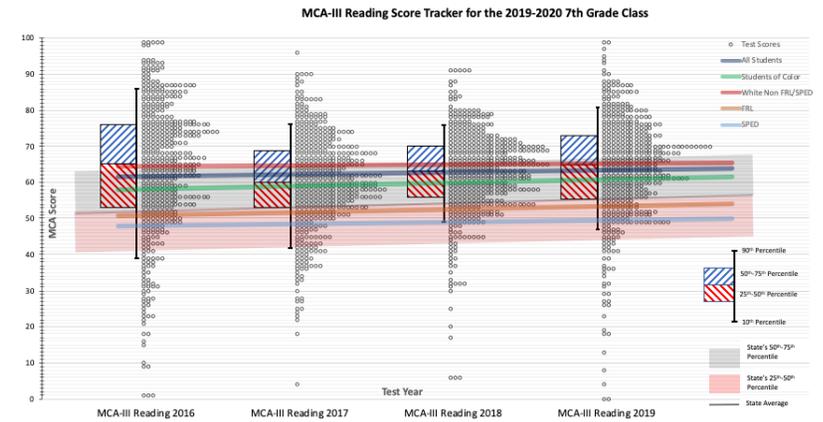
- Geospatial system of your school district boundaries, buildings, attendance areas, programs, and open enrollment study area
- Demographics data sets inclusive of age, race/ethnicity, live birth, gender, housing stock and value, housing development and sales, median household income, education, transportation, employment, medical insurance, internet connectivity, and more
- Integrated, confidential student data sets chosen by the district inclusive of address, age, race/ethnicity, home language, FRL / ELL / SP ED status and level, formative and summative learning data, attendance, discipline, and more
- Local community and education market data sets inclusive of historical neighborhoods and landmarks, government schools and surrounding districts, independent schools, district facilities design/maximum capacity, voting records, land use data and long-range planning, and more.

**School Analytics Services Features include, but not limited to:**

- A. Ability to search and query individual and combinations of data sets components such as “3<sup>rd</sup> grade students attending xxx school who are white and on FRL”
- B. Ability to “swipe” and compare differing but related data sets and queries
- C. Ability to design “Study Areas” of ones’ choosing across all elements of integrated data sets and have instant organization of most all data
- D. Ability to see district and school “Market Share” of school-age children and develop strategies for growth
- E. Ability to profile schools and programs for student housing type and values, home education levels, household income, and more for program and services development
- F. Ability to analyze new housing developments to determine enrollment ranges and school impact for short term (five years) and model long-term development impacts (5-10 years) for future planning
- G. Ability to design and save geospatial mapping, research excel files, and pictures for presentation and communication
- H. Ability to model and research varying attendance areas for programs and schools
- I. Ability to assess student walk times and drive times under differing policies and transportation designs, differentiated by time of day
- J. Instant Reports and Infographics of much of above, as well as preset reports such as Pandemic Risk Factors (e.g. Covid 19)



- K. Access to multiple geospatial views including satellite imagery
- L. Annual updates of all purchased and geospatial data
- M. Semiannual updates of all student and district data
- N. Ability to assess Student Cohort Learning Success Pathways and compare between schools and grades; a new approach to assessment, benchmarking, and goal setting
- O. Access to TeamWorks International Consultants for experienced and proven coaching and consulting, research projects such as long-range facilities planning and housing development, strategy development and assessment of referendum campaigns, internal and external stakeholder engagement and communications, key public decision-making process design and delivery, and more.



## CONSULTING FEE ESTIMATES

Services*	Costs
<u>Classroom to Boardroom Strategic Planning Process</u> <ul style="list-style-type: none"> <li>● Thirteen (13) three-hour sessions plus design session and School Board meeting</li> <li>● Includes focus groups (two for each group – students, families and staff) for development of Desired Daily Experience</li> <li>● Includes preparation and reports, as well as up to 2 days of customized support and design</li> </ul>	\$ 26,700 estimated
<u>School Analytic Services</u> for administration and school board information <ul style="list-style-type: none"> <li>● Overall Demographic trends across the district</li> <li>● District-wide residential birth analysis</li> <li>● Market Share analysis</li> <li>● Customization and 1 year access to Online Data Tool and Services</li> <li>● Comprehensive reports describing the above-mentioned items (\$1.50/student) plus \$500 license fee based up enrollment of 1,166</li> </ul> <p style="text-align: right;">\$ 2,250</p> <p>Completion of all tasks and deliverables stated above is contingent upon the ability of the district to provide all requested information deemed necessary by TeamWorks International Inc.</p>	\$ 2,250
<u>School Analytic Services</u> for administration and school board information <ul style="list-style-type: none"> <li>● Fall and Spring Enrollment Projections by grade for each school in the district</li> <li>● Facility utilization analysis for each school in the district</li> <li>● Customized learning and socio-economic analysis</li> <li>● Comprehensive analytics and reports for all items above</li> <li>● Housing sales data</li> </ul> <p style="text-align: right;">\$ 4,000 \$ 1,500</p>	\$ 5,500
<u>School Analytics Principal Consulting</u> Up to 3 days of Principal Consulting time during the year as needed and approved by superintendent	\$ 7,500 (billed on for hours used)

*\* Selection of consultants applied to each step will be determined by Mr. Kevin Grover, Superintendent, in consultation with Dr. Ray Queener and Dennis Cheesebrow*

## **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. 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 International regarding the need for documents compatible for Assistive Technology or meeting facilitation conducive to participants with various needs.

## CONSULTANTS

### Dennis M. Cheesebrow CEO and Principal

With more than 25 years of experience serving the education, faith, government, business and human service marketplaces, Dennis Cheesebrow brings a broad array of experience in coaching, consulting, leadership and systems development to each client and audience. His direct style is sprinkled with humor, abundance and a deep appreciation for the human dynamics and potential in organizations and communities.

For his entire career spanning coaching, consulting, managing, innovating, and developing, Dennis has been deeply committed to the power of partnership as an essential foundation of professional relationships, structures, and systems in organizations and communities. That passion and commitment have resulted in the development of the core beliefs, philosophy, practices, and intellectual property that TeamWorks International, Inc is built upon.

TeamWorks International is a leading national consultancy in the area of public education and well known for the Education Leadership System™ (ELS): an insightful and pragmatic view into the three authorities of governance, management and consultation. ELS is the model for partnership between six groups of adults to provide for the mission and promise of public education for all students. This structural and systemic approach of aligning the adults for ALL students learning is being applied in urban, suburban, and rural school districts across the country.

TeamWorks International is leading continuous improvement in public education through its School Analytics Services in assisting districts and communities to more deeply understand the intersection of learning, poverty, race, gender and housing to develop collaborative solutions to increase learning while closing the achievement gap, as well as new approaches to developing student learning goals. In addition, School Analytics strengthens and deepens our clients operational and strategic planning through our unique and experienced approach of translating data → insight → strategy → decisions with regards to enrollment, attendance areas, market share, facilities development, demographics, and open enrollment.

Dennis has authored Partnership; Redefined: Leadership through the Power of & (2012) as well as the Educational Leadership System Guidebook (2009) and the FrameWorks Guidebook (2009). He was a contributing author to the book, Voices From The Field: An Introduction to Human Systems Dynamics in 2003. He also holds three U.S. Patents from his 17 years at 3M as an engineer, research laboratory manager and marketing/business manager prior to founding TeamWorks International in 1995.



## Dr. Ray Queener COO and Principal

Ray Queener, senior 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.

## Christine Wroblewski Senior Consultant

Christine Wroblewski, senior consultant at TeamWorks International, is a seasoned advisor, executive, and strategic communications practitioner for public and non---profit organizations. As a valued, effective and personal consultant and coach, Christine guides organizations and the people in them to connect and communicate more effectively by developing a deeper capacity for analysis, planning, prioritization, and development. Her areas of expertise include strategic planning and communications, issue identification and management, stakeholder analysis, and stakeholder engagement.



She has worked inside and alongside education---focused organizations since 1993. As Chief Community Relations Officer for Saint Paul Public Schools, Christine led the transformation of the office from a communications only focus to a broader community relations and engagement focus. While there, she also assisted in two superintendent searches and three superintendent transitions; actively supported two successful school referendum campaigns; and advocated successfully for the development of a year---round, cross---departmental outreach team to have a more positive and regular presence in the community.

Christine's projects have included guiding organizations through change processes and major decision---making efforts with an emphasis on stakeholder engagement; conducting needs assessments; strategic communications consulting; focus group facilitation on a number of topics; individual and cohort coaching and development grounded in TeamWorks' proprietary FrameWorks™; and project coordination and facilitation of groups small and large. She also is a Certified Trainer for the Personality Color Indicator (PCI) and in applying, "What Color is Your Personality" for individual and team development.

Christine has received numerous state and national communications awards and presents on communications and community relations topics, both locally and nationally. She recently served on the board of the Breast Cancer Education Association and has previously served as president of the Minnesota School Public Relations Association and on the boards of the St. Paul Area Chamber of Commerce Foundation and the Family Tree Clinic.

Christine is a two---time alumnus of the University of Minnesota with a Bachelor's degree in Journalism and a Master's degree in Leadership and Management of Public and Nonprofit Organizations from the Humphrey Institute of Public Affairs. She previously has served as communications director and media liaison for Saint Paul Public Schools and as editor and writer for a weekly Twin Cities area newspaper company.

## Dr. Bryan Bass Senior Consultant

Dr. Bryan Bass is a mission-driven and adaptive educational leader, emphasizing executive coaching for leadership growth, leadership team development, strategic planning, and designing systems, structures and practices for continuous improvement. Bryan lends his innovative thinking to help organizations move from current reality to desired state, always leading from values and mission and closing the gaps between aspiration and skill.



Bryan brings to clients more than twenty years of experience in diverse educational settings as a teacher, coach, assistant principal, principal, and at the executive level. Based on a belief in the inherent brilliance and dignity of all children, he helps organizations center equity, engaging systems thinking and adaptive leadership principles to advance student achievement for all learners. A strategic thinker, he has been recognized for transformative leadership in the areas of innovation, continuous improvement, and inclusion. He helps districts realize the value and impact of partnership and collaboration in advancing mission across school communities and stakeholder groups, PreK-grade 12.

Dr. Bass is a Certified Professional Co-Active Coach. The Institute of Coaching, a Harvard Medical School affiliate, has linked the four cornerstones of the Co-Active Model to evidence-based scientific research. Asking powerful questions, he holds space for clients to step into their strengths and leadership and holistically supports individuals and organizations to reach their fullest potential. He pursued this learning experience in recognition of the gaps in leadership development for school and district leaders. He has supported many leaders in thought partnership, performance coaching and problem-solving skills to promote leadership effectiveness.

Bryan also teaches as an Adjunct Instructor in the Doctorate of Education program at Concordia University, St. Paul. He enjoys helping future leaders discover a deeper level of systems thinking and analysis and supporting students in advancing and completing their dissertation journey. Bryan is always in “learning mode” and believes in the power of learning with and from students, staff, peers and the broader field in service to humanity.

Dr. Bass earned his undergraduate degree at St. Olaf College, his Master of Arts in Education from St. Mary’s University, Educational Specialist degree from St. Thomas University and Doctorate of Education from St. Cloud State University, advancing academic research in Standards-Based Teacher Evaluation. Bryan is also certified as a Qualified Administrator of the Intercultural Development Inventory. Bryan serves on the Executive Boards for Athletes Committed to Educating Students (ACES) and the Minnesota Education Equity Partnership (MNEEP).

## Dan Hoverman

### Associate Consultant

Dan Hoverman, associate consultant at TeamWorks International, is an experienced and well-respected superintendent and leader of organizational change through partnership. As Superintendent of Mounds View Public Schools, Dan was critical in developing the district's equity promise and building capacity among the administrative team to understand and implement educational change for the benefit of students, staff and families.



Dan guides organizations and the leaders within them to identify their foundational values, beliefs and strategic directions and then supports them in developing focused action plans to achieve their goals. His areas of expertise include systematic organizational design for continuous improvement and innovation, strategic coaching, superintendent and school board development and consultation to support clients in addressing difficult leadership, management or political issues.

He has worked in public education in a variety of capacities since 1975. Dan has been an administrator in the Mounds View Schools since 1987 serving in a number of different capacities, including Director of Special Services, Director of Curriculum and Instruction, Deputy Superintendent and Superintendent. While serving in these roles he has guided the passage of three levy referenda and one major bond initiative. Dan was the chief architect of the district Q-Comp program with Mounds View as one of the first three districts in the state to implement this program. He has also designed and lead the district's efforts to implement an innovative teacher appraisal system and the Early College program at both district high schools. He has also developed and implemented professional development programs at all levels of the district from the school board to district teachers and support staff.

For the past eighteen years, Dan has utilized the TeamWorks proprietary FrameWorks in his daily work as an administrator. He is highly skilled in the use of the FrameWorks and has a wealth of experience in adapting them for use with a wide range of issues. Dan has expertise in the use of a wide variety of other complimentary strategies to support clients in resolving difficult issues and promoting organizational development. Dan has served on many regional collaborative boards as well as being a member of the Board of Junior Achievement of the Midwest, Executive Committee of TIES and Council for Youth Citizenship.

## Dr. Sheri Allen

### Associate Consultant

Sheri Allen, Associate 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.

## Dr. Jeff Ronneberg Associate Consultant

Jeff Ronneberg has been superintendent of the Spring Lake Park Schools in Minnesota since January 2010. Spring Lake Park Schools is a diverse district in suburban Minneapolis - St. Paul with an enrollment of 6,200 students comprising the cities of Blaine, Spring Lake Park, and Fridley. In addition, Jeff has provided consulting services to school systems, non-profit organizations, and businesses in the strategic leadership and organizational alignment, systemic innovation and leadership.



Under Dr. Ronneberg's leadership, the staff throughout the Spring Lake Park Schools work to creatively meet the unique needs of each student, designing innovative, personalized learning environments that transform the student experience. This district-wide focus has required alignment and partnership from the boardroom to the classroom, which has been advanced through Dr. Ronneberg's leadership.

In addition to his work with a school board as a superintendent, Jeff has extensive experience in board governance. He served on the Board of Trustees of Learning Forward – formerly known as the National Staff Development Council – from 2010-2015. In 2013-2014, he served as president of the organization. Learning Forward is a nonprofit, international association of learning educators focused on increasing student achievement through more effective professional development. In addition, he was selected to serve on the Board of the Minnesota Association of School Administrators (MASA) for three years, including a term as the organization's president in 2015-2016. Furthermore, he has served on the University of Minnesota's Urban Leadership Academy Advisory Board, the Association of Metropolitan School District Executive Board, and the Minnesota Children's Museum Board of Directors.

Dr. Ronneberg is a recipient of the University of Minnesota Excellence in Educational Leadership Award, a national award honoring distinguished educators from across the country. In addition, he has been invited to present at numerous conferences locally, regionally, and nationally.

He has been an adjunct instructor at the University of Minnesota, Capella University, Concordia-St. Paul University, and been a guest lecturer Hamline University, Minnesota State University, and St. Cloud State University. .

He holds a Doctor of Education degree in Educational Policy and Administration from the University of Minnesota-Twin Cities, a Master of Science degree in Educational Leadership from Minnesota State University-Mankato, and a Bachelor of Arts degree in Education from Augsburg College in Minneapolis.

## **ADDITIONAL TEAMWORKS INTERNATIONAL TEAM MEMBERS**

### **Rich Swanson**

#### **Insight Services Manager, Research Analyst**

Rich joined TeamWorks International in the fall of 2009 as the manager of our Insight Research Department. He holds a B.S. in geology from Winona State University and a Masters in geography from Hunter College of the City University in New York. Rich's extensive background and experience in private business, military, government, k-12 public education, post-secondary education, faith-based organizations and various non-profit industries has allowed him to develop unique insight and a system approach to serving a wide range of client needs. Rich also serves as faculty at Southeast Technical College where he teaches courses on Physical and World Regional Geography.

### **Matt Pohl**

#### **Geospatial Technology Manager**

Matt began working with TeamWorks International in March of 2010. He has a B.S. in geography from the University of Wisconsin LaCrosse and a Masters in GIS (Geographic Information Systems) from St. Mary's University of Minnesota. Before joining TeamWorks, Matt was the GIS coordinator for Buffalo County, WI. Matt works hand-in-hand with many of TeamWorks' clients, helping them discover relationships within their data and ensuring efficacy in future planning. Matt is responsible for the development, deployment and administration of Insight Online, TeamWorks' web-based mapping and analytical tool.

### **Connie Buberl**

#### **Office Manager**

Connie joined TeamWorks International in 2012 as an administrator with a background in record keeping, finance, and office management. With her expertise, she assists the team on logistics, client contact and is the lead contact for client invoicing. She previously worked with SIMA International and the US Bank branch both located in Stillwater, MN.