

THE BOLD SCHOOL FRAMEWORK

Human-centered leadership and culture consulting for schools and districts.

What people experience emotionally shapes what schools produce academically.

Theresa Staley

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Built upon The BOLD Line philosophy:
Belonging. Openness. Love. Direction.

Human first. Learning follows.

INTRODUCTION

Culture is not built through initiatives alone.

It is shaped daily through the conditions adults experience inside the building.

The BOLD School Framework was created in response to the growing emotional, cultural, and organizational pressures schools are navigating today.

Teacher burnout.

Staffing shortages.

Declining morale.

Leadership overwhelm. Initiative fatigue.

Student disengagement.

Communication fractures.

Difficulty retaining and recruiting certified educators.

Many schools are working incredibly hard while quietly carrying conditions that are no longer sustainable.

The BOLD School Framework is not another initiative.

It is a human-centered leadership and culture consulting model designed to help schools better understand the conditions shaping the daily experiences of teachers, leaders, and students.

The framework is grounded in one core belief:

What people experience emotionally shapes what schools produce academically.

Rather than offering disconnected professional development or surface-level morale strategies, The BOLD School Framework helps schools:

- identify organizational conditions impacting culture and learning•
- strengthen leadership alignment and communication
- rebuild trust and psychological safety
- improve morale and staff retention•
- reconnect systems with human experience
- create practical pathways toward sustainable cultural growth
- reconnect school systems with the people they serve

THE BOLD FRAMEWORK

The BOLD Framework is designed to help schools strengthen the human conditions that shape culture, leadership, morale, and learning.

Belonging

People thrive where they feel safe, valued, included, and connected to meaningful work.

Openness

Healthy school cultures are built through honesty, reflection, listening, transparency, and psychological safety.

Love

Not softness, but deep investment in people, dignity, humanity, and the daily care required to help others grow.

Direction

Clear vision, aligned leadership, purposeful systems, and forward movement rooted in trust.

Culture is not separate from achievement.

It is the condition that shapes it.

THE CONSULTING CONTINUUM

PHASE ONE

Culture Conditions Review & Strategic Action Plan

A comprehensive organizational reflection and analysis process designed to identify the conditions influencing morale, leadership alignment, communication patterns, instructional culture, and student experience.

This work is intended to provide schools and districts with meaningful insight into the human and organizational realities shaping daily operations.

The purpose is not evaluation.

The purpose is clarity.

Possible Areas of Review

- classroom observations
- school climate observations
- leadership interviews
- faculty meeting observations
- communication pattern analysis
- intervention structure analysis
- morale indicators
- teacher retention and turnover trends
- suspension and discipline trends
- leadership alignment observations
- organizational flow and operational structures
- informal listening opportunities with staff
- cultural and relational patterns impacting instruction and engagement

Deliverables May Include

- executive summary
- culture conditions findings
- organizational strengths

- leadership reflection points
- strategic recommendations
- immediate action priorities
- longer-term considerations
- customized BOLD implementation recommendations

Suggested Timeframe

- 1–2 onsite days
- 3–5 days of strategic synthesis, analysis, and report preparation
- leadership debrief and reflection meeting

Suggested Investment Range

- Small schools: beginning at \$4,000–\$7,500
- Larger schools and districts: customized based on scope, complexity, and duration of review

PHASE TWO

Leadership Reflection & Strategic Alignment

Following the Culture Conditions Review, leadership teams engage in reflective consultation grounded in the four pillars of BOLD.

This phase helps school leaders identify:

- communication fractures
- morale patterns
- leadership blind spots
- systems misalignment
- opportunities for psychological safety
- areas where trust and belonging can be strengthened
- leadership behaviors shaping culture
- operational practices impacting morale and engagement

Leadership sessions focus on helping leaders translate findings into meaningful cultural and operational shifts.

Possible Formats

- leadership retreats
- principal coaching
- cabinet consultation
- strategic planning sessions
- virtual leadership reflection meetings
- implementation planning

Suggested Investment Range

- Half-day or single-session leadership support: beginning at \$1,500
- Ongoing strategic leadership partnership: \$2,500–\$5,000 depending on cadence and scope

PHASE THREE

The BOLD Faculty Keynote Experience

A customized keynote and faculty experience developed directly from the findings of the Culture Conditions Review.

Rather than delivering a generic motivational presentation, the keynote is intentionally designed to help faculty and leadership teams reconnect around shared realities, collective responsibility, trust, and purpose.

The keynote experience is rooted in reflection, recognition, honesty, and possibility.

Possible Themes

- teacher morale and emotional sustainability
- psychological safety and openness
- rebuilding trust within school culture
- leadership and belonging
- communication and collective responsibility
- moving from survival mode to alignment• becoming a BOLD school community

Suggested Investment Range

- Faculty keynote experiences: beginning at \$2,500
- Leadership retreats and customized staff experiences: customized based on scope
- \$20,000+• District or year-long partnerships: customized based on scope, travel, and implementation level

PHASE FOUR

The BOLD Leadership Line

A visible leadership reflection and accountability structure designed to operationalize the four pillars of BOLD within daily leadership practice.

The BOLD Leadership Line helps school leaders reflect on:

- how belonging is being created
- how openness is being modeled
- how care and humanity are being demonstrated
- how direction and clarity are being communicated

The framework may include:

- leadership reflection boards
- strategic focus areas
- weekly leadership reflections
- implementation checkpoints
- communication commitments
- leadership meeting protocols
- culture accountability structures

This work is designed to make school culture visible, intentional, and sustainable rather than theoretical.

PHASE FIVE

Full Culture Residency

A comprehensive semester or year-long partnership designed for schools seeking deeper organizational alignment, leadership development, morale restoration, and sustainable cultural change.

This work is designed to support long-term cultural alignment rather than short-term initiative implementation.

A Full Residency May Include

- Culture Conditions Review & Strategic Action Plan
- Leadership reflection and strategic planning
- BOLD Faculty Keynote Experiences
- Ongoing leadership consultation
- BOLD Leadership Line implementation
- communication and systems reflection
- faculty and leadership alignment support
- strategic recalibration sessions• ongoing virtual consultation

Suggested Investment Range

- Semester residency: beginning at \$12,000–\$20,000+
- District or year-long partnerships: customized based on scope, travel, and implementation level

PARTNERSHIP & INVESTMENT STRUCTURE

Meaningful culture work requires both vision and practicality.

Partnership structures are developed collaboratively to reflect the unique goals, staffing realities, implementation capacity, leadership needs, and financial considerations of each school community.

Payment Structures

Smaller Engagements

Examples:



SEP

- keynote experiences
- leadership retreats
- single-session consultation

Typical structure:



SEP

- 50% upon agreement to secure scheduling
- remaining balance due within 30 days of engagement completion

Culture Conditions Reviews

Typical structure:



SEP

- 40% upon agreement and scheduling
- 40% following onsite review completion
- 20% upon delivery of the Strategic Action Plan and leadership debrief

Semester or Year-Long Partnerships

Typical structure:



SEP

- monthly invoicing across the duration of the engagement
- milestone-based payments for larger district partnerships

- customized structures aligned to district approval timelines

BOARD OF EDUCATION & DISTRICT APPROVAL PROCESS

The BOLD School Framework recognizes that many school districts operate within formal approval, procurement, and board review processes.

Implementation timelines may be adjusted thoughtfully to align with:

- superintendent approval processes
- cabinet review timelines
- board meeting schedules
- district procurement requirements
- budget cycles and funding approvals

Theresa Staley is comfortable presenting to:

- boards of education
- superintendent leadership teams
- cabinet-level leadership
- administrative councils
- faculty leadership groups

These conversations may include:

- findings overviews
- strategic recommendations
- implementation considerations

- leadership reflection and alignment
- culture and morale discussions
- long-term partnership possibilities

TRAVEL & RELATED EXPENSES

Travel-related expenses are billed separately from consulting fees.

These may include:

- airfare
- lodging
- rental vehicles•
mileage• parking
- tolls
- ground transportation
- applicable materials or printing costs

All travel-related expenses are reviewed and approved collaboratively in advance whenever applicable.

Whenever possible, travel arrangements are coordinated thoughtfully and cost-consciously in partnership with the school or district to ensure transparency, predictability, and clarity.

The Experience Behind The Work

The BOLD School Framework was developed through decades of experience working across classrooms, leadership teams, district systems, instructional coaching environments, and national educational consulting spaces.

Theresa Staley has served as:

- classroom teacher
- literacy interventionist
- academic supervisor
- humanities supervisor of curriculum and instruction
- national educational consultant and presenter

Her work has included:

- leadership coaching
- faculty and administrative training
- keynote speaking
- professional learning facilitation
- curriculum leadership
- district consultation
- instructional systems support
- school culture and morale work

As a classroom teacher, Theresa's instructional practice and classroom instruction were filmed and utilized nationally as exemplar teaching models to support professional learning and instructional development across schools throughout the country.

Having worked directly inside the realities schools face every day, Theresa brings both systems-level perspective and deep understanding of the human experience educators are navigating.

The framework itself was built from years of observing one consistent truth:

What people experience emotionally shapes what schools produce academically.

Selected Experience Highlights

• 20+ years in education leadership and instruction• Former Humanities Supervisor of Curriculum & Instruction• Former Academic Supervisor• National educational consultant and presenter• Classroom instructional models utilized nationally for professional learning• Experience supporting teachers, principals, leadership teams, and districts nationwide

Connect

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