



Douglas County School District Special Board Meeting

Douglas High School-Media
Center & Zoom

1670 Highway 88

Minden , NV 89423

Tuesday, February 6, 2024

4:00 PM

Agenda

Please click the following link to join the webinar: <https://dcsd-k12.zoom.us/j/82555187035> Passcode: Feb2024 Or Telephone: +1 669 900 6833 US (San Jose) Webinar ID: 825 5518 7035 Telephone Passcode: 8618209

1. Call to Order

A. Pledge of Allegiance

B. Approval of a Flexible Agenda (*For Possible Action*)

The Trustees reserve the right to take items in a different order to accomplish business in the most efficient manner.

2. Public Comment on Agenda Action Items

The public will be invited to make comments at this time on agenda action items, where such comments shall be limited to one and a half minutes per person. Anyone with comments on action items that will take more than one and a half minutes is encouraged to put their testimony in writing and provide a copy to the Board prior to or at the meeting. These copies will not be read aloud, but will be added to the minutes of the meeting upon request.

3. Including Supplemental Documentation to be Considered in the Interviews and Evaluation of Superintendent Applicants SG-G (*Discussion and For Possible Action*)

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The Board will discuss and take action on whether or not to include any and all supplemental documents received after January 6, 2024, by applicants for the position of Superintendent of Schools who submitted their applications by the January 6, 2024, deadline.

4. Superintendent Interviews (*Discussion and For Possible Action*)

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The Board will conduct interviews for two superintendent candidates; Dennis Holmes and John Ramirez Jr., and may take action on appointing one as the new Superintendent.

5. Recess

Recess will be taken to allow the Board President to notify the successful candidate as Superintendent of the Schools.

6. Recognition and Introduction of the Next Superintendent of Douglas County School District (*Discussion Only*)

7. Process for Negotiating an Employment Contract with the New Superintendent or the Process to Move Forward Should the Board's Preferred Candidate Not Accept the Position (*Discussion and For Possible Action*)

The Board will discuss and take action on the process for negotiating a contract with the new Superintendent should the Board's first choice accept the position. Should the Board's first choice not accept the position, the

Board will discuss and take action on whether to offer the position to another candidate or to open up the application window and continue with the prior selected process.

RECOMMENDATION: It is recommended that the Board authorize the Board President, assisted by legal counsel, to negotiate an employment contract with the new Superintendent to be presented and approved by the full Board at an upcoming Board meeting.

8. Public Comment

Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda. A sign-up sheet is provided and individuals who wish to address the Board are asked to indicate their desire to speak and the topic about which they will speak. Individuals wishing to address the Board at this time will be limited to one and a half minutes. The Board is precluded from acting on items raised during Public Comment that are not already on the agenda.

9. Adjournment

(*) Times are estimated. Items on the Agenda may be taken out of order. The Board of Trustees may combine two or more agenda items for consideration, and may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. Generally speaking, the item will be heard no earlier than the time indicated.

If copies of the complete agenda (and supporting materials) are desired in advance, they may be obtained at the District Office on the Friday or Monday preceding a regular Tuesday meeting of the Board. Please contact Caryn Harper at 775-782-5134 or Charper@dcsd.k12.nv.us.

Notice to Individuals with Disabilities: Members of the public who require special assistance or accommodations are asked to notify the District Administration at 1638 Mono Avenue, Minden, Nevada, 89423, or by calling 782-5134, so that such notification is received at least twenty four (24) hours prior to the meeting. In conformance with the Open Meeting Law, it is hereby noted that the agenda for the meeting of the Douglas County School Board of Trustees has been posted at the following locations:

Douglas County School District, Minden, NV

District website: www.dcsd.k12.nv.us

State of Nevada website: <https://notice.nv.gov>

Mr John Ramirez Jr

[REDACTED]

[REDACTED]

[REDACTED]

Contents:

1. Online Application

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/1/2024

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> Executive Director		233 N Stephanie St Henderson, NV 89074 <div style="background-color: black; width: 100px; height: 15px; margin-top: 5px;"></div>		<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>	
Date From - Date To:	08/2019 - 12/2019 (Total Yrs: .5)	Full or Part Time:	Full		
Reason for Leaving:	Returned to California				
May we contact this employer?	No				
Responsibilities/Accomplishments at this Position	Managed School Analytics, improved data accuracy from 20% to 88%, exponentially improved student graduation 98% graduation rate at minimum grade 13 as shown by ACT score or completion of transferable college level course work Focused on monitoring student progress through a real college experience beginning full-time in 11th grade Coordinated support strategy, creative development, and execution of school instructional programs Managed partnerships with local and online colleges to ensure students were able to complete the goal of achieving an AA or 60 college credits upon high school graduation Created site budgets aligned to student achievement and staff support to assure completion of AA or 60 college credits Oversaw compliance, SPED, 504, EL, and support/intervention for students below grade level Managed state and local testing Managed enrollment, recruitment, and retention Oversaw maintenance of school facilities and leases, current and potential Oversaw school safety plans				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> Executive Vice President		14271 Story Road San Jose, CA 95127 <div style="background-color: black; width: 100px; height: 15px; margin-top: 5px;"></div>		<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>	
Date From - Date To:	07/2016 - 07/2018 (Total Yrs: 2)	Full or Part Time:	Full		
Reason for Leaving:	Took another position				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Aligned Curriculum to State and new local benchmark assessments 98% graduation rate 100% of graduates enrolled in post-secondary institutions Aligned Budget to Instructional Program and created a sustainable economic plan moving forward Eliminated the Structural Deficit Created a Student Services Department Created counselor and Special Education departments Hired the first Director of Special Education and reduced out sourcing services Worked with counselors and principals to create and monitor master schedules Successfully renewed the Charter Petitions for two schools Reached a settlement on the first Collective Bargaining Agreement for all three schools Began to develop processes and policies in all areas of compliance Began to develop processes and policies to assure compliance in the area of Human Resources, specifically as they pertain to credentials				

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/1/2024

Experience Continued

Responsibilities/ Accomplishments at this Position continued...	Developed Partnerships with Local Community Colleges and Universities Developed the structures for the first Career Pathways Secured a \$31.5 million Charter School Facilities Program grant to modernize and build new facilities for Luis Valdes Leadership Academy
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Previous Position Held	Employer Contact Information	Supervisor/Reference Contact Information
[REDACTED] Superintendent	155 Bardin Road Salinas, CA 93905 [REDACTED]	[REDACTED] [REDACTED] [REDACTED]
Date From - Date To: 03/2010 - 06/2016 (Total Yrs: 6)	Full or Part Time: Full	
Reason for Leaving:	Took another position	
May we contact this employer?	Yes	
Responsibilities/ Accomplishments at this Position	Served as the Chief Executive Officer for K-6 grade district with 9,000 students and over 800+ certificated and classified staff. Improved student achievement, 11% ELA, 19% Mathematics, 70-point API growth 3 Gold Ribbon Awards All 12 Schools reached Safe Harbor 2015 Effectively managed \$100 million budget with 10% reserve utilizing prudent and collaborative fiscal management Maintained professional and collaborative relationship with Board of Trustees, established new vision, board goals and policies Effectively led District out of State Intervention one year early in partnership with the California Department of Education Established student-centered culture, restructured instructional program resulting in 10% increase in test scores Developed LCAP with CCSS implementation, community engagement and student achievement as focus Facilitate collective bargaining contracts with Certificated and Classified Staff Implemented the AUSD Labor-Management Initiative to develop a shared decision-making process Oversaw district facilities and technology master plan, built new school \$500,000 under budget, redrew attendance and Trustee boundaries Established partnerships with parents and families, elected officials, neighboring districts, law enforcement, Rotary and business community Utilized data-driven evaluative processes to review district performance and progress Amplified district's communications and public relations strategies to inform the community about AUSD Implemented 1:1 technology at new school with savings from construction, 1:1 continues by grade level across the District (AUSD has a 1:3 student to computer ratio)	

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/1/2024

Student Teaching

	First	Second
School	NA	
Location		
School Phone #		
School Year		
Grade Level(s)/ Subject Area(s)		
Taught		
Name and Phone of Cooperating Teacher		
Name and Phone of Additional Cooperating Teacher		
Name and Phone of University Supervising Contact		
Academic Grade Received		

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Alisal High School
Graduation Status: H.S. Diploma

Highest Degree Attained: MA/MS/etc.

Colleges, Universities and Technical Schools Attended:

Name and location	Major area of study	Minor area of study	Degree
Santa Clara University	History		BA
Harvard University	Human Development & Psychology		MEd
San Jose State University	School Administration		Administrative Services Credential
San Jose State University	School Counseling		Pupil Personnel Services Credential

	Undergraduate	Graduate
Overall GPA	/4	/4
Major GPA	/4	/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
MA/MS/etc.		

List honors, awards or distinctions you have earned:

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/1/2024

Licensure

Do you hold National Board for Professional Teaching Standards certification?

No

Do you hold or anticipate a Nevada license?

License is anticipated

How do you plan to obtain a Nevada license?

I currently hold an out-of-state certification that will be transferred to Nevada.

Type	Date Anticipated	Expiration Date	Status
Specialized Education Personnel (Administrator of a Program/School Counselor)	mm/dd/yyyy		

Please list any other endorsements and/or verifications documented on your License(s):

* Have you applied for a Nevada license?

* List the date you applied for licensure:

* Have you received a deficiency statement?

If pending, date test taken

* Have you passed the Basic Skills Exam?

* Have you passed the Content Area Exam?

Do you hold a current out-of-state license? Yes

State	Type	License Number	Expiration Date	Current?
C				

List your out-of-state certified teaching/administration fields:

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district?

No

If Yes, what type of school district considered you Highly Qualified?

No information entered on Highly Qualified Teacher Subject(s)/Method(s).

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

I have over 30 years of experience in education. My experience includes serving in the capacity of a teacher, principal, district level administrator, and superintendent. I have also led two charter organizations and have consulted with numerous school districts and charter organizations in my capacity as the founder and CEO of an LLC.

In my capacity as an educator, I focus on building teams that are centered on student achievement aimed at helping learners graduate prepared for today's job market. I have led a middle school from being one of the lowest achieving schools in the state of California to being the highest achieving Title 1 school in the county. I have also led a school district that was taken over by the state of California for its low achievement to becoming the highest Title 1 school district in the county and one of the top achieving Title 1 districts in the state, receiving three Gold Ribbons for outstanding achievement.

The opportunity to lead the Douglas County School District as superintendent is exciting because there is a strong alignment between my

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/1/2024

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

areas of expertise and the needs of the district. Although Douglas is setting the bar in Nevada with respect to achievement, about half of the students in the district are not meeting the state standards. My experience with turning school districts into high achievers matches well with the district's need for increased achievement. Initiating an audit of the instructional program and budget will highlight the changes needed to positively impact student achievement.

Establishing clear grade level expectations in the core content areas, especially Language Arts and Mathematics and sharing those grade level expectations with students, parents and the community is essential to creating a community focused on improvement. Centering instructional pedagogy around research proven practices specific to Douglas County students will allow teachers and school leaders to concentrate on improving their practice and thus yielding higher levels of achievement and ultimately, graduating students prepared for post-secondary education programs and the job market.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. What personal characteristics define an excellent administrator?

An excellent administrator is defined by their commitment to the building and development of a team that will drive improved results. An excellent administrator will be immersed in the community, guided by the objective of giving every student the opportunity to excel. They should have a strong understanding of the local and regional industry with the purpose of aligning education programs to the skills needed to be successful in the workforce and the post-secondary institutions that are tasked to further prepare graduates for today's economy.

The disconnect between education and industry continues to challenge the success of our graduates and the future of our country. We must prepare students to compete in the current job market and the workplace ecosystem that is yet to be defined. A strong administrator is in touch with industry partners that are at the forefront of the skills needed for graduates to be successful and they must continue to innovate and bring those changes to the education system that they lead. Without improvement in the content and delivery of instruction, our community will not develop the workforce needed to grow. Instead, we will continue to bring in employees from other states and countries to fill our vacancies. Strong leaders in the education system are needed to prevent this from continuing to plague our country.

2. From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?

The importance of technology in education goes without mention. The challenge is the lack of alignment of the instructional program to industry and the job market. The technology companies provide a myriad of online courses to prepare future employees in their respective fields and beyond. For example, Google offers IT certificates that can be incorporated into the high school course catalog by building a collaborative partnership with industry. Pairing industry courses with dual enrollment courses provides access and pathways to students in areas where it otherwise would be challenging. The K-12 system should cease to continue to build career pathways without industry partner expertise. Industry leaders are content experts and should be working with schools to guide students in the right direction. Not all jobs in the future require a four-year degree and we have known this for decades.

Furthermore, building capacity through content delivery in the primary and middle grades is a crucial component to long-term comprehensive outcomes. Programs such as Project Lead the Way can assist educators in teaching students the foundational skills needed for engineering, computer science and the medical field. I am not advocating for a specific program, instead differentiating how access to technology can occur under a successful K-12 model. K-12 teachers cannot be expected to be content experts in fields that they have not worked in, instead they should be supported in closing the access gap that exists for many communities.

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/1/2024

Language Skills

Do you know any language other than English? Yes

Language(s): Spanish

Oral Level:

Written Level: Fluent

Professional References

	Reference 1 of 3	Reference 2 of 3
Name:	[REDACTED]	[REDACTED]
School/Org:	Stockton Unified School District	Stockton Unified School District
Current Position:	Board Member	Board Member
Home Phone:	[REDACTED]	[REDACTED]
Cell Phone:	[REDACTED]	[REDACTED]
Work Phone:	[REDACTED]	[REDACTED]
Mailing Address:		
Email:	[REDACTED]	[REDACTED]
Relationship to Candidate:	Supervisor	Supervisor
Years Known:	4	4

Referrals

How did you hear about employment with us?

County Regional Office Web Site

Additional Information

List any additional information which will help in determining your professional qualifications for a position.

Do you hold a current CDL (Commercial Drivers License) and if yes, what type of current CDL do you hold?

Disclosures

Contract Status

* Are you currently under contract?

No

If Yes, which district?

If Yes, when does it expire?

When may your present employer be contacted?

Professional Status

* Have you obtained tenure status in any other School District?

Yes

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/1/2024

Disclosures continued

If Yes, where?

Salinas Union High School District

When?

2003

* Have you ever been denied tenure?

No

If Yes, explain:

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

Yes

If Yes, explain:

District bought out my contract

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?

No

Name:

Position:

Relationship:

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

List any accommodations:

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States?

Yes

* Have you ever been convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/1/2024

Legal Information continued

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country?

No

Notice of Non-Discrimination

The Douglas County School District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation in admission to or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boys Scouts of America Equal Access Act. The District is an Equal Opportunity Employer. Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation, may grieve such matters using the adopted grievance procedures of the Douglas County School District. Such procedure shall provide for prompt and equitable resolution of complaints alleging acts of discrimination. The Superintendent of Douglas County School District has designated the following person to handle inquiries regarding student and employee non-discrimination policies: Executive Director of Human Resources **Adam Dedmon** 1638 Mono Avenue Minden, Nevada 89423 Phone: (775) 782-7177

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated. I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/1/2024

I, John Ramirez , agree to all of the terms above.

I agree

Mr Dennis Holmes



Contents:

1. Online Application
2. Attachment: Certificate
3. Attachment: Cover Letter
4. Attachment: Resume
5. Attachment: Transcripts
6. Attachment: Transcripts p. 2
7. Attachment: Transcripts p. 3
8. Reference Letter: Reference Letter
9. Reference Letter: Reference Letter
10. Form: Douglas County School District - Applicant History Disclosure Form

Prepared for: Adam Dedmon
Douglas County School District
Feb 2, 2024 5:52 PM

Douglas County School District Online Application

Holmes, Dennis - AppNo: 15228

Date Submitted: 12/14/2023

Personal Data

Name: Mr Dennis Holmes
 (Title) (First) (Middle Initial) (Last)
 Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: Dennis Holmes
 (Title) (First) (Middle Initial) (Last)

Email Address: [REDACTED]

Postal Address

Permanent Address Number & Street: [REDACTED] Apt. Number: [REDACTED] City: [REDACTED] State/Province: [REDACTED] Zip/Postal Code: [REDACTED] Country: [REDACTED] Daytime Phone: [REDACTED] Home/Cell Phone: [REDACTED]	Present Address Number & Street: [REDACTED] Apt. Number: [REDACTED] City: [REDACTED] State/Province: [REDACTED] Zip/Postal Code: [REDACTED] Country: [REDACTED] Phone Number: [REDACTED]
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Employment Desired

Open Vacancy Desired: JobID: 3263 **Administration:** Superintendent at District Office **Date Last Submitted:** 12/14/2023 **Experience in Similar Positions:** 5 years

Position Desired: **Administration** **Experience in Similar Positions:**

1. Superintendent 5 years

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position	Employer Contact Information	Supervisor/Reference Contact Information
Campbell County School District Associate Superintendent for Instructional Support	1000 W 8th St Gillete, WY 82717 307-687-4502	[REDACTED]
Date From - Date To: 07/2018 - 06/2023 (Total Yrs: 5)	Full or Part Time: Full	
Reason for Leaving:	Relocated to Nevada	
May we contact this employer?	Yes	
Responsibilities/Accomplishments at this Position	I have a deep understanding of what it takes to be successful in any leadership role. I have recently retired as the Associate Superintendent for Instructional Support in Gillette, WY. I served in this role for five years. I worked closely with and delivered oversight for the following: * Finance Department * Transportation * Buildings and Grounds (Maintenance) * Business IT * Nutrition * Accounting * Warehouse (Purchasing)	

Douglas County School District Online Application

Holmes, Dennis - AppNo: 15228

Date Submitted: 12/14/2023

Experience Continued

Responsibilities/ Accomplishments at this Position continued...	<ul style="list-style-type: none"> * Legal Issues * Legislative interactions and testimonials.
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Previous Position Held	Employer Contact Information	Supervisor/Reference Contact Information
Campbell County School District Principal	1000 W 8th St Gillette, WY 82717 307-687-4502	[REDACTED]
Date From - Date To:	07/2016 - 07/2018 (Total Yrs: 2)	Full or Part Time: Full
Reason for Leaving:	job advancement	
May we contact this employer?	Yes	
Responsibilities/ Accomplishments at this Position	Opened a brand new 9-12 comprehensive high school in Gillette, WY	

Previous Position Held	Employer Contact Information	Supervisor/Reference Contact Information
Billings Senior High Principal	425 Grand Ave Billings, MT 59101 406-281-5400	[REDACTED]
Date From - Date To:	07/2006 - 07/2016 (Total Yrs: 10)	Full or Part Time: Full
Reason for Leaving:	career advancement	
May we contact this employer?	Yes	
Responsibilities/ Accomplishments at this Position	Leadership of 9-12 comprehensive high school	

Student Teaching

No student teaching information was entered.

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Billings Senior High School
Graduation Status: H.S. Diploma

Douglas County School District Online Application

Holmes, Dennis - AppNo: 15228

Date Submitted: 12/14/2023

Highest Degree Attained: MA/MS/etc.

Colleges, Universities and Technical Schools Attended:

Name and location	Major area of study	Minor area of study	Degree
Montana State University	Educational Leadership		Ed Leadership endorsement
Montana State University Billings	Masters in Health Education		Masters
Eastern Montana College	Health Enhancement	Coaching	Bachelors

Overall GPA	Undergraduate 3.0/4	Graduate 3.77/4
Major GPA	/4	/4
Highest Degree Attained	Number of graduate hours beyond your highest degree: 40	Grad Program Of Study Education

List honors, awards or distinctions you have earned:

President of Montana High School Association 2012-2013
 Rimrock Foundation Executive Board 2012-2015
 Partners in Education MSU Award 2010

Licensure

Do you hold National Board for Professional Teaching Standards certification? **No**

Do you hold or anticipate a Nevada license? **License is held**

Type	License Number	Expiration Date	Status
Special (various grade levels) (Professional)	224867	04/27/2026	Current

Please list any other endorsements and/or verifications documented on your License(s):

Do you hold a current out-of-state license? Yes

State	Type	License Number	Expiration Date	Current?
WY	Principal K-12	PTSB70599	03/27/20	Yes

List your out-of-state certified teaching/administration fields:

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district? **No**

If Yes, what type of school district considered you Highly Qualified?

Douglas County School District Online Application

Holmes, Dennis - AppNo: 15228

Date Submitted: 12/14/2023

Highly Qualified Teacher Continued

No information entered on Highly Qualified Teacher Subject(s)/Method(s).

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

My name is Dennis Holmes. I am contacting you regarding your Superintendent vacancy for Douglas County Schools. During the past five years I have worked as the Associate Superintendent for Instructional Support. The main stay of my role was managing a \$140 million-dollar general fund and \$210 million-dollar overall budget along with the oversight of many departments. During my career of over 30 years I have been able to experience every facet of teaching, learning and leadership. I am knowledgeable in many areas due to the opportunities I have experienced in my in-depth career which includes teaching grades one through twelve. I also have devoted many hours working with and for the Board of Campbell County School District.

I have a deep understanding of what it takes to be successful in any leadership role. I have recently retired as the Associate Superintendent for Instructional Support in Gillette, WY. I served in this role for five years. I worked closely with and delivered oversight for the following:

- * Finance Department
- * Transportation
- * Buildings and Grounds (Maintenance)
- * Business IT
- * Nutrition
- * Accounting
- * Warehouse (Purchasing)
- * Legal Issues
- * Legislative interactions and testimonials.

I have coordinated and testified on legislative issues regarding education with the Wyoming Legislation and managed the District's School Resource Officers. I created and implemented the Crisis Plan for the Campbell County School District of 8,700 students. My success has been centered around my ability to create and sustain positive relationships with students, staff, parents, community members and other foundational stakeholders.

While working for Campbell County School District in Gillette, WY, I obtained funding for building a new aquatic center for \$39 million dollars, which is currently being constructed. I also secured funding for a dated rural elementary school that is currently in the design phase. Prior to my most recent position as an Associate Superintendent, I was a high school principal for 12 years at Billings Senior High in Billings, MT and at Thunder Basin High School in Gillette, WY. I have held other leadership positions since 2002 including the role as an Assistant Principal. I have a good understanding of financial management, supervision and working with a team. Our general fund budget in Campbell County was \$140 million and the overall budget was near \$210 million including grants and non-guaranteed funds.

Over my 30 plus years in education, I have developed sound leadership skills in many areas due to the vast and diverse nature of my most recent and past responsibilities. My successful teaching experience includes teaching Health Enhancement K-12 and Adaptive PE. I successfully opened a brand-new high school, Thunder Basin High School, with eleven-hundred students and eighty-five staff in Gillette, WY. Throughout my career I have had numerous opportunities to support student learning by supporting classroom teachers and believe that data-driven instruction produces results best for all learners. I believe in a shared leadership style which has been effective for me throughout my career.

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Holmes, Dennis - AppNo: 15228

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Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. What personal characteristics define an excellent administrator?

Over my 30 plus years in education, I have developed sound leadership skills in many areas due to the vast and diverse nature of my most recent and past responsibilities. My successful teaching experience includes teaching Health Enhancement K-12 and Adaptive PE. I successfully opened a brand-new high school, Thunder Basin High School, with eleven-hundred students and eighty-five staff in Gillette, WY. Throughout my career I have had numerous opportunities to support student learning by supporting classroom teachers and believe that data-driven instruction produces results best for all learners. I believe in a shared leadership style which has been effective for me throughout my career.

2. From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?

I believe technology is extremely important if used properly in education and daily use. I believe the proper use of technology for all students is essential to all students in a learning environment. I do not have any outstanding skills related to technology other than I continue to learn as technology changes daily.

Language Skills

Do you know any language other than English? No

Professional References

	Reference 1 of 3	Reference 2 of 3
Name:	[REDACTED]	[REDACTED]
School/Org:	Campbell County School District	Campbell County School District
Current Position:	Superintendent	Deputy Superintendent
Home Phone:	[REDACTED]	[REDACTED]
Cell Phone:	[REDACTED]	[REDACTED]
Work Phone:	[REDACTED]	[REDACTED]
Mailing Address:	[REDACTED]	[REDACTED]
Email:	[REDACTED]	[REDACTED]
Relationship to Candidate:	[REDACTED]	[REDACTED]
Years Known:	8	8

Douglas County School District Online Application

Holmes, Dennis - AppNo: 15228

Date Submitted: 12/14/2023

Professional References cont.

	Reference 3 of 3	
Name:	[REDACTED]	
School/Org:	Campbell County School District	
Current Position:	HR Director	
Home Phone:		
Cell Phone:	[REDACTED]	
Work Phone:	[REDACTED]	
Mailing Address:	[REDACTED] [REDACTED]	
Email:	[REDACTED]	
Relationship to Candidate:	co-worker	
Years Known:	8	

Referrals

How did you hear about employment with us?

Newspaper		
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Additional Information

List any additional information which will help in determining your professional qualifications for a position.

--

Do you hold a current CDL (Commercial Drivers License) and if yes, what type of current CDL do you hold?

No

Disclosures

Contract Status

* Are you currently under contract?

No

If Yes, which district?

If Yes, when does it expire?

When may your present employer be contacted?

Professional Status

* Have you obtained tenure status in any other School District?

Yes

If Yes, where?

When?

Billings, MT

1994

* Have you ever been denied tenure?

No

If Yes, explain:

--

Douglas County School District Online Application

Holmes, Dennis - AppNo: 15228

Date Submitted: 12/14/2023

Disclosures continued

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

No

If Yes, explain:

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?

No

Name:

Position:

Relationship:

No

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

List any accommodations:

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States?

Yes

* Have you ever been convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

Douglas County School District Online Application

Holmes, Dennis - AppNo: 15228

Date Submitted: 12/14/2023

Legal Information continued

* Does your name appear on any Sex Offender Database in any state or country?

No

Notice of Non-Discrimination

The Douglas County School District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation in admission to or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boys Scouts of America Equal Access Act. The District is an Equal Opportunity Employer. Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation, may grieve such matters using the adopted grievance procedures of the Douglas County School District. Such procedure shall provide for prompt and equitable resolution of complaints alleging acts of discrimination. The Superintendent of Douglas County School District has designated the following person to handle inquiries regarding student and employee non-discrimination policies: Executive Director of Human Resources **Adam Dedmon** 1638 Mono Avenue Minden, Nevada 89423 Phone: (775) 782-7177

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated. I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

I, Dennis Holmes, agree to all of the terms above.

I agree

License for Educational Personnel

License No. 224867

This License Certifies That

Dennis L Holmes

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas :

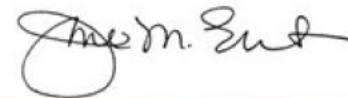
License	Grade Level	Original Endorsement Issue Date	Endorsements	License Issue Date	Expiration Date
Provisional - Special	K-12	04/27/2023	School Administrator	04/27/2023	04/27/2026

Provisions to be satisfied

Provisions	Required Due Date
Three (3) semester credits in a course on Parent Involvement and Family Engagement that has been approved by the Department and is consistent with NRS 392.457.	04/27/2026

Renewal Requirements

Renewal Requirements	Required Due Date
Pursuant to NRS 391.0347, a 3 semester credit course or 45 hours of approved professional development in Multicultural Education must be completed after the issuance date of this current license. The course or professional development must include the specific content outlined in NAC 391.067. No course taken prior to the issuance of this license will be accepted to satisfy this requirement.	04/27/2026
You may apply for a standard license once all outstanding provisions have been satisfied.	04/27/2026



State Superintendent of Public Instruction

Dennis Holmes

To Douglas County School District,

My name is Dennis Holmes. I am contacting you regarding your Superintendent vacancy for Douglas County Schools. During the past five years I have worked as the Associate Superintendent for Instructional Support. The main stay of my role was managing a \$140 million-dollar general fund and \$210 million-dollar overall budget along with the oversight of many departments. During my career of over 30 years I have been able to experience every facet of teaching, learning and leadership. I am knowledgeable in many areas due to the opportunities I have experienced in my in-depth career which includes teaching grades one through twelve. I also have devoted many hours working with and for the Board of Campbell County School District.

I have a deep understanding of what it takes to be successful in any leadership role. I have recently retired as the Associate Superintendent for Instructional Support in Gillette, WY. I served in this role for five years. I worked closely with and delivered oversight for the following:

- Finance Department
- Transportation
- Buildings and Grounds (Maintenance)
- Business IT
- Nutrition
- Accounting
- Warehouse (Purchasing)
- Legal Issues
- Legislative interactions and testimonials.

I have coordinated and testified to legislative issues regarding education with the Wyoming Legislation and managed the District's School Resource Officers. I created and implemented the Crisis Plan for the Campbell County School District of 8,700 students. My success has been centered around my ability to create and sustain positive relationships with students, staff, parents, community members and other foundational stakeholders.

While working for Campbell County School District in Gillette, WY, I obtained funding for building a new aquatic center for \$39 million dollars, which is currently being constructed. I also secured funding for a dated rural elementary school that is currently in the design phase. Prior to my most recent position as an Associate Superintendent, I was a high school principal for 12 years at Billings Senior High in Billings, MT and at Thunder Basin High School in Gillette, WY. I have held other leadership positions since 2002 including the role as an Assistant Principal. I have a good understanding of financial management, supervision and working with a team. Our general fund budget in Campbell County was \$140 million and the overall budget was near \$210 million including grants and non-guaranteed funds.

Over my 30 plus years in education, I have developed sound leadership skills in many areas due to the vast and diverse nature of my most recent and past responsibilities. My successful teaching experience includes teaching Health Enhancement K-12 and Adaptive PE. I successfully opened a brand-new high school, Thunder Basin High School, with eleven-hundred students and eighty-five staff in Gillette, WY. Throughout my career I have had numerous opportunities to support student learning by supporting classroom teachers and believe that data-driven instruction produces results best for all learners. I believe in a shared leadership style which has been effective for me throughout my career.

My wife and I relocated to Las Vegas in June of 2023. I am ready to begin a new career as the Superintendent for the Douglas County School District, a position which I am thoroughly qualified for. I am a hard-working dedicated person with high integrity and values. My references will speak to my character, work ethic and indicate a superior performance.

I look forward to discussing employment opportunities. I believe in wearing professional attire to work on a daily basis and am eager to work hard. I will complete all duties as prescribed.

Dennis Holmes

Dennis Holmes

OBJECTIVE: Meaningful Employment

Education

MONTANA STATE UNIVERSITY: EDUCATIONAL LEADERSHIP (5-12)

MONTANA STATE UNIVERSITY BILLINGS: MASTERS IN HEALTH AND PHYSICAL EDUCATION

EASTERN MONTANA COLLEGE: BS HEALTH AND PHYSICAL EDUCATION, COACHING OPTION

Skills & Abilities

LEADERSHIP

- Served as the Associate Superintendent for Instructional Support
- Financial leader (\$210 million budget, \$140 million general funds) and Transportation Department oversight
- Shared leadership with Administrative Team and Staff
- Extensive knowledge of sound instructional practices and staff evaluations
- Knowledge of HR Laws, School Law, IDEA, Section 504, Title I, Title IX, FERPA, FAPE
- Command a collaborative work environment to serve students educational needs
- Understand school culture/diversity and districts' practices and policies
- Ensure school climate is clean, safe, supports academics, and is relationship based
- Oversight of all Buildings and Grounds
- Created and implemented District Wide Crisis Plan

COMMUNICATION

- Speak and/or write well and get my ideas across to others easily
- Strengths in building and sustaining relationships
- Work with District Leadership collaboratively
- Strong alliance with Campbell County School District Department Leaders
- Strong alliance with Campbell County School District Cabinet

MANAGEMENT

- Responsible for evaluation and supervision of 9 staff who oversee several hundred employees
- Oversee Finance, Transportation, Food Services, Purchasing and Warehouse, Maintenance and Facilities, Accounting, Print Shop, Government Relations and Legislation, Federal Grants, the Finance Technology Department and the District Crisis Team

ORGANIZE

- Arrange/plan events/put agendas in order so that they run smoothly
- Develop strategies/best practices to facilitate optimal learning
- Complete tasks and mandated requirements
- Staff building needs with certified/qualified professionals
- Design Profession Learning Community goals

DECISION MAKING

- Make good judgments about what to do in a difficult situation
- Build Master Schedule and implement for 1850 plus students
- Problem Solver

FLEXIBLE

- Can carry out many different responsibilities, sometimes with very little advanced notice
- Ability to adjust schedule and plans as needed

Experience

ASSOCIATE SUPERINTENDENT FOR INSTRUCTIONAL SUPPORT – GILLETTE, WY; CAMPBELL COUNTY SCHOOL DISTRICT #1 - JULY 2018-JULY 2023 See Cover Letter

PRINCIPAL THUNDER BASIN HIGH SCHOOL JULY 2016-July 2018

- Leadership of 130 staff members and 1050 students
- Creating the culture and establishing the climate of a new 9-12 comprehensive high school
- Strong Academic leadership skills

PRINCIPAL BILLINGS SENIOR HIGH SCHOOL AUGUST 2006-2016, BILLINGS, MT; BILLINGS PUBLIC SCHOOLS

- Leadership of 150 staff members and 1850 students
- Title I School

ASSOCIATE PRINCIPAL BILLINGS SENIOR HIGH SCHOOL AUGUST 2004-2006

- Scheduling classes for the students/teachers and worked cooperatively with the principal
- Leader for building Guidance Counselors
- Oversee graduation requirements

ASSISTANT PRINCIPAL BILLINGS SENIOR HIGH SCHOOL AUGUST 2002-2004

- Responsible for student conduct, test scheduling, event coordinator, evaluations

BILLINGS WEST HIGH SCHOOL AND ROSE PARK ELEMENTARY SCHOOL AUGUST 2000-2002

- Administrative Intern and 9-12 Health Enhancement, Assistant Varsity Softball Coach (Strength Coach)
- Taught grades Kindergarten – Sophomore Health and PE

BILLINGS SENIOR HIGH SCHOOL AUGUST 1999-2000

- Health Enhancement Teacher grades 9-12, Assistant Varsity Softball Coach (Strength Coach), Assistant Varsity Football Coach (Strength Coach)

LEWIS AND CLARK MIDDLE SCHOOL AUGUST 1991-1999

- 7th grade Health Enhancement, Assistant Softball Coach, Head Football Coach, Head Boys Basketball Coach, Assistant Girls Basketball Coach

Supplementary Information

- Assisted in development of PLC's, a Professional Learning Community for my staff at Senior High School
- Worked closely with Successful Practices Network, Bill Daggett and Ray McNulty (Next Network) 2007-2014
- Member of MHSAA; President 2012-2013; AA Principals; Vice President Rimrock Foundation Executive Board (2007-2015); Attended numerous professional conferences, including NHFS conferences in Philadelphia and Nashville, NASSP, MASSP, Successful Practices Network
- Partners in Excellence Award MSU-Billings 2010, Coffee with the Principal (parent and community outreach), Supported Advanced Ed. implementation

References – Attached or upon request

Transcript Data

STUDENT INFORMATION

Name :

***Transcript type:WEB is NOT Official ***

DEGREE AWARDED:

Awarded: Master of Education **Degree Date:** Aug 22, 2008

Curriculum Information

Major: School Counseling

INSTITUTION CREDIT -Top-

Term: Fall 1979

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
BUAC	233	UQ Princ Of Accounting	B	5.000	15.00	
COMT	110	UQ Intrprsnl Commun	A	3.000	12.00	
ENGL	101	UQ Basic Expos Writing	A	3.000	12.00	
HPE	154	UQ Coed Volleyball	B	1.000	3.00	
PSYC	101	UQ Intro Psychology	C	3.000	6.00	

Term Totals (Undergraduate - Quarter)

Attempt	Passed	Earned	GPA	Quality	GPA
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Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	0.000	15.000	15.000	48.00	3.20
Cumulative:	15.000	0.000	15.000	15.000	48.00	3.20

Unofficial Transcript

Term: Winter 1980

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BUAC	234	UQ	Prin Of Accounting	B	5.000	15.00	
EDUC	104	UQ	Office Machines	A	3.000	12.00	
ENGL	102	UQ	Basic Rhetoric	C	3.000	6.00	
MATH	105	UQ	Intermed Algebra	A	5.000	20.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	16.000	0.000	16.000	16.000	53.00	3.31
Cumulative:	31.000	0.000	31.000	31.000	101.00	3.25

Unofficial Transcript

Term: Spring 1980

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BUIS	165	UQ	Intro To Inform Syst	B	5.000	15.00	

Term: Spring 1980

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BUIS	165	UQ	Intro To Inform Syst	B	5.000	15.00	
ENGL	203	UQ	Lib Research Paper	A	3.000	12.00	
HPE	146	UQ	Beginning Tennes	B	1.000	3.00	
MATH	107	UQ	Applied Col Algebra	A	5.000	20.00	
SOCL	101	UQ	Prin Of Sociology	C	3.000	6.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	17.000	0.000	17.000	17.000	56.00	3.29
Cumulative:	48.000	0.000	48.000	48.000	157.00	3.27

Unofficial Transcript

Term: Winter 1981

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BIOL	105	UQ	General Biology	D	3.000	0.00	E
HIST	102	UQ	Hist Of Western Civ	D	3.000	3.00	
NAMS	202	UQ	Srvy Mt Indn Grps	B	3.000	9.00	
POLS	101	UQ	Intro To Poli Sci	C	3.000	6.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	0.000	9.000	9.000	18.00	2.00
Cumulative:	60.000	0.000	57.000	57.000	175.00	3.07

Unofficial Transcript

Term: Spring 1981

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	201	UQ	Bus Communication	A	3.000	12.00	
ENGL	106	UQ	Intro To Literature	A	3.000	12.00	
HE	101	UQ	Persnl Hlth/Safe Ed	B	3.000	9.00	
HPE	123	UQ	Folk Dancing	A	1.000	4.00	
MUSC	101	UQ	Foundations Of Music	C	3.000	6.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	13.000	0.000	13.000	13.000	43.00	3.30
Cumulative:	73.000	0.000	70.000	70.000	218.00	3.11

Unofficial Transcript

Term: Fall 1981

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BUAC	335	UQ	Intermed Accounting	C	4.000	8.00	

Term: Fall 1981

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BUAC	335	UQ	Intermed Accounting	C	4.000	8.00	
ECON	201	UQ	Prin Of Economics	B	4.000	12.00	
EDUC	223	UQ	Prin Begin Shorthand	B	4.000	12.00	
SOCL	232	UQ	Courtship & Marriage	B	3.000	9.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	0.000	15.000	15.000	41.00	2.73
Cumulative:	88.000	0.000	85.000	85.000	259.00	3.04

Unofficial Transcript

Term: Winter 1982

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BUAC	336	UQ	Intermed Accounting	C	4.000	8.00	
ECON	202	UQ	Prin Of Economics	D	4.000	4.00	
FREN	102	UQ	Elementary French	A	4.000	16.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	0.000	12.000	12.000	28.00	2.33
Cumulative:	100.000	0.000	97.000	97.000	287.00	2.95

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	0.000	12.000	12.000	28.00	2.33
Cumulative:	100.000	0.000	97.000	97.000	287.00	2.95

Unofficial Transcript

Term: Spring 1982

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
BIOL	105	UQ General Biology	C	3.000	6.00	I
BUAC	337	UQ Intermed Accounting	W	4.000	0.00	
ECON	203	UQ Prin Of Economics	E	4.000	0.00	
FREN	101	UQ Elementary French	A	4.000	16.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	0.000	7.000	11.000	22.00	2.00
Cumulative:	115.000	0.000	104.000	108.000	309.00	2.86

Unofficial Transcript

Term: Fall 1982

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	210	UQ Audio-Visual Educ	A	3.000	12.00	

Term: Fall 1982

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	210	UQ	Audio-Visual Educ	A	3.000	12.00	
EDUC	225	UQ	Human Grwth & Dvlpmt	W	5.000	0.00	
MATH	112	UQ	Calculus/Anlytc Geom	D	5.000	5.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	13.000	0.000	8.000	8.000	17.00	2.12
Cumulative:	128.000	0.000	112.000	116.000	326.00	2.81

Unofficial Transcript

Term: Spring 1983

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ART	492	UQ	Sem:Art History	W	3.000	0.00	
EDUC	225	UQ	Human Growth/Devlpmt	C	5.000	10.00	
MATH	108	UQ	Calc Manag/Soc Sci	A	4.000	16.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	0.000	9.000	9.000	26.00	2.88
Cumulative:	140.000	0.000	121.000	125.000	352.00	2.81

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	0.000	9.000	9.000	26.00	2.88
Cumulative:	140.000	0.000	121.000	125.000	352.00	2.81

Unofficial Transcript

Term: Fall 1983

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
BAS	112	UQ Intrmd Keybd/Typewrg	C	3.000	6.00	
EDUC	287	UQ Educ Psychology	W	3.000	0.00	
HPE	175	UQ Rhythmic Aerobics	F	1.000	0.00	E
MATH	112	UQ Calculus/Anlytc Geom	D	5.000	0.00	E

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	0.000	3.000	3.000	6.00	2.00
Cumulative:	152.000	0.000	124.000	128.000	358.00	2.79

Unofficial Transcript

Term: Fall 1987

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	287	UQ Educ Psychology	B	3.000	9.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	0.000	9.000	9.000	18.00	2.00
Cumulative:	60.000	0.000	57.000	57.000	175.00	3.07

Unofficial Transcript

Term: Spring 1981

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	201	UQ	Bus Communication	A	3.000	12.00	
ENGL	106	UQ	Intro To Literature	A	3.000	12.00	
HE	101	UQ	Persnl Hlth/Safe Ed	B	3.000	9.00	
HPE	123	UQ	Folk Dancing	A	1.000	4.00	
MUSC	101	UQ	Foundations Of Music	C	3.000	6.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	13.000	0.000	13.000	13.000	43.00	3.30
Cumulative:	73.000	0.000	70.000	70.000	218.00	3.11

Unofficial Transcript

Term: Fall 1981

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BUAC	335	UQ	Intermed Accounting	C	4.000	8.00	

Term: Fall 1981							
Academic Standing:							
Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BUAC	335	UQ	Intermed Accounting	C	4.000	8.00	
ECON	201	UQ	Prin Of Economics	B	4.000	12.00	
EDUC	223	UQ	Prin Begin Shorthand	B	4.000	12.00	
SOCL	232	UQ	Courtship & Marriage	B	3.000	9.00	
Term Totals (Undergraduate - Quarter)							
				Attempt Hours	Passed Hours	Earned Hours	GPA Hours
				Quality Points	GPA		
Current Term:				15.000	0.000	15.000	15.000
Cumulative:				88.000	0.000	85.000	85.000

Unofficial Transcript

Term: Winter 1982							
Academic Standing:							
Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
BUAC	336	UQ	Intermed Accounting	C	4.000	8.00	
ECON	202	UQ	Prin Of Economics	D	4.000	4.00	
FREN	102	UQ	Elementary French	A	4.000	16.00	
Term Totals (Undergraduate - Quarter)							
				Attempt Hours	Passed Hours	Earned Hours	GPA Hours
				Quality Points	GPA		
Current Term:				12.000	0.000	12.000	12.000
Cumulative:				100.000	0.000	97.000	97.000

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	0.000	12.000	12.000	28.00	2.33
Cumulative:	100.000	0.000	97.000	97.000	287.00	2.95

Unofficial Transcript

Term: Spring 1982

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
BIOL	105	UQ General Biology	C	3.000	6.00	I
BUAC	337	UQ Intermed Accounting	W	4.000	0.00	
ECON	203	UQ Prin Of Economics	E	4.000	0.00	
FREN	101	UQ Elementary French	A	4.000	16.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	15.000	0.000	7.000	11.000	22.00	2.00
Cumulative:	115.000	0.000	104.000	108.000	309.00	2.86

Unofficial Transcript

Term: Fall 1982

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	210	UQ Audio-Visual Educ	A	3.000	12.00	

Term: Fall 1982

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	210	UQ	Audio-Visual Educ	A	3.000	12.00	
EDUC	225	UQ	Human Grwth & Dvlpmt	W	5.000	0.00	
MATH	112	UQ	Calculus/Anlytc Geom	D	5.000	5.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	13.000	0.000	8.000	8.000	17.00	2.12
Cumulative:	128.000	0.000	112.000	116.000	326.00	2.81

Unofficial Transcript

Term: Spring 1983

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ART	492	UQ	Sem:Art History	W	3.000	0.00	
EDUC	225	UQ	Human Growth/Devlpmt	C	5.000	10.00	
MATH	108	UQ	Calc Manag/Soc Sci	A	4.000	16.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	0.000	9.000	9.000	26.00	2.88
Cumulative:	140.000	0.000	121.000	125.000	352.00	2.81

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	0.000	9.000	9.000	26.00	2.88
Cumulative:	140.000	0.000	121.000	125.000	352.00	2.81

Unofficial Transcript

Term: Fall 1983

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
BAS	112 UQ	Intrmd Keybd/Typewrg	C	3.000	6.00	
EDUC	287 UQ	Educ Psychology	W	3.000	0.00	
HPE	175 UQ	Rhythmic Aerobics	F	1.000	0.00	E
MATH	112 UQ	Calculus/Anlytc Geom	D	5.000	0.00	E

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	0.000	3.000	3.000	6.00	2.00
Cumulative:	152.000	0.000	124.000	128.000	358.00	2.79

Unofficial Transcript

Term: Fall 1987

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	287 UQ	Educ Psychology	B	3.000	9.00	

Term Totals (Undergraduate - Quarter)

Subject	Course Level Title	Grade	Credit Hours	Quality Points	R		
EDUC 287	UQ Educ Psychology	B	3.000	9.00			
Term Totals (Undergraduate - Quarter)							
		Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:		3.000	0.000	3.000	3.000	9.00	3.00
Cumulative:		155.000	0.000	127.000	131.000	367.00	2.80

Unofficial Transcript

Term: Winter 1988							
Academic Standing:							
Subject	Course Level Title	Grade	Credit Hours	Quality Points	R		
EDUC 292	UQ Spec Topics Bus Educ	A	3.000	12.00			
STAT 151	UQ Intro To Statistics	A	3.000	12.00			
Term Totals (Undergraduate - Quarter)							
		Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:		6.000	0.000	6.000	6.000	24.00	4.00
Cumulative:		161.000	0.000	133.000	137.000	391.00	2.85

Unofficial Transcript

Term: Spring 1988							
Academic Standing:							
Subject	Course Level Title	Grade	Credit Hours	Quality Points	R		

Term: Spring 1988

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ACCT	235	UQ	Managerial Accountng	A	4.000	16.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	4.000	0.000	4.000	4.000	16.00	4.00
Cumulative:	165.000	0.000	137.000	141.000	407.00	2.88

Unofficial Transcript

Term: Fall 1988

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
HPE	175	UQ	Aerobics	B	1.000	3.00	I
MATH	112	UQ	Calculus I	B	4.000	12.00	I
MIS	205	UQ	Business Law I	B	4.000	12.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	9.000	0.000	9.000	9.000	27.00	3.00
Cumulative:	174.000	0.000	146.000	150.000	434.00	2.89

Unofficial Transcript

Term: Winter 1988

Term: Winter 1989

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
HIST	202	UQ United States Hist	C	3.000	6.00	
MATH	113	UQ Calculus II	B	4.000	12.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	7.000	0.000	7.000	7.000	18.00	2.57
Cumulative:	181.000	0.000	153.000	157.000	452.00	2.87

Unofficial Transcript

Term: Spring 1989

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	113	UQ Adv Prod Key/Typewrt	B	3.000	9.00	
EDUC	295	UQ Soph Pract-Secondary	P	4.000	0.00	
MATH	114	UQ Calc And Anal Geom	C	4.000	8.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	11.000	4.000	11.000	7.000	17.00	2.42
Cumulative:	192.000	4.000	164.000	164.000	469.00	2.85

Unofficial Transcript

Term: Fall 1989

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	311	UQ	Stdnt Eval & Guidnce	A	4.000	16.00	
EDUC	409	UQ	Hist & Phil Of Educ	B	3.000	9.00	
EDUC	467	UQ	Phil Vocational Educ	A	3.000	12.00	
MATH	331	UQ	History Of Math	C	3.000	6.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	13.000	0.000	13.000	13.000	43.00	3.30
Cumulative:	205.000	4.000	177.000	177.000	512.00	2.89

Unofficial Transcript

Term: Winter 1990

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	320	UQ	Math In Scndry Schl	B	3.000	9.00	
EDUC	468	UQ	Coordntn/Cooprtv Ed	A	3.000	12.00	
MATH	311	UQ	Geometry	C	3.000	6.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	9.000	0.000	9.000	9.000	27.00	3.00
Cumulative:	214.000	4.000	196.000	196.000	539.00	2.89

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	9.000	0.000	9.000	9.000	27.00	3.00
Cumulative:	214.000	4.000	186.000	186.000	539.00	2.89

Unofficial Transcript

Term: Spring 1990

Academic Standing:

Additional Standing: Academic Honors

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	108	UQ Computer Litercy Lab	P	0.000	0.00	
EDUC	108	UQ Computer Literacy	A	3.000	12.00	
EDUC	425	UQ Bus Sub Sec Sc-Acctg	A	4.000	16.00	
EDUC	465	UQ Teachr & Schl Admin	B	4.000	12.00	
EDUC	466	UQ Princ/Currclm Dev	B	2.000	6.00	
EDUC	469	UQ Organiz Voc Educ	A	3.000	12.00	
EDUC	488	UQ Elem Fld Exp Sec Tch	A	1.000	4.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	17.000	0.000	17.000	17.000	62.00	3.64
Cumulative:	231.000	4.000	203.000	203.000	601.00	2.96

Unofficial Transcript

Term: Summer 1990

Academic Standing:

Term: Summer 1990

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	421	UQ Comp Content Area	A	3.000	12.00	
MATH	491	UQ Ind Stdy:Nmbr Theory	C	3.000	6.00	
STAT	222	UQ Stats Business/Ecn I	A	3.000	12.00	
STAT	223	UQ Stats Busnes/Econ II	B	3.000	9.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	12.000	0.000	12.000	12.000	39.00	3.25
Cumulative:	243.000	4.000	215.000	215.000	640.00	2.97

Unofficial Transcript

Term: Fall 1990

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	R
EDUC	420	UQ Reading Content Area	A	3.000	12.00	
EDUC	486	UQ Student Tchng-Second	P	15.000	0.00	

Term Totals (Undergraduate - Quarter)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	18.000	15.000	18.000	3.000	12.00	4.00
Cumulative:	261.000	19.000	233.000	218.000	652.00	2.99

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	18.000	15.000	18.000	3.000	12.00	4.00
Cumulative:	261.000	19.000	233.000	218.000	652.00	2.99

Unofficial Transcript

Term: Summer 1997

Academic Standing:

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
HPE	593	GR	Facilitate Stu Supp	P	1.000	0.00	
HPE	593	GR	Wk: Abcd	P	2.000	0.00	

Term Totals (Graduate - Semester)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	3.000	3.000	3.000	0.000	0.00	0.00
Cumulative:	3.000	3.000	3.000	0.000	0.00	0.00

Unofficial Transcript

Term: Summer 2005

Academic Standing: Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
EDF	515	GR	Social & Phil Issues in Educ	A	3.000	12.00	
SCOU	507	GR	Ethl&Prfssn Iss Cnsl Fam Thrpy	A	3.000	12.00	
SPED	540	GR	Educ of Exceptional Learners	A	3.000	12.00	

Term Totals (Graduate - Semester)

Unofficial Transcript

Term: Fall 2005

Academic Standing: Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
SCOU	505	GR	Theories of Counseling	A	3.000	12.00	

Term Totals (Graduate - Semester)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	3.000	3.000	3.000	3.000	12.00	4.00
Cumulative:	15.000	15.000	15.000	12.000	48.00	4.00

Unofficial Transcript

Term: Spring 2006

Academic Standing: Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
REHA	520	GR	Group & Individual Eval	A	3.000	12.00	
SCOU	557	GR	Group Process: Thry & Prctc	A	3.000	12.00	
SCOU	590	GR	Internship: School Counseling	P	12.000	0.00	

Term Totals (Graduate - Semester)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	18.000	18.000	18.000	6.000	24.00	4.00
Cumulative:	33.000	33.000	33.000	18.000	72.00	4.00

Unofficial Transcript

Term: Summer 2006

Academic Standing: Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
EDF	501	GR	Research Dsgn & Interpretation	A	3.000	12.00	
EDF	530	GR	Adv Human Dev & Learning	A	3.000	12.00	
SCOU	504	GR	Career & Lifestyle Development	A	3.000	12.00	
SCOU	506	GR	Pract: Coun & Thrpy Techniques	A	1.000	4.00	
SCOU	508	GR	Pract:Mltictrl/Gndr Iss Cnsl	A	1.000	4.00	
SCOU	527	GR	Counseling in Elem & MS	A	3.000	12.00	
SCOU	554	GR	Org & Admin School Counseling	A	3.000	12.00	
SCOU	597	GR	Capstone	P	1.000	0.00	

Term Totals (Graduate - Semester)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	18.000	18.000	18.000	17.000	68.00	4.00
Cumulative:	51.000	51.000	51.000	35.000	140.00	4.00

Unofficial Transcript

TRANSCRIPT TOTALS (GRADUATE - SEMESTER) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	51.000	51.000	51.000	35.000	140.00	4.00
Total Transfer:	0.000	0.000	0.000	0.000	0.00	0.00
Overall:	51.000	51.000	51.000	35.000	140.00	4.00

Unofficial Transcript

	Hours	Hours	Hours	Hours	Points	
Current Term:	18.000	18.000	18.000	17.000	68.00	4.00
Cumulative:	51.000	51.000	51.000	35.000	140.00	4.00

Unofficial Transcript

TRANSCRIPT TOTALS (GRADUATE - SEMESTER) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	51.000	51.000	51.000	35.000	140.00	4.00
Total Transfer:	0.000	0.000	0.000	0.000	0.00	0.00
Overall:	51.000	51.000	51.000	35.000	140.00	4.00

Unofficial Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE - QUARTER) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	261.000	19.000	233.000	218.000	652.00	2.99
Total Transfer:	1.000	0.000	1.000	1.000	1.00	1.00
Overall:	262.000	19.000	234.000	219.000	653.00	2.98

Unofficial Transcript

RELEASE: 8.7.1

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Institution Credit Transcript Totals

Transcript Data

STUDENT INFORMATION

Name : Dennis L. Holmes

***Transcript type:WEB is NOT Official ***

INSTITUTION CREDIT -Top-

Term: Fall 1982

Academic Standing:

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s	R
BIOL	105	UQ	General Biology	F	3.000	0.00	E
ECON	151	UQ	The American Economy	C	3.000	6.00	
HE	111	UQ	First Aid	A	3.000	12.00	
HPE	180	UQ	Judo	A	1.000	4.00	
PHYS	121	UQ	Intro Elect Fundmntl	B	1.000	3.00	
POLS	101	UQ	Intro Political Sci	D	3.000	3.00	

Term Totals (Undergraduate - Quarter)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	14.00	0.000	11.00	11.00	28.00	2.54
	0		0	0		
Cumulative:	14.00	0.000	11.00	11.00	28.00	2.54
	0		0	0		

Unofficial Transcript

Term: Winter 1983

Academic Standing:

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point	R
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					S	S
COMP	292	UQ	Intro Prog In Basic	F	3.000	0.00 E
HPE	125	UQ	Beginning Golf	A	1.000	4.00
MATH	105	UQ	Intermed Algebra	B	5.000	15.00
SOCL	101	UQ	Prin Of Sociology	B	3.000	9.00

Term Totals (Undergraduate - Quarter)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	12.00	0.000	9.000	9.000	28.00	3.11
Cumulative:	26.00	0.000	20.00	20.00	56.00	2.80

Unofficial Transcript

Term: Spring 1983

Academic

Standing:

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s	R
EDUC	104	UQ	Calc Of Bus Math	C	3.000	6.00	
ENGL	203	UQ	Lib Research Paper	B	3.000	9.00	
HPE	148	UQ	Advanced Tennis	B	1.000	3.00	
MATH	107	UQ	Appl College Algebra	B	5.000	15.00	

Term Totals (Undergraduate - Quarter)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	12.00	0.000	12.00	12.00	33.00	2.75
Cumulative:	38.00	0.000	32.00	32.00	89.00	2.78

Unofficial Transcript

Term: Fall 1983

Academic

Standing:

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s	R
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					Hour	Point
					s	s
FIN	276	UQ	Real Estate	A	3.000	12.00
HE	102	UQ	School Health	B	3.000	9.00
MGMT	100	UQ	Freshman Seminar	B	1.000	3.00
PHIL	101	UQ	Intro To Philosophy	F	3.000	0.00E
POLS	215	UQ	Amer State/Loc Govt	C	3.000	6.00

Term Totals (Undergraduate - Quarter)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	13.00 0	0.000	10.00 0	10.00 0	30.00	3.00
Cumulative:	51.00 0	0.000	42.00 0	42.00 0	119.0 0	2.83

Unofficial Transcript

Term: Winter 1984

**Academic
Standing:**

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s
BIOL	105	UQ	General Biology	D	3.000	0.00E
HE	101	UQ	Persnl Hlth/Safe Ed	B	3.000	9.00
HE	211	UQ	Community Health	C	3.000	6.00
POLS	332	UQ	Pressure Groups	C	3.000	6.00

Term Totals (Undergraduate - Quarter)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	12.00 0	0.000	9.000	9.000	21.00	2.33
Cumulative:	63.00 0	0.000	51.00 0	51.00 0	140.0 0	2.74

Unofficial Transcript

Term: Spring 1984

**Academic
Standing:**

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s	R
ART	101	UQ	Foundations Of Art	A	3.000	12.00	
COMP	100	UQ	Elemnts Basic Progmng	F	3.000	0.00	I
HPE	252	UQ	Offctng Spring Sprts	A	2.000	8.00	
NAMS	181	UQ	Intro Natv Amer Stud	C	3.000	6.00	
PHIL	101	UQ	Intro To Philosophy	C	3.000	6.00	I

Term Totals (Undergraduate - Quarter)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	14.00	0.000	11.00	14.00	32.00	2.28
	0		0	0		
Cumulative:	77.00	0.000	62.00	65.00	172.0	2.64
	0		0	0	0	

Unofficial Transcript

Term: Fall 1984

**Academic
Standing:**

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s	R
ACCT	233	UQ	Principles Accountng	F	4.000	0.00	
ACCT	233	UQ	Prin Accounting Lab	N	0.000	0.00	
GEOG	202	UQ	World Economic Geog	C	4.000	8.00	
MATH	231	UQ	Introdct Statistics	D	4.000	4.00	

Term Totals (Undergraduate - Quarter)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	12.00	0.000	8.000	12.00	12.00	1.00
	0		0	0		
Cumulative:	89.00	0.000	70.00	77.00	184.0	2.38
	0		0	0	0	

Unofficial Transcript

Term: Winter 1985

Academic Standing:							
Subje	Cour	Lev	Title	Grad	Credi	Quali	R
ct	se	el		e	t	ty	
					Hour	Point	
					s	s	
COMP	100	UQ	Elemnts Basic Progmng	W	3.000	0.00	
ECON	201	UQ	Prin Of Economics	W	4.000	0.00	
MATH	108	UQ	Calc Managrl/Soc Sci	W	5.000	0.00	
POLS	321	UQ	Internatl Relations	W	3.000	0.00	

Term Totals (Undergraduate - Quarter)

	Attem	Pass	Earn	GPA	Quali	GPA
	pt	ed	ed	Hour	ty	GPA
	Hours	Hour	Hour	s	Point	Point
	s	s	s	s	s	s
Current Term:	15.00	0.000	0.000	0.000	0.00	0.00
	0					
Cumulative:	104.0	0.000	70.00	77.00	184.0	2.38
	00		0	0	0	

Unofficial Transcript

Term: Summer 1987

Academic Standing:							
Subje	Cour	Lev	Title	Grad	Credi	Quali	R
ct	se	el		e	t	ty	
					Hour	Point	
					s	s	
HE	411	UQ	Drug Alcohol Abuse	A	3.000	12.00	
PSYC	271	UQ	Human Relations	A	3.000	12.00	
PSYC	281	UQ	Child Psychology	A	3.000	12.00	

Term Totals (Undergraduate - Quarter)

	Attem	Pass	Earn	GPA	Quali	GPA
	pt	ed	ed	Hour	ty	GPA
	Hours	Hour	Hour	s	Point	Point
	s	s	s	s	s	s
Current Term:	9.000	0.000	9.000	9.000	36.00	4.00
Cumulative:	113.0	0.000	79.00	86.00	220.0	2.55
	00		0	0	0	

Unofficial Transcript

Term: Fall 1987

Academic

Standing:						
Subje	Cour	Lev	Title	Grad	Credi	Quali R
ct	se	el		e	t	ty
					Hour	Point
					s	s
BIOL	105	UQ	General Biology	C	3.000	6.00I
ENGL	106	UQ	Intro To Literature	B	3.000	9.00
HE	220	UQ	Nutri & Phys Fitness	A	3.000	12.00
HPE	260	UQ	Foundations Of Pe	A	3.000	12.00

Term Totals (Undergraduate - Quarter)						
	Attem	Pass	Earn	GPA	Quali	GPA
	pt	ed	ed	Hour	ty	GPA
	Hours	Hour	Hour	s	Point	Point
	s	s	s	s	s	s
Current Term:	12.00	0.000	12.00	12.00	39.00	3.25
	0		0	0		
Cumulative:	125.0	0.000	91.00	98.00	259.0	2.64
	00		0	0	0	

Unofficial Transcript

Term: Winter 1988						
Academic Standing:						
Subje	Cour	Lev	Title	Grad	Credi	Quali R
ct	se	el		e	t	ty
					Hour	Point
					s	s
COMT	130	UQ	Intro Public Speakng	B	3.000	9.00
EDUC	287	UQ	Educ Psychology	C	3.000	6.00
HE	212	UQ	Advanced First Aid	B	3.000	9.00
HPE	290	UQ	Internship/Practicum	A	2.000	8.00
HPE	290	UQ	Internship/Practicum	A	3.000	12.00

Term Totals (Undergraduate - Quarter)						
	Attem	Pass	Earn	GPA	Quali	GPA
	pt	ed	ed	Hour	ty	GPA
	Hours	Hour	Hour	s	Point	Point
	s	s	s	s	s	s
Current Term:	14.00	0.000	14.00	14.00	44.00	3.14
	0		0	0		
Cumulative:	139.0	0.000	105.0	112.0	303.0	2.70
	00		00	00	0	

Unofficial Transcript

Term: Spring 1988**Academic Standing:**

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s
EDUC	225	UQ	Human Growth/Devlpmt	B	4.000	12.00
HE	311	UQ	M/M Tchnng Health	A	3.000	12.00
HPE	290	UQ	Internship	A	3.000	12.00

Term Totals (Undergraduate - Quarter)

	Attem pt Hours s	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	10.00 0	0.000	10.00 0	10.00 0	36.00	3.60
Cumulative:	149.0 00	0.000	115.0 00	122.0 00	339.0	2.77 0

Unofficial Transcript

Term: Fall 1988**Academic Standing:**

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s
HE	310	UQ	Sex Issues In Educ	A	3.000	12.00
HIST	201	UQ	United States Hist	C	3.000	6.00
HPE	316	UQ	Meths Phys Ed K-12	B	3.000	9.00
HPE	317	UQ	Tech Of Team Sports	B	3.000	9.00
HPE	319	UQ	Expnc In Movemt K-3	A	3.000	12.00

Term Totals (Undergraduate - Quarter)

	Attem pt Hours s	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	15.00 0	0.000	15.00 0	15.00 0	48.00	3.20
Cumulative:	164.0 00	0.000	130.0 00	137.0 00	387.0	2.82 0

Unofficial Transcript

Term: Winter 1989

Academic

Standing:

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s
EDUC	409	UQ	Hist & Phil Of Educ	C	3.000	6.00
HE	436	UQ	Mental/Emotnl Health	A	3.000	12.00
HPE	275	UQ	Motor Devlpmt Lrng	B	4.000	12.00
HPE	449	UQ	Legal Aspects Of Pe	B	3.000	9.00

Term Totals (Undergraduate - Quarter)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	13.00 0	0.000	13.00 0	13.00 0	39.00	3.00
Cumulative:	177.0 00	0.000	143.0 00	150.0 00	426.0 0	2.84

Unofficial Transcript

Term: Spring 1989

Academic

Standing:

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s
EDUC	466	UQ	Princ/Currclm Dev	C	2.000	4.00
HPE	247	UQ	Coaching Of Softball	A	2.000	8.00
HPE	320	UQ	Exprncs Mvmnt 4-6	A	3.000	12.00
HPE	321	UQ	Meth Of Gymnastics	B	3.000	9.00
HPE	461	UQ	Org/Adm Phy Ed/Athlt	B	3.000	9.00

Term Totals (Undergraduate - Quarter)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	13.00 0	0.000	13.00 0	13.00 0	42.00	3.23
Cumulative:	190.0	0.000	156.0	163.0	468.0	2.87

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Unofficial Transcript

Term: Fall 1989

Academic

Standing:

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s	R
EDUC	310	UQ	Read/Writ Cntnt Area	A	4.000	16.00	
EDUC	465	UQ	Tchr & Sch Adminstrn	D	4.000	0.00	E
HPE	322	UQ	Tchn Indv/Dual Spts	A	3.000	12.00	
HPE	361	UQ	Sci Bas Conditioning	C	3.000	6.00	
HPE	362	UQ	Prevnt/Treat Injrys	A	3.000	12.00	

Term Totals (Undergraduate - Quarter)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	17.00	0.000	13.00	13.00	46.00	3.53
	0		0	0		
Cumulative:	207.00	0.000	169.00	176.00	514.00	2.92

Unofficial Transcript

Term: Winter 1990

Academic

Standing:

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s	R
EDUC	311	UQ	Stdnt Eval/Guidance	A	4.000	16.00	
EDUC	465	UQ	Teach & School Admin	B	4.000	12.00	I
HPE	363	UQ	Kineslgy/Biomchanics	A	3.000	12.00	
HPE	450	UQ	Physiology Exercise	A	4.000	16.00	
HPE	491	UQ	Independent Study	A	3.000	12.00	

Term Totals (Undergraduate - Quarter)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA

Current Term:	18.00	0.000	18.00	18.00	68.00	3.77
	0		0	0		
Cumulative:	225.0	0.000	187.0	194.0	582.0	3.00
	00		00	00	0	

Unofficial Transcript

Term: Spring 1990

Academic

Standing:

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s
ART	242	UQ	Intro To Ceramics	A	3.000	12.00
HE	490	UQ	Internship/Practicum	A	3.000	12.00
HPE	364	UQ	Adptd Physical Educ	B	3.000	9.00
MIS	235	UQ	Intro Info Systems	B	4.000	12.00

Term Totals (Undergraduate - Quarter)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	13.00	0.000	13.00	13.00	45.00	3.46
	0		0	0		
Cumulative:	238.0	0.000	200.0	207.0	627.0	3.02
	00		00	00	0	

Unofficial Transcript

Term: Fall 1990

Academic

Standing:

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s
EDUC	485	UQ	Student Tchng-Elem	P	8.000	0.00
EDUC	486	UQ	Student Tchng-Second	P	8.000	0.00
HPE	490	UQ	Internship	A	1.000	4.00

Term Totals (Undergraduate - Quarter)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA

Current Term:	17.00	16.00	17.00	1.000	4.00	4.00
	0	0	0			
Cumulative:	255.00	16.00	217.00	208.00	631.00	3.03

Unofficial Transcript

Term: Summer 1993

Academic

Standing:

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s
EDCI	592	GR	Sm:Multimd In Eductn	A	3.000	12.00
EDF	530	GR	Human Devpmnt/Lrnng	A	2.000	8.00
HE	493	GR	Wk:Ads/Sxilly Trns Ds	A	2.000	8.00
HPSS	493	GR	Prob/Strat/Coaching	A	2.000	8.00
HPSS	592	GR	Sm:Psych/Soc Dim Hth	A	3.000	12.00

Term Totals (Graduate - Semester)

	Attem pt Hours s	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	12.00	12.00	12.00	12.00	48.00	4.00
	0	0	0	0		
Cumulative:	12.00	12.00	12.00	12.00	48.00	4.00
	0	0	0	0		

Unofficial Transcript

Term: Summer 1994

Academic

Standing:

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s
EDCI	562	GR	Curr Thry:Anlsys/Prc	B	2.000	6.00
EDF	501	GR	Resrch Desgn Intrptn	B	2.000	6.00
EDF	502	GR	Phil Soc Iss In Educ	B	2.000	6.00
HE	493	GR	Wk:Prnc Hlth Promo	A	3.000	12.00
SPED	540	GR	Education Excptn Lrn	B	2.000	6.00

Term Totals (Graduate - Semester)

	Attem pt Hours s	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
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	pt Hours	ed Hour s	ed Hour s	Hour s	ty Point s	
Current Term:	11.00	11.00	11.00	11.00	36.00	3.27
	0	0	0	0		
Cumulative:	23.00	23.00	23.00	23.00	84.00	3.65
	0	0	0	0		

Unofficial Transcript

Term: Summer 1995

**Academic
Standing:**

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s	R
HE	492	GR	Sm: Walking Wellness	A	2.000	8.00	
HPSS	590	GR	Intern: Health Promo	A	5.000	20.00	
HPSS	593	GR	Abcd	P	2.000	0.00	

Term Totals (Graduate - Semester)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	9.000	9.000	9.000	7.000	28.00	4.00
Cumulative:	32.00	32.00	32.00	30.00	112.0	3.73
	0	0	0	0	0	

Unofficial Transcript

Term: Fall 1995

**Academic
Standing:**

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s	R
HPE	433	GR	High Level Wellness	A	3.000	12.00	

Term Totals (Graduate - Semester)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	3.000	3.000	3.000	3.000	12.00	4.00
Cumulative:	35.00	35.00	35.00	33.00	124.0	3.75

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Unofficial Transcript

Term: Spring 1996

Academic Standing:

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s	R
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HPE 436 GR Emotnl/Mental Health A 3.000 12.00

Term Totals (Graduate - Semester)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	3.000	3.000	3.000	3.000	12.00	4.00
Cumulative:	38.00	38.00	38.00	36.00	136.0	3.77
	0	0	0	0	0	0

Unofficial Transcript

Term: Spring 2001

Academic Standing: Good Standing

Subje ct	Cour se	Lev el	Title	Grad e	Credi t Hour s	Quali ty Point s	R
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HPE 593 GR Pigskin 2001 P 1.000 0.00

Term Totals (Graduate - Semester)

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Current Term:	1.000	1.000	1.000	0.000	0.00	0.00
Cumulative:	39.00	39.00	39.00	36.00	136.0	3.77
	0	0	0	0	0	0

Unofficial Transcript

TRANSCRIPT TOTALS (GRADUATE - SEMESTER) -Top-

	Attem pt Hours	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point	GPA
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	s		s			
Total	39.00	39.00	39.00	36.00	136.0	3.77
Institution:	0	0	0	0	0	
Total Transfer:	0.000	0.000	0.000	0.000	0.00	0.00
Overall:	39.00	39.00	39.00	36.00	136.0	3.77
	0	0	0	0	0	

Unofficial Transcript

TRANSCRIPT TOTALS (UNDERGRADUATE - QUARTER) -
[Top-](#)

	Attem pt Hours	Passe d Hours	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Total	255.0	16.00	217.0	208.0	631.0	3.03
Institution:	00	0	00	00	0	
Total Transfer:	22.00	2.000	20.00	22.00	42.00	1.90
	0		0	0		
Overall:	277.0	18.00	237.0	230.0	673.0	2.92
	00	0	00	00	0	

Unofficial Transcript

Transcript Data

STUDENT INFORMATION

Name : Dennis L. Holmes

Curriculum Information

Current Program

Major and Department: Teacher Certification, Education

***Transcript type:WEB is NOT Official ***

INSTITUTION CREDIT [-Top-](#)

Term: 2000 Summer Session

Major: Teacher Certification

Academic Standing: Good Standing

Subje ct	Cour se	Lev el	Title	Grad e	Cred it Hour s	Quali ty Point s	Start and End Date s	RCEU Con tact Hours
EDLD	536	GR	Planned Change in Schl	B+	2.000	6.60		
EDLD	540	GR	Found of Educational Ldrshp	A	3.000	12.00		
EDLD	542	GR	Sec Sch Org & Adm I	A	1.000	4.00		
EDLD	545	GR	Supervision of Inst I	A-	2.000	7.40		
EDLD	552	GR	School Finance	A	2.000	8.00		

Term Totals (Graduate - Semester)

	Atte mpt Hours	Pass ed Hour	Earn ed Hour s	GPA Hour s	Quali ty Point
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	S	S	S	S		
Current Term:	10.00	10.00	10.00	10.00	38.00	3.80
	0	0	0	0		
Cumulative:	10.00	10.00	10.00	10.00	38.00	3.80
	0	0	0	0		

Unofficial Transcript

Term: 2000 Fall Semester

Major: Teacher Certification

Academic Standing: Good Standing

Subje ct	Cour se	Lev el	Title	Grad e	Cred it Hour s	Quali ty Point s	Start and End Date s	RCEU Con tact Hours
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EDLD	574	GR	Field Exper in A Ed Ldrshp	A	2.000	8.00		
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Term Totals (Graduate - Semester)

	Atte mpt Hours	Pass ed Hours	Earn ed Hours	GPA Hour s	Quali ty Point s	GPA
Current Term:	2.000	2.000	2.000	2.000	8.00	4.00
Cumulative:	12.00	12.00	12.00	12.00	46.00	3.83
	0	0	0	0		

Unofficial Transcript

Term: 2001 Summer Session

Major: Teacher Certification

Academic Standing: Good Standing

Subje ct	Cour se	Lev el	Title	Grad e	Cred it Hour s	Quali ty Point s	Start and End Date s	RCEU Con tact Hours
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EDLD	532	GR	School Law	A	3.000	12.00		
EDLD	570	GR	Individual Problems	A	1.000	4.00		

Term Totals (Graduate - Semester)

	Atte mpt Hours	Pass ed Hours	Earn ed Hours	GPA Hour s	Quali ty Point	GPA
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	S	S	S	S	S	S
Current Term:	4.000	4.000	4.000	4.000	16.00	4.00
Cumulative:	16.00	16.00	16.00	16.00	62.00	3.87
	0	0	0	0		

Unofficial Transcript

TRANSCRIPT TOTALS (GRADUATE - SEMESTER) [-Top-](#)

	Atte mpt Hour s	Pass ed Hour s	Earn ed Hour s	GPA Hour s	Quali ty Point s	GPA
Total Institution:	16.00	16.00	16.00	16.00	62.00	3.87
Total Transfer:	0	0	0	0		
Overall:	0.000	0.000	0.000	0.000	0.00	0.00
	16.00	16.00	16.00	16.00	62.00	3.87
	0	0	0	0		

Unofficial Transcript



Campbell County School District

1000 West Eighth Street - P.O. Box 3033, Gillette, Wyoming 82717-3033

Phone:(307) 682-5171 Fax: (307) 682-7941

Alex Ayers, Ed.D.
Superintendent of Schools

Teaching Effectively — Learning Successfully

Kirby Eisenhauer
Deputy Superintendent

October 10, 2023

To Whom It May Concern:

This letter is written as a recommendation for Dennis Holmes, recently employed by Campbell County School District in the position of Associate Superintendent for Instructional Support. I have had the opportunity to work with Dennis over the last seven years, including that of a high school principal in addition to his current position. I led the hiring process for both positions and have supervised him directly during his tenure in our district.

As the inaugural principal of Thunder Basin High School, Dennis effectively collaborated with staff to create a positive culture and climate. The addition of a new, comprehensive high school in Gillette was a significant event in the community and Dennis' leadership was exceptional. The success of the transition was very important and Dennis' handprint on that effort was and is appreciated.

Dennis' most recent position as an Associate Superintendent is one of the most challenging positions in our district. He was responsible for our finance, maintenance, printing, warehouse, and transportation departments. In addition to overseeing the facilities at 23 brick-and-mortar schools, he was responsible for working with the Wyoming Construction Department on capital construction efforts within the district. His facility work included the planning and design for a rural, K-8 school and the planning and design work for a 46,000 square foot aquatic center. Additionally, Dennis was responsible for the legislative efforts of the district including attending committee meetings and interim meetings to offer testimony on behalf of the district. This was a position that would be challenging for any seasoned administrator but Dennis did an excellent job and grew professionally while impressively fulfilling the duties of his position.

I enjoyed the consistent, positive demeanor that Dennis brought to work each day. That predictability created a confidence and calmness in a workplace that naturally had its share of pressure and stress. Dennis is driven, dependable, and demonstrates a tremendous work ethic, which also enhances the work environment. He has a unique ability to connect with everyone he encounters, contributing to a positive, inclusive culture. He is, without question, of high moral character, ethical in his actions, and determined to be successful. Dennis possesses a significant, professional skillset that would complement his work in any future position. Personally, I appreciated Dennis on a daily basis and enjoyed both our professional and personal relationship.

Dennis would be an outstanding hire for any position in which he is qualified. I give him my highest recommendation and encourage you to hire him if given the opportunity. If you would like to further discuss Dennis' qualifications, please feel free to contact me at [REDACTED]

Sincerely,

[REDACTED]

[REDACTED]



DEPARTMENT OF HUMAN RESOURCES

P.O. Box 3033 • 307-682-5171 • FAX 307-682-6619
GILLETTE, WYOMING 82717-3033

October 10, 2023

Alex Ayers, Ed.D.
Superintendent of Schools

Kirby Eisenhauer
Deputy Superintendent

David Bartlett
*Associate Superintendent
for Instructional Support*

Larry Reznicek, Ed.D. PHR
Director of Human Resources

Roxanna Williams CAP
*Assistant Human Resources
Manager*

Kristi Bell
Human Resources Specialist

Holley Kimbrell
Human Resources Specialist

Kelcie Oltmanns CAP
Human Resources Specialist

Kylie Engdahl
Payroll Specialist

Allix Stitt
Payroll Specialist

Laurie Christenson CAP
Benefits Specialist

[Redacted]
Campbell County School District #1
1000 West 8th Street
Gillette, WY 82718

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation for Dennis Holmes. I have known Mr. Holmes since he started with Campbell County School District in 2016.

Mr. Holmes is gifted in recognizing and drawing out the talents of others, utilizing these talents to supervise the Finance Department. More importantly, his leadership was valued, as he always had the best interest of students in mind with his suggestions for spending District monies. Mr. Holmes has also been instrumental as the Associate Superintendent of Instructional Support in helping to establish our protocols for school emergencies, school safety, and capital construction projects. Mr. Holmes was active in all phases of our current practice, including facilitation, training, promotion, and, most importantly, how these changes would impact students/staff. Mr. Holmes was able to work with our leaders, teachers, and support staff in making these processes successful for our district.

Mr. Holmes is personable, with a great sense of humor. Mr. Holmes is a dedicated team player who strives to bring out the best in each member of his team. I believe him to be a solution-oriented leader, who isn't afraid to seek input from members of his team or colleagues. Mr. Holmes' leadership and personal character make him an ideal candidate with your organization.

It is without reservation that I recommend Mr. Holmes. His dedication and commitment to excellence is evidenced by his accomplishments. If you have any further questions about Mr. Holmes, please contact me in my office at

[Redacted]

Sincerely,

[Redacted signature]



DOUGLAS COUNTY SCHOOL DISTRICT APPLICANT HISTORY DISCLOSURE FORM

I, Dennis Holmes am applying for employment with the **Douglas County School District** and make this disclosure pursuant to Chapter 391 of Nevada Revised Statutes, as amended by Assembly Bill 362 in the 2017 Legislative Session:

- I am currently employed by:

Employer Name	Dates of Employment	Employer Address (Street Address, City, State, Zip Code)	Employer Phone #	Employer Email
Not currently employed				holmesdhh

Note: It is the prospective employee's responsibility to obtain and provide the information requested above.

- I [Am Am Not] am not currently employed in a position that involves direct contact with children.
- List all previous employment with any school or school district, or with any other entity or agency with which your employment involved:

Employer Name	Dates of Employment	Employer Address (Street Address, City, State, Zip Code)	Employer Phone #	Employer Email
Campbell County School District	07/01/2016 06/30/2023	[REDACTED]		[REDACTED]
Billings Public Schools	07/01/1991 07/01/2016	425 Grand Ave Billings, MT 59101		[REDACTED]
				[REDACTED]

Note: It is the prospective employee's responsibility to obtain and provide the information requested above.

Pursuant to Chapter 391 of Nevada Revised Statutes, as amended by Assembly bill 362 during the 2017 Legislative Session:

- "Sexual Misconduct" means any act, including, without limitation, any verbal, nonverbal, written or electronic communication or physical contact with a child, regardless of the age of the child, that is designed to establish a romantic or sexual relationship with the child.
- "Sexual Offense" has the meaning ascribed to it in NRS 179D.097.
- **Have you ever:**

[Yes No] Been the subject of an investigation concerning an alleged sexual offense conducted by an employer, licensing agency, law enforcement agency, or other agency which provides child welfare services or child protective services, or a similar agency.

Note: An applicant is not required to provide this information if, after investigating the alleged violation, the employer or agency determined the allegations were false, unfounded, unsubstantiated, or inconclusive.

[Yes No] Been discharged, disciplined, or asked to resign from employment; had a contract not renewed, or resigned or otherwise terminated employment while an investigation concerning an alleged sexual offense was pending, or upon conclusion of an investigation where you were found to have committed a sexual offense.

[Yes No] Had a license or certificate suspended or revoked, or been required to surrender a license or certificate, while an investigation concerning an alleged sexual offense was pending, or upon conclusion of an investigation in which I was found to have committed the sexual offense.

If you answered "Yes" to any of the three questions above, you must provide details in the space below:

- Nothing in Chapter 391 of NRS shall be construed to:
 1. Prevent a board of trustees of a school district, governing body of a charter school, governing body of a university school for professional studies, or independent contractor from:
 - a. Conducting further investigations of a prospective employee; or
 - b. Requiring an applicant to submit additional information or authorizations beyond what is required by sections 8, 9 and 10 of Assembly Bill 362 during the 2017 Legislative Session.
 2. Prohibit a person or governmental entity from disclosing more information than is required by sections 8, 9 and 10 of Assembly Bill 362 during the 2017 Legislative Session.
 3. Relieve a person of a duty to report prescribed by NRS 432B.220 or any other provision of state or federal law.
- Any information collected pursuant to this form and Assembly Bill 362 during the 2017 Legislative Session is confidential and is not a public record in the meaning of NRS 239.010.

I hereby certify that I have answered all the above questions accurately to the best of my knowledge and ability. Pursuant to Chapter 391 of NRS as amended by Assembly Bill 362 in the 2017 Legislative Session, any applicant for employment who knowingly provides false information or willfully provides false information required above is: 1) subject to discipline, including, without limitation, suspension or revocation of the person's license pursuant to NRS Chapter 391, termination of employment or a civil penalty of not more than \$10,000 per violation, and 2) guilty of a misdemeanor.

Dennis Holmes

Applicant Signature

Dennis Holmes

Applicant Name (Please Print)

12/14/2023

Date

▪ **Authorization to Release Employment Information**

I hereby authorize all employers and former employers listed on this form to release to the Douglas County School District any and all information required by NRS Chapter 391 as amended by Assembly Bill 392 during the 2017 Legislative Session.

Dennis Holmes

Applicant Signature

Dennis Holmes

Applicant Name (Please Print)

12/14/2023

Date

Dr Darren S Johnson



Contents:

1. Online Application
2. Attachment: Certificate
3. Attachment: Certificate p. 2
4. Attachment: Cover Letter
5. Attachment: Resume
6. Attachment: Transcripts
7. Attachment: Transcripts p. 2
8. Attachment: Transcripts p. 3
9. Reference Letter: Reference Letter
10. Reference Letter: Reference Letter
11. Reference Letter: Reference Letter
12. Reference Letter: Reference Letter
13. Reference Letter: Reference Letter
14. Reference Survey: Administrative
15. Reference Survey: Administrative
16. Reference Survey: Administrative
17. Form: Douglas County School District - Applicant History Disclosure Form

Prepared for: Adam Dedmon
Douglas County School District
Feb 2, 2024 6:37 PM

Douglas County School District Online Application

Johnson, Darren - AppNo: 15264

Date Submitted: 1/2/2024

Personal Data

Name: Dr Darren S Johnson
 (Title) (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: Darren S Johnson
 (Title) (First) (Middle Initial) (Last)

Email Address: [REDACTED]

Postal Address

Permanent Address

Number & Street: [REDACTED]
 Apt. Number:
 City: [REDACTED]
 State/Province: [REDACTED]
 Zip/Postal Code: [REDACTED]
 Country: United States of America
 Daytime Phone: [REDACTED]
 Home/Cell Phone: [REDACTED]

Present Address

Number & Street: [REDACTED]
 Apt. Number:
 City:
 State/Province:
 Zip/Postal Code:
 Country:
 Phone Number:

Employment Desired

Open Vacancy Desired:	Date Last Submitted	Experience in Similar Positions
JobID: 3263 Administration: Superintendent at District Office	1/2/2024	4 years

Position Desired:	Experience in Similar Positions
Administration	
1. Assistant Superintendent	-
2. Principal	21 years
3. Superintendent	4 years

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position	Employer Contact Information	Supervisor/Reference Contact Information
Nyssa School District Superintendent	804 Adrian Blvd. Nyssa, OR 97913 [REDACTED]	[REDACTED] [REDACTED] [REDACTED]
Date From - Date To:	07/2019 - 07/2023 (Total Yrs: 4)	Full or Part Time: Full
Reason for Leaving:	in trying to solve problems for the district, had a disagreement with the OR Dept of Ed.	
May we contact this employer?	Yes	
Responsibilities/Accomplishments at this Position	-Chief Officer of the School District -Guided the School District through the COVID-19 pandemic. -Clean financial audits each year. -Increased ending fund balance of the district each year. -Conducted multiple negotiations with Certified and Classified bargaining units. -Focused on student academic achievement and growth in all areas, including CTE, college credit, student academic and emotional growth, graduation, and more. -Hired and supervised Assistant Superintendents, Principals and Assistant Principals.	

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Experience Continued

Responsibilities/ Accomplishments at this Position continued...	<ul style="list-style-type: none"> -Organized and conducted monthly school board meetings, community meetings, and all staff meetings to establish direction for the district. -Started an online school that resulted in nearly \$500,000 of new money to the district in year 1.
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Previous Position Held	Employer Contact Information	Supervisor/Reference Contact Information
Provo City School District Elementary School Principal	280 West 940 North Provo, UT 84604 [REDACTED]	[REDACTED] [REDACTED] [REDACTED]
Date From - Date To:	07/2013 - 06/2019 (Total Yrs: 6)	Full or Part Time: Full
Reason for Leaving:	Accepted a position as Superintendent	
May we contact this employer?	Yes	
Responsibilities/ Accomplishments at this Position	<ul style="list-style-type: none"> -Managed all aspects of an elementary school of 500+ students, including interviewing, hiring, training, and ensuring compliance with all legal and policy requirements. -Member of district committee to consider severe behavior issues and support for remediation. -Member of district health insurance committee to review data regarding health insurance. -Organized faculty meetings and trainings to improve teacher expertise and student achievement. -Worked with children and parents to attain acceptable behavior in school. -Monitored budgets to ensure fiscal responsibility and legal compliance with purchasing. 	

Previous Position Held	Employer Contact Information	Supervisor/Reference Contact Information
Roseburg School District Elementary School Principal	1419 NW Valley View Drive Roseburg, OR 97471 [REDACTED]	[REDACTED] [REDACTED] [REDACTED]
Date From - Date To:	07/2011 - 06/2013 (Total Yrs: 2)	Full or Part Time: Full
Reason for Leaving:	Accepted a position in Utah to be closer to ailing in-laws	
May we contact this employer?	Yes	
Responsibilities/ Accomplishments at this Position	<ul style="list-style-type: none"> -Conducted formal observations for certified staff and instructional assistants to improve instruction, increase student achievement, and ensure student safety. -Interview, hire, train, and ensure compliance with all legal and policy requirements. Planned and delivered professional development for school and district staff. -Develop and monitor budget. -Implement and supervise school wide discipline. -Schedule all classes, recesses and employee hours. 	

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Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Department of Defense Education Activity Elementary School Principal		12275 Landau Way Nampa, ID 83686 [REDACTED]		[REDACTED] [REDACTED] [REDACTED]	
Date From - Date To:	08/2009 - 06/2011 (Total Yrs: 2)	Full or Part Time:	Full		
Reason for Leaving:	Wanted to return to the United States				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	-Hired, trained, disciplined, and released employees based on applicable law, policy, and bargaining agreement. -Handled employee grievances to satisfactory resolution. Worked with Base Command to ensure school was in compliance with all federal laws and policies in carrying out our mission of educating all children. * Scheduled all students and teachers, maintaining student records.				

Student Teaching

No student teaching information was entered.

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Bonneville High School, Idaho Falls, ID
Graduation Status: H.S. Diploma

Highest Degree Attained: Ed.D/Ph.D/etc.

Colleges, Universities and Technical Schools Attended:

Name and location	Major area of study	Minor area of study	Degree
Utah State University	English	Spanish	B.A.
Northwest Nazarene University	Educational Leadership		M.Ed.
University of Idaho	Education		Ph.D.

Overall GPA	Undergraduate 3.4/4	Graduate 3.9/4
Major GPA	/4	/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
Ed.D/Ph.D/etc.	0	Education

List honors, awards or distinctions you have earned:
 Employee of the month

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Licensure

Do you hold National Board for Professional Teaching Standards certification? **No**

Do you hold or anticipate a Nevada license? **License is anticipated**

How do you plan to obtain a Nevada license?

I currently hold an out-of-state certification that will be transferred to Nevada.

Type	Date Anticipated	Expiration Date	Status
Specialized Education Personnel (Administrator of a Program/Administrator of a School)	02/02/2024		Will Apply For When Eligible

Please list any other endorsements and/or verifications documented on your License(s):

- * Have you applied for a Nevada license? No
- * List the date you applied for licensure:
- * Have you received a deficiency statement? No
- If pending, date test taken
- * Have you passed the Basic Skills Exam? No
- * Have you passed the Content Area Exam? No

Do you hold a current out-of-state license?

State	Type	License Number	Expiration Date	Current?
UT	Professional Administrator	33560	06/30/28	Yes

List your out-of-state certified teaching/administration fields:

Administrator all levels

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district? **No**

If Yes, what type of school district considered you Highly Qualified?

No information entered on Highly Qualified Teacher Subject(s)/Method(s).

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

I have been an administrator for 25 years at various levels and districts, and every school where I worked was better for my work there. Student test scores increased, student mental and emotional health was supported, and teachers were treated with respect and held to a high standard for excellence in teaching. I have a Ph.D. in education which has been very helpful in understanding research and best practices for students, teachers, and administrators. I have been a highly successful Vice Principal, Principal, and Superintendent--please check my references to verify this to be true. I have created systems in each school and district that support teachers and students--PLC's, PBIS, RTI, and even started an online school in my most recent position. I am available for work immediately, having recently resigned my position as Superintendent. I was not under any threat of investigation or legal trouble. I had a disagreement with the Oregon Department of Education and a local school board member--both were not interested in an honest process, only seeking to remove blame from themselves. I value my integrity and many years of honest service. Due to many of the issues in the state of Oregon,

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Date Submitted: 1/2/2024

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

I am seeking to work in Nevada, where I have many friends and family members. Again, please check my references to verify my outstanding work as principal and Superintendent. They will be very forthcoming, and I will also be glad to speak more in depth about my work history.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. What personal characteristics define an excellent administrator?

An administrator has to care deeply about children and their success, and be committed to the process of making each school day outstanding. He has to be committed to the learning process, and creating systems that allow all to be successful. He has to care about people and be willing to spend the time necessary to make sure the school system is working well for them all. Being committed to excellence means that an administrator is committed to having conversations that are necessary for parents, students, and staff to make improvements.

2. From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?

Technology is extremely important in education today. Students must be taught how to use computers to prepare them for life in and beyond school, and teachers must be able to use technology to teach students. I have been in districts where each student had a laptop issued by the school. I have ordered SmartBoards and Prometheans and arranged for trainings so teachers could prepare lessons on these devices. What I love about the Smart Boards is that a teacher can refer back to the lessons created either on their own, or through the curriculum-based lessons in the texts. Technology does have its limitations, and schools definitely need to be aware of some of the dangers of technology for students, but students must have access to technology in a safe and supervised way to help prepare them for college or career.

Language Skills

Do you know any language other than English? Yes

Language(s): Spanish

Oral Level: Fluent

Written Level: Fluent

Professional References

	Reference 1	Reference 2
Name:	██████████	██████████
School/Org:	Nyssa School District	Nyssa School District
Current Position:	Former school board member	School District Budget Committee Chairman
Home Phone:		
Cell Phone:	██████████	██████████
Work Phone:		
Mailing Address:	██████████ ██████████	██████████ ██████████
Email:	██████████	██████████
Relationship to Candidate:	Former supervisor	Colleague
	77	

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Professional References cont.

	Reference 3	Reference 4
Name:	[REDACTED]	[REDACTED]
School/Org:	Department of Defense Education Activity	Provo School District
Current Position:	Retired High School Principal	Superintendent (retired)
Home Phone:	[REDACTED]	
Cell Phone:	[REDACTED]	[REDACTED]
Work Phone:		
Mailing Address:	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]
Relationship to Candidate:	Colleague	Former Supervisor
Years Known:	14 years	10

	Reference 5	
Name:	[REDACTED]	
School/Org:		
Current Position:	Retired superintendent	
Home Phone:	[REDACTED]	
Cell Phone:	[REDACTED]	
Work Phone:		
Mailing Address:	[REDACTED]	
	[REDACTED]	
Email:	[REDACTED]	
Relationship to Candidate:	Former supervisor	
Years Known:		

Referrals

How did you hear about employment with us?

www.K12JobSpot.com

Additional Information

List any additional information which will help in determining your professional qualifications for a position.

I have Continuing administrative licenses in both Oregon and Utah, and will begin application for the reciprocal administrative licensure in Nevada soon.

Do you hold a current CDL (Commercial Drivers License) and if yes, what type of current CDL do you hold?

No

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Disclosures

Contract Status

* Are you currently under contract?

No

If Yes, which district?

If Yes, when does it expire?

When may your present employer be contacted?

Professional Status

* Have you obtained tenure status in any other School District?

No

If Yes, where?

When?

* Have you ever been denied tenure?

No

If Yes, explain:

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

No

If Yes, explain:

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?

No

Name:

Position:

Relationship:

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

List any accommodations:

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Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States?

Yes

* Have you ever been convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country?

No

Notice of Non-Discrimination

The Douglas County School District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation in admission to or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boys Scouts of America Equal Access Act. The District is an Equal Opportunity Employer. Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation, may grieve such matters using the adopted grievance procedures of the Douglas County School District. Such procedure shall provide for prompt and equitable resolution of complaints alleging acts of discrimination. The Superintendent of Douglas County School District has designated the following person to handle inquiries regarding student and employee non-discrimination policies: Executive Director of Human Resources **Adam Dedmon** 1638 Mono Avenue Minden, Nevada 89423 Phone: (775) 782-7177

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Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated. I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

I, Darren Johnson, agree to all of the terms above.

I agree



Professional Educator License for the State of Utah

The Utah State Board of Education
Affirms that

Darren Johnson

CACTUS #33560

has satisfactorily completed the requirements which by provision of law gives the holder license
to render professional service in the schools of the State of Utah.

License expiration date: 6/30/2028

License Area of Concentration	License Level	Expiration Date	Endorsements & Levels
Secondary Education	Professional		Spanish - Professional, English - Professional
School Leadership	Professional		

Handwritten signature of Jennifer Thronsdan.

Jennifer Thronsdan, Ph.D.
Director of Teaching and Learning

Handwritten signature of Sydnee Dickson.

Sydnee Dickson, Ed.D.
Utah State Superintendent of Public Instruction

Educator License Levels

There are three educator license levels.

1. Professional Educator License

All of the requirements have been met and competencies demonstrated; an approved educator preparation program **was completed**. This is a five-year unencumbered, renewable license.

2. Associate Educator License

A minimum number of requirements have been met and/or competencies demonstrated; an approved educator preparation program **was not completed**. This is a temporary, non-transferrable license that qualifies an educator to work for three years in a Utah school.

3. Local Education Agency (LEA) Specific Educator License

Under direction of the local governing boards of school districts or charters; an approved educator preparation program **was not completed**. This is an emergency license that only qualifies an educator to work in the requesting LEA. Approved content areas are not printed on this emergency license.

Each educator license has a **license area**; some have an **endorsement** to indicate a specialization in a content area or particular set of skills. License areas of concentration and endorsements have parallel levels to the educator license.

Note: If the expiration date field is blank, then the license area and/or endorsement expires at the same date as the license expiration date.

This license status is valid effective the print date posted below. Please verify current license status using the Utah Educator Licensing Lookup tool.

The Utah State Board of Education

250 East 500 South, Salt Lake City, Utah, 84111-3204

PO Box 144200, Salt Lake City, Utah 84114-4200

Phone: (801) 538-7500

Website: <https://schools.utah.gov/>

Utah Educator Licensing Lookup: <https://cactus.schools.utah.gov/PersonSearch>

Category Administrative

License Type Professional Administrator

State / Province OR

Country USA

From 2019-05-06

To 2025-01-17

Grace Period End Date

Name on License Darren Johnson

Endorsements

Subject	Authorization Level
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Specializations

Subject	Authorization Level
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Darren S. Johnson



January 2, 2024

Dear Douglas County School District Superintendent Search Committee,

Please accept this letter and documentation as indication of my interesting in serving as the Superintendent of the Douglas County School District.

I have dedicated the past 28 years of my life to working in public schools in Utah, Oregon, and the Department of Defense Schools in Germany. These years of service include three years as a Middle/High School Teacher, nine years as a Vice Principal, 12 years as a Principal, and four years as a Superintendent. I have a Master's degree in Educational Leadership and a Ph.D. in Education. The experiences I have gained from my schooling and work history have served to prepare me to lead your students and staff toward continued excellence.

In all of these positions, my focus has always been on students and their academic improvement, social and emotional development, and developing an effective, motivated, and happy staff that puts students first.

During my years of administrative experience, I have been responsible for the supervision and success of the following district operations: transportation, food service, maintenance, grounds, custodial, federal programs, budget and finance, personnel issues and investigations, school board members and community, and public relations. Dedicated work, attention to hiring and supporting excellent employees, and strong communication with parents and school community have been keys to my success.

I value communication and do an excellent job of keeping the school board, staff, and community informed of important information through email communications, community meetings, personal visits, phone calls, and zoom meetings. I have strong conflict resolution and critical thinking skills and am able to handle challenging issues with professionalism when they arise. I have earned the respect of colleagues for being considerate of others, managing challenging situations with grace, and also making difficult decisions as needed.

My experiences and accomplishments over the course of my career will allow me to serve your students and staff with a commitment to excellence, and look for new and innovative pathways for students to achieve their academic and career goals.

In every school where I have worked, I have been successful in developing strong results in student achievement, student and parent satisfaction with student outcomes, student safety, and successful compliance with state and federal financial and other legal requirements.

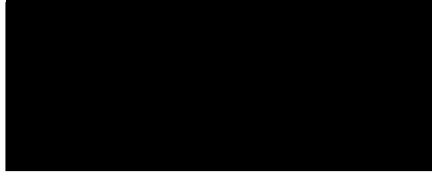
I look forward to speaking with you all, and discussing how my background can be beneficial to the continued success of the Douglas County School District.

Sincerely,

A handwritten signature in cursive script that reads "Darren S. Johnson". The signature is written in black ink and is positioned below the word "Sincerely,".

Darren S. Johnson, Ph.D.

Darren S. Johnson



CAREER AND PERSONAL HIGHLIGHTS

- High School Spanish teacher, Nyssa High School, Nyssa, Oregon 1995-1998
- Principal (and Asst. Principal) of Nyssa Elementary School, Nyssa, Oregon 1998-2009
- Principal of Smith Elementary School, site of U.S. Army Base in Baumholder, Germany, 2009-2011
- Principal of Fir Grove Elementary School, Roseburg, Oregon, 2011-2013
- Principal of Canyon Crest Elementary School, Provo, Utah, 2013-2019
- Superintendent of Nyssa School District, Nyssa, Oregon, 2019-2023
- Fluent in Spanish language (read, write, speak)

PROFESSIONAL AFFILIATIONS

- Member, National Association of Elementary School Principals (NAESP)
- Member, Coalition of Oregon School Administrators (COSA)
- Member, Oregon School Boards Association (OSBA)

PROFESSIONAL EXPERIENCE

Superintendent, Nyssa School District
804 Adrian Blvd. Nyssa, OR 97913
July 2019-July 2023

Supervisor/School Board Member: 

- Chief Officer of the Nyssa School District.
- Guided the School District through the COVID-19 pandemic.
- Clean financial audits each year.
- Increased ending fund balance of the district each year.
- Conducted multiple negotiations with Certified and Classified bargaining units.
- Focused on student academic achievement and growth in all areas, including CTE, college credit, student academic and emotional growth, graduation, and more.
- Hired and supervised Assistant Superintendent, Principals and Assistant Principals.
- Organized and conducted monthly school board meetings, community meetings, and all staff meetings to establish direction for the district.
- Started an online school that resulted in nearly \$500,000 of new money to the district in year 1.

Principal, Canyon Crest Elementary School
Provo (UT) School District
July 2013-June 2019

Supervisor: [REDACTED]

- Managed all aspects of an elementary school of 500+ students, including interviewing, hiring, training, and ensuring compliance with all legal and policy requirements.
 - Member of district committee to consider severe behavior issues and support for remediation.
 - Member of district health insurance committee to review data regarding health insurance.
 - Organized faculty meetings and trainings to improve teacher expertise and student achievement.
 - Worked with children and parents to attain acceptable behavior in school.
 - Monitored budgets to ensure fiscal responsibility and legal compliance with purchasing.
-

Principal, Fir Grove Elementary School
July 2011-July 2013
Roseburg School District

Supervisors: [REDACTED]

- Conducted formal observations for certified staff and instructional assistants to improve instruction, increase student achievement, and ensure student safety.
 - Interview, hire, train, and ensure compliance with all legal and policy requirements.
 - Planned and delivered professional development for school and district staff.
 - Develop and monitor budget.
 - Implement and supervise school wide discipline.
 - Schedule all classes, recesses and employee hours.
-

Principal, Smith Elementary School in Baumholder, Germany (site of U.S. Army Base)
July 2009-July 2011

Department of Defense Dependents Schools

Kaiserslautern (Germany) School District: <http://www.eu.dodea.edu/schools/index.php?dId=3>

Supervisor: [REDACTED]

- Hired, trained, disciplined, and released employees based on applicable law, policy, and bargaining agreement.
- Handled employee grievances to satisfactory resolution.

- Worked with Base Command to ensure school was in compliance with all federal laws and policies in carrying out our mission of educating all children.
 - Scheduled all students and teachers, maintaining student records.
-

Principal, Nyssa Elementary School

July 2007 – July 2009

Nyssa School District #26

804 Adrian Blvd. Nyssa, OR 97913

Supervisor: [REDACTED]

- Hired, trained, disciplined, and released employees based on applicable law and policy.
 - Arranged and delivered staff development training for all teachers.
 - Monitored and evaluated RTI program, tracking student achievement.
 - Implemented and supervised PBIS program for effective school wide behavior support.
 - Participated in contract negotiations for classified and certified employees.
-

Assistant Principal, Nyssa Elementary School

7/1998 – 6/2007

Nyssa School District #26

804 Adrian Blvd. Nyssa, OR 97913

Supervisor: [REDACTED]

- Conducted formal observations for certified staff and instructional assistants each year.
 - Developed and maintained student behavioral issues, including close communication with parents.
 - Scheduled all classes, recesses and employee schedules.
 - District safety committee chairman, 2001-2004.
-

Spanish Teacher, Nyssa High School and Nyssa Middle School

8/1995-6/1998

Nyssa School District #26

804 Adrian Blvd. Nyssa, OR 97913

- Taught Spanish levels 1, 2 and 3 to high school students; also taught grades 6-8 during 1996-1997 school year.
- Developed curriculum according to Oregon state standards.
- Carried out Spanish textbook adoption in 1997: studied common curriculum goals, aligned state standards with textbooks.
- Coached Varsity girls' basketball, Junior Varsity boys' basketball, and track and field

EDUCATION

2008 Educational Administration

Ph.D. University of Idaho, Boise, ID

GPA: 3.93

1999 Educational Leadership

M.Ed. Northwest Nazarene University, Nampa, ID

GPA: 3.8

1995 English/Spanish

B.A. Utah State University, Logan, UT

GPA: 3.4

1992 General

A.A. Snow College, Ephraim, UT

GPA: 3.7

University of Idaho

Record of: Darren Scott Johnson

Date Issued: 27-JAN-2009

Issued To: Darren Johnson

Student ID: [REDACTED]

Level: Graduate

Birth Date: [REDACTED]

Course Level: Graduate

Program

College : Education
Major : Education

Comments:

Preliminary Exam Passed: 5-19-06
Advanced to Candidacy for PHD: 5-19-06

Awarded Ph.D. 09-MAY-2008

Major : Education

Doctoral Dissertation

Tourism as a Vehicle for Experiential Learning: A Phenomenological Study of Group Educational Travel for Rural Middle School Students

Exam passed: 4-7-08

Dissertation accepted: 5-9-08

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

1995-99	NORTHWEST NAZARENE UNIV		
	Total Earned Credits	33.02	
2002-03	LEWIS & CLARK COLLEGE		
	Total Earned Credits	8.00	

INSTITUTION CREDIT:

Summer 2004			
EDAD 593	Schl Fac Plan & Maint	3.00 A	12.00
EDAD 595	Admin/Supervision Personnel	3.00 A	12.00
EDTE 572	Measurement/Evaluation	3.00 A	12.00
	Total Earned Credits	9.00	
Good Standing			
Fall 2004			
ED 582	Intro Quantitative Research	3.00 A	12.00
EDAD 586	Advanced Sch Finance	3.00 A	12.00
	Total Earned Credits	6.00	
Good Standing			
***** CONTINUED ON NEXT COLUMN *****			

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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Institution Information continued:

Spring 2005			
ED 588	Intro:Qualitative Res	3.00 A	12.00
	Total Earned Credits	3.00	
Good Standing			
Summer 2005			
EDTE 530	Ethical Ldrshp:Law/Ed	3.00 A	12.00
	Total Earned Credits	3.00	
Good Standing			
Fall 2005			
ED 686	Adv Plng/Dsgn Educ Rsrch	3.00 B	9.00
	Total Earned Credits	3.00	
Good Standing			
Spring 2006			
ED 690	Qual Res:Framework/Pract/Appl	3.00 A	12.00
	Total Earned Credits	3.00	
Good Standing			
Summer 2006			
EDAD 600	Doctoral Res & Disser	3.00 A	12.00 I
	Total Earned Credits	3.00	
Good Standing			
Fall 2006			
ED 589	Dsg/Conduct Qualit Res	3.00 A	12.00
EDAD 600	Doctoral Res & Disser	4.00 A	16.00 I
	Total Earned Credits	7.00	
Good Standing			
Spring 2007			
EDAD 600	Doctoral Res & Disser	2.00 A	8.00 I
	Total Earned Credits	2.00	
Good Standing			
***** CONTINUED ON PAGE 2 *****			

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91

Nancy Krogh
Nancy Krogh, University Registrar



University of Idaho

Record of: Darren Scott Johnson

Date Issued: 27-JAN-2009

Student ID: [REDACTED]

Level: Graduate

Birth Date: [REDACTED]

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
----------	--------------	------	-----	-----	---

Institution Information continued:

Summer 2007

EDAD 600	Doctoral Res & Disser	7.00	A	28.00	I
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Total Earned Credits 7.00

Good Standing

Spring 2008

EDAD 600	Doctoral Res & Disser	2.00	A	8.00	I
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Total Earned Credits 2.00

Good Standing

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	48.00	48.00	189.00	3.93
TOTAL TRANSFER	41.02	0.00	0.00	0.00
OVERALL	89.02	48.00	189.00	3.93

***** END OF TRANSCRIPT *****

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92

Nancy Krogh

Nancy Krogh, University Registrar



NORTHWEST NAZARENE COLLEGE

Nampa, ID 83686

Name: Johnson, Darren Scott
 ID/SSN: [REDACTED]
 Birthdate: [REDACTED]
 Birthplace: Idaho Falls, ID
 Baccalaureate degree: BA English
 Date: March 17, 1995
 Institution: Utah State University of Argiculture and Applied Science
 Logan, Utah

Degree Conferred: Master of Education
 Major: Educational Leadership
 Date: August 6, 1999
 Remarks:

GRADUATE STUDY RECORD

----- THIRD TERM 1995-96 -----
 ED 543 BHVR MNGT MNSTRMD CL 3.0 A
 Cr Ernd Cr Attm Qlty Pt GPA
 Term: 3.0 3.0 12.0 4.00

----- I SUMMER SESSION 1996 -----
 ED 515 INTRO TO EDUC RSRCH 3.0 A
 ED 516 RSRCS FOR ED RSRCH 3.0 A
 ED 572 TECHNOLOGY IN EDUC 3.0 A
 Cr Ernd Cr Attm Qlty Pt GPA
 Term: 9.0 9.0 36.0 4.00

----- SECOND SUMMER SESSION 1996 -----
 ED 511 THE LRNG PROCESS 3.0 A
 Cr Ernd Cr Attm Qlty Pt GPA
 Term: 3.0 3.0 12.0 4.00

----- THIRD TERM 1996-97 -----
 ED 520 CURRICULUM ORGANIZ 3.0 A-
 Cr Ernd Cr Attm Qlty Pt GPA
 Term: 3.0 3.0 11.1 3.70

----- FIRST SUMMER SESSION 1997 -----
 ED 512 HST/PHL FNDTN OF ED 3.0 A
 ED 525 CURR DESIGN/INVTN 3.0 A
 Cr Ernd Cr Attm Qlty Pt GPA
 Term: 6.0 6.0 24.0 4.00

----- FIRST TERM 1997-98 -----
 ED 596 INTRNSHP SCH PRNCPL 3.0 A
 Cr Ernd Cr Attm Qlty Pt GPA
 Term: 3.0 3.0 12.0 4.00

----- SECOND TERM 1997-98 -----
 ED 596 INTRNSHP SCH PRNCPL 3.0 A
 Cr Ernd Cr Attm Qlty Pt GPA
 Term: 3.0 3.0 12.0 4.00

----- THIRD TERM 1997-98 -----
 ED 583 SCHOOL PRINCIPALSHIP 3.0 A-
 Cr Ernd Cr Attm Qlty Pt GPA
 Term: 3.0 3.0 11.1 3.70

----- FIRST SUMMER SESSION 1998 -----
 ED 581 INSTR SUPV/LDRSHIP 4.5 A
 Cr Ernd Cr Attm Qlty Pt GPA
 Term: 4.5 4.5 18.0 4.00

----- SECOND SUMMER SESSION 1998 -----
 ED 564 VALUES IN EDUC 3.0 A-
 Cr Ernd Cr Attm Qlty Pt GPA
 Term: 3.0 3.0 11.1 3.70

----- SECOND TERM 1998-99 -----
 ED 575 LEGAL/FIN ISS IN ED 3.0 B-
 Cr Ernd Cr Attm Qlty Pt GPA
 Term: 3.0 3.0 8.1 2.70

BRIGHAM YOUNG UNIVERSITY

Provo, UT
 Summer 1995
 LING 577 INTR TO ESL METHD 6.0 (B)
 Cr Ernd Cr Attm Qlty Pt GPA
 ACCEPTED: 6.0 0.0 0.0 0.00

NORTHWEST NAZARENE COLLEGE, Nampa, ID

----- THIRD TERM 1998-99 -----
 ED 599 EDUCATIONAL LDRSH 3.0 A
 ED 594 TP: OREGON SCHL LAW 1.5 B
 Cr Ernd Cr Attm Qlty Pt GPA
 Term: 4.5 4.5 16.5 3.67

----- SECOND SUMMER SESSION 1999 -----
 ED 599 ADM HUMAN RESOURCES 3.0 A
 Cr Ernd Cr Attm Qlty Pt GPA
 Term: 3.0 3.0 12.0 4.00
 CUM: 57.000 51.000 195.900 3.841
 510095 Johnson, Darren Scott

MAR 09 2016

This Student Has Completed an
 NCATE Approved Program

Nancy Ayers, Registrar

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UTAH STATE UNIVERSITY

LOGAN, UTAH 84322-1600

Page: 1
 Date Issued: 10-MAR-2016
 Level: Undergraduate

Record of: Darren Scott Johnson

Student ID: [REDACTED]

SSN: [REDACTED]

Date of Birth: [REDACTED]

Course Level: Undergraduate

Current Program
 Bachelor of Science

Major: English Education

DEGREES AWARDED: Bachelor of Arts 17-MAR-1995
 Major: English
 Minor: Spanish

SUBJ NO. COURSE TITLE CRED GRD PTS R

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

Spring 1987 ADVANCED PLACEMENT 0.00 GPA: 0.00
 Ehrs: 8.00 GPA-Hrs: 0.00 Qpts: 0.00
 Spring 1987 SNOW COLLEGE 99.13 GPA: 3.71
 Ehrs: 26.67 GPA-Hrs: 26.67 Qpts: 99.13
 INSTITUTION CREDIT:

Fall 1987	INTRO TO BUSINESS	(SS)	2.00	C	4.00		
BA 135	BALLROOM DANCE	(SS)	0.67	P	0.00		
DE 178	ECONOMICS I	(SS)	3.33	B-	8.89		
ECON 200	COLLEGE ALGEBRA		3.33	C	0.00	E	
MATH 105	ADV PHYSICAL CONDITI		0.67	P	0.00		
PEMW 112							
Ehrs:	6.67 GPA-Hrs: 5.33	Qpts:	12.89	GPA:	2.41		

Good Standing

Spring 1990	INTRO TO ENGINEERING	(PS)	1.33	B	3.99		
ENGR 101	ENGINEERING GRAPHICS		2.00	C	4.00		
MAT 170	COLLEGE ALGEBRA		3.33	B+	11.09	I	
MATH 105	ADV PHYSICAL CONDITI	(SS)	0.67	P	0.00		
PEMW 112	GEN PSYCHOLOGY		3.33	B+	11.09		
PSY 101							
Ehrs:	10.67 GPA-Hrs: 10.00	Qpts:	30.19	GPA:	3.01		

Good Standing

Winter 1991	BASKETBALL		0.67	P	0.00		
PEMW 146	INTRO PUBLIC ADMIN		2.67	B-	9.78		
POLS 260	MENTAL ASPECTS SPORT		2.00	A-	7.34		
PSY 480	ORIENT TO TEACH	(SK)	2.00	A-	7.34		
SCED 201	ELEM SPANISH		3.33	A	13.33		
SPAN 101							
Ehrs:	10.57 GPA-Hrs: 10.00	Qpts:	37.80	GPA:	3.78		

Good Standing

Spring 1991	HUMAN PHYSIOLOGY	(LS)	3.33	C+	7.75		
PHYL 130	HUM DEVELOP: GENERAL	(SS)	2.00	A	8.00		
PSY 110	ANALYSIS BEHAVIOR:	(SS)	2.67	B	8.00		
PSY 140	ADVANCED GRAMMAR		2.00	A	8.00		
SPAN 304							
Ehrs:	10.00 GPA-Hrs: 10.00	Qpts:	31.76	GPA:	3.17		

Good Standing

Summer 1991	INTENSIVE ELEM SPAN		10.00	A	40.00		
SPAN 104	INDIVIDUAL READING		2.00	A	8.00		
SPAN 299							
Ehrs:	12.00 GPA-Hrs: 12.00	Qpts:	48.00	GPA:	4.00		

***** CONTINUED ON NEXT COLUMN *****

***** CONTINUED ON PAGE 2 *****

Issued To:
 DARREN S JOHNSON



A. Roland Squire, University Registrar

A. Roland Squire

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UTAH STATE UNIVERSITY

LOGAN, UTAH 84322-1600

Page: 2
Date Issued: 10-MAR-2016
Level: Undergraduate

Record of: Darren Scott Johnson

Student ID: [REDACTED]

SSN: [REDACTED]

Date of Birth: [REDACTED]

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R	SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
Institution Information continued:							
ENGL 251	AMER LIT SURVEY	3.33 B	9.99	ENGL 420	MODERN POETRY	2.00 B+	6.66
SCED 302	FOUNDATIONS OF EDUCA	2.00 B+	6.66	ENGL 539	AMER LIT: 1865 - 192	2.00 B	6.00
SPAN 363	SURVEY SPANISH AMER	2.00 B	6.00	PSY 366	EDUCATIONAL	2.00 B	6.00
	Ehrs: 9.33 GPA-Hrs: 9.33		3.00	SPAN 402	PHONETICS	1.33 A	5.33
Good Standing							
Winter 1993							
ENGL 417	YOUNG ADULT LIT	2.00 B	6.00	ENGL 405	DIAGNOSING WRITING P	2.00 A-	7.34
ENGL 509	HIST ENGLISH LANGUAG	2.00 A-	7.34	ENGL 429	ROMAN LITERATURE	2.00 B-	5.34
SCED 301	TEACHING STRATEGIES	2.00 C	4.00	ENGL 540	AMER LIT: 1920 - 194	2.00 A	8.00
SCED 404	EVAL STDNT ACHIEVEMN	2.00 C	4.00	ENGL 584	MODERN BRITISH DRAMA	2.00 B	6.00
SPAN 401	APPLIED LINGUISTICS	2.00 B	6.00	LING 350	TEACH MODERN LANGUAG	2.67 B-	7.12
	Ehrs: 10.00 GPA-Hrs: 10.00		2.73		Ehrs: 10.67 GPA-Hrs: 10.67		3.16
Good Standing							
Spring 1993							
ENGL 409	INTRO LANG ANALYSIS	2.00 A	8.00	ENGL 413	ST: COMPUTRS WRITING	1.33 A-	4.89
SCED 510	CONT AREA READ/WRIT	2.67 A-	9.78		Ehrs: 1.33 GPA-Hrs: 1.33		3.66
SPAN 430	CERVANTES	2.67 A	10.66	Good Standing			
SPED 301	EDUC OF EXCEPT INDIV	2.00 B	6.00	Fall 1994	STUDENT TEACHING SEM	2.00 P	0.00
	Ehrs: 9.33 GPA-Hrs: 9.33		3.69	SCED 450	STUDENT TEACHING	8.00 P	0.00
Good Standing							
Fall 1993							
ENGL 413	ST: WRIT/RHETORIC	2.00 B+	6.66	ENGL 410	GRAMMARS	2.00 A	8.00
ENGL 418	LITERATURE FOR TEACH	2.00 A	8.00	ENGL 478	THE BRITISH NOVEL	2.00 B+	6.66
ENGL 588	SHAKESPEARE: TRAGEDI	2.00 B-	5.34	INST 445	PRIN/PRACT TECH TCH	2.67 A-	9.78
SCED 320	TEACH ENGLISH	2.67 B+	8.88	INST 447	TECH PRACT SEC TCH	1.33 A-	4.89
SPAN 418	LIT OF THE SIGLO DE	2.67 A	10.66		Ehrs: 8.00 GPA-Hrs: 8.00		3.66
	Ehrs: 11.33 GPA-Hrs: 11.33		3.48	Good Standing			
Good Standing							
Winter 1994							
ENGL 301	ADVANCED WRITING	2.00 A-	7.34	***** CONTINUED ON PAGE 3 *****			
ENGL 401	COMPOSITION FOR TEAC	2.00 A-	7.34	***** CONTINUED ON NEXT COLUMN *****			



A. Roland Squire

A. Roland Squire, University Registrar

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UTAH STATE UNIVERSITY

LOGAN, UTAH 84322-1600

Page: 3
Date Issued: 10-MAR-2016
Level: Undergraduate

Record of: Darren Scott Johnson

Student ID: [REDACTED]

SSN: [REDACTED]

Date of Birth: [REDACTED]

***** TRANSCRIPT TOTALS *****				
	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	141.33	128.00	429.38	3.35
TOTAL TRANSFER	34.67	26.67	99.13	3.71
OVERALL	176.00	154.67	528.52	3.41
***** END OF TRANSCRIPT *****				

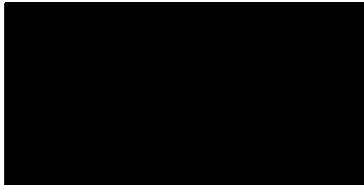


A. Roland Squire, University Registrar

A. Roland Squire

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July 31, 2023

Dear Prospective Employers of Darren Johnson,

It is my pleasure to write a letter of recommendation for Dr. Johnson as I have had the opportunity to work alongside him these last two years on the Nyssa School Board. During my time on the Board, I was Vice Chairperson and was privileged to be a part of the behind the scenes work that is involved in managing a school district. My eyes were opened to the tremendous strength and leadership that is required for someone to stand as the head of an organization, along with the integrity that is necessary each and every day. Aside from my time on the School Board, I also have been a parent in the Nyssa School District for over a decade and have felt confident in Dr. Johnson's ability to serve as a principal and superintendent, as he lovingly watched over the children and teens in our community. No one was ever left behind and everyone was treated with respect.

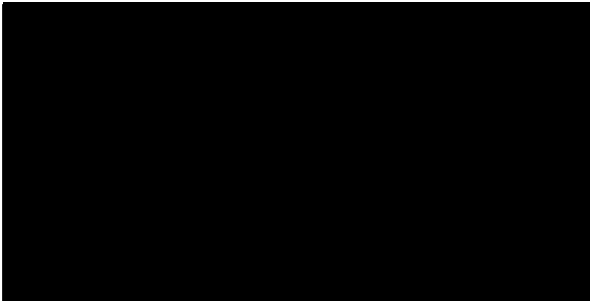
Through the past years, Dr. Johnson went through annual evaluations by the School Board. By far, his "Ethics and Professional Norms" were his highest marks. Dr. Johnson was determined to lead with integrity and honesty in all his dealings with the Board, parents, students and the community. I watched him promote fairness and equity among the different social groups who he worked hard to protect. I appreciated his transparency and openness when given the opportunity, but also appreciated his ability to keep things professionally discrete as was often required.

Dr. Johnson worked diligently to make ethical and legal recommendations to the Board. Throughout the pandemic, many in our conservative community called for overturning state mandates, but Dr. Johnson reminded them that the Nyssa School District will follow the laws and mandates because he and the Board were sworn to do so. Dr. Johnson also was careful to protect the District in matters where mob mentality may have called for less than ideal actions, which could have resulted in legal trouble down the road. I always felt confident following Dr. Johnson's direction, knowing the care and concern that he always placed in following the rules and laws closely.

I also appreciated Dr. Johnson's quick responses to correction as needed. If there was ever an opportunity to improve in his annual performance, he would take immediate action to rectify and improve where he could. He was prompt in reporting matters that he was working on and keeping us informed of how he used his time each week. If members of the Board asked for additional information, he was always quick to find answers and relay them back to us. His ability to openly and thoughtfully communicate was appreciated.

I can not impress to you enough how grateful I have been to work alongside Dr. Johnson. I recommend him without reservation for any administrator position that he applies for. He will be an asset to your district and you will see that his calm and kind manner are just what is needed in the chaos that sometimes accompanies school environments.

All the best in your hiring efforts,



Dr. Johnson

It is my pleasure to write a letter of recommendation for Dr. Johnson to work alongside you. I have known Dr. Johnson for several years and was part of the team that was responsible for the implementation of the new curriculum. Dr. Johnson is a highly motivated and dedicated professional who is always willing to go above and beyond to ensure the success of his students and colleagues. He is a natural leader and has the ability to inspire and motivate others. I highly recommend Dr. Johnson for any administrator position that he applies for.

Through the past year, Dr. Johnson has shown exceptional leadership and management skills. He has been instrumental in the implementation of the new curriculum and has ensured that all students are receiving a high quality education. He is a highly organized and detail-oriented professional who is always willing to go above and beyond to ensure the success of his students and colleagues. I highly recommend Dr. Johnson for any administrator position that he applies for.

Dr. Johnson is a highly motivated and dedicated professional who is always willing to go above and beyond to ensure the success of his students and colleagues. He is a natural leader and has the ability to inspire and motivate others. I highly recommend Dr. Johnson for any administrator position that he applies for.

I can not impress to you enough how grateful I have been to work alongside Dr. Johnson. I recommend him without reservation for any administrator position that he applies for. He will be an asset to your district and you will see that his calm and kind manner are just what is needed in the chaos that sometimes accompanies school environments.



August 10, 2023

To Whom It May Concern,

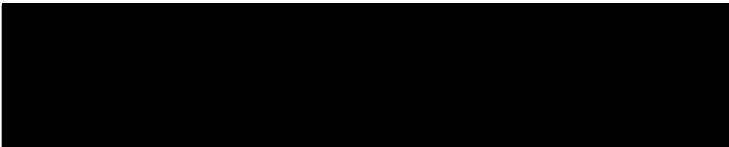
I am pleased to write this recommendation on behalf of Dr. Darren Johnson. As a retired educator of 35 years, 25 of those years as a K-12 Superintendent, I am very much aware of the requirements to be a successful superintendent and school leader.

Darren ranks in the top 5% of all I have associated and worked with during my career in education. I served on the screening and hiring committee when Darren was hired at Nyssa. He was then, and is now, a top school administrator. His people skills, management skills, and overall demeanor will promote quality education for students, staff, and the community.

For the last four years I served on the Nyssa budget committee. Darren always presented and proposed very reasonable and productive budgets. These budgets were done under difficult circumstances beyond leadership control. Students were served, staff was compensated, and the District has a reliable and productive future.

I strongly recommend Darren Johnson for any educational position in leadership or in the classroom. I also welcome any questions or concerns regarding Dr. Darren Johnson.

Sincerely,



17 September 2023

Subject: Letter of Recommendation
Dr. Darren Johnson

To Whom It May Concern:

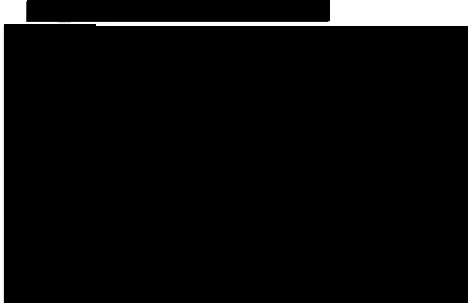
I had the privilege of working with Dr. Darren Johnson, from July 2009 to June 2011 as a fellow administrator in the Baumholder Military Community in Germany. I was the principal at Baumholder Middle/High School and Dr. Johnson became the new principal at Smith Elementary school. As his sponsor, I was able to help him adjust to our military community and how the Department of Defense Education Activity functioned. He was a quick study. His staff and the Baumholder Military Community embraced his positive approach when working together. At the particular time that Dr. Johnson served as principal at Smith Elementary, our soldiers were being deployed to Iraq to fight in the war. Unfortunately, not all of our troops returned safely or uninjured. As administrators, we worked closely with our military community to ensure that the students and spouses were cared for, during this difficult time for our military families.

Because of the multi-talents of Dr. Johnson, he was a valuable educator when working within our administrator group and with the district. We often collaborated on programs, which enhanced student learning, caring for families when spouses are deployed to war, radon gas extraction from our facilities, curriculum development, and staffing. During his tenure at Smith Elementary, Dr. Johnson worked with at-risk students by meeting personally with parents and teachers. He also worked to develop team leaders who assisted in making his school a model for the district. Not only was he a good listener, he was an excellent delegator. He trusted his staff to take care of student needs, and if necessary, he was a trusted leader to give positive assistance when needed.

Dr. Johnson's personality and professionalism is key to his success as an administrator. He is highly competent in the skills needed to be exceptional in this position. Dr. Johnson is definitely one of the very best administrators I have ever worked with. His relationship with all stake holders at Smith Elementary School and the Baumholder Military Community was professional and very affective. He concerned himself with duties such as; planning year long objectives and goals, ensuring that all students are given an opportunity of success, worked as a staff leader during curriculum and design workshops, worked positively with the DoDEA Headquarters and the District Superintendent's Office when working with their initiatives and requirements. Last but not least, Dr. Johnson worked with parents and students by positively communicating requirements for students to be successful.

Besides being a stellar employee for DoDEA, Dr. Darren Johnson had passion when concerning himself with Smith Elementary School and its success. He is a perfectionist when completing tasks and often takes the initiative when designing a better way to take care of instructional needs. He sacrificed much of his free time by staying late to ensure all requirements are completed. Dr. Johnson strived for excellence. I couldn't ask for a better administrative colleague or fellow educator to work with, especially during the time our community was at war.

If given the opportunity to work with Dr. Darren Johnson, I would not hesitate do so. I thoroughly recommend Dr. Johnson for any position he is qualified for. Please contact me if you have any questions or concerns at:





Provo City School District

10 March 2016

Open Letter of Recommendation
Re: Darren Johnson

Dear Sir or Madam,

It is my pleasure to offer this strong and supportive letter of recommendation for Darren Johnson, principal of Canyon Crest Elementary School in Provo City School District. I hired Darren out of Oregon in Spring 2013 to lead this high performing school. I am very pleased to be able to offer this recommendation for an exceptionally strong and caring educator.

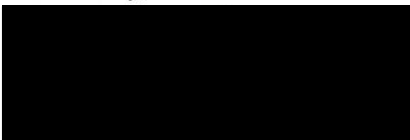
Put simply, Darren has met and exceeded (and continues to exceed) all expectations I have held for him as he serves as principals of Canyon Crest Elementary School. He has shown the ability to take a staff that for a long period of time seemed to be very close to fracturing, due to some un-managed stresses of the Dual Language Immersion program at the school. Darren quickly established high quality relations with staff and parents, immediately calming the environment to a point where solutions could be developed and considered in a setting of rationality. Darren continues to be a strong, effective leader in the school community.

Darren is an exceptionally bright and thoughtful educator. On occasion after occasion, he has demonstrated the ability to think through difficult situations toward viable, if not excellent, resolutions. While he has a small degree of gentle skepticism – something that I appreciate – He exudes and conveys professionalism. He has great wisdom and a very mature, balanced perspective about education at broad levels and also at the individual student level. Darren is a quiet, unassuming leader among principals in Provo City School District. His fellow principals respect his views.

It is my judgment that Darren Johnson is in the top 5% of administrators I have worked with in my years in education. I recommend him highly as he considers other possible opportunities to impact students. He has a great deal of excellent experience that would be of benefit to principals and teachers, and would contribute in meaningful ways to a district administrative team. There is much to learn from Darren. He is a wonderful balance of being very driven to accomplish the best things for students, while at the same time striving to create effective teams among those with whom he works. I give him my highest recommendation.

If I might offer further perspectives about Darren Johnson, please feel free to contact me.

Sincerely,





Roseburg Public Schools

Office of the Superintendent

February 18, 2013

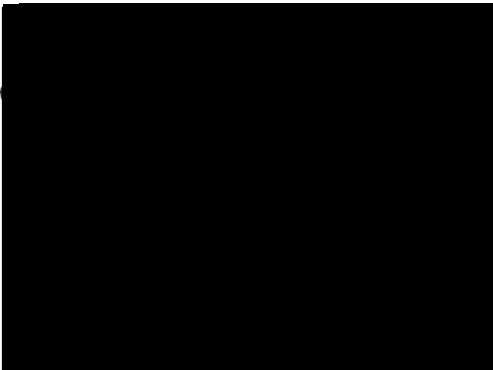
Dear Selection Committee:

This letter of recommendation is being written on behalf of Fir Grove Elementary School principal Dr. Darren Johnson who is applying for an administrative position in your school district. As superintendent of Roseburg Public Schools, I have had ample opportunity to observe Darren's performance as a principal for the past two years and feel qualified to judge his potential success as an administrator in your district.

Dr. Johnson first of all, is a veteran principal with administrative experience in three very different elementary educational settings. It is also noteworthy that Darren speaks Spanish fluently, which can be an important advantage when working with Spanish speaking families. Darren's work ethic is strong, and he understands that being a principal is most certainly not a 40 hour-per-week job, yet he still manages to be a devoted husband and father to his wonderful family. Because of his experiences in three elementary schools, Dr. Johnson has a wide range of knowledge about a variety of curricula and a working knowledge of several student support approaches. He has well-developed communication skills and is generally respected by students, staff, and the community alike. Perhaps his best attribute, though, is that he puts students first in every decision he makes.

Simply put, I recommend Darren Johnson as a strong candidate for any administrative position for which he is interested. I believe he has the skills, experience, and work ethic to be successful in any administrative setting.

Please don't hesitate to contact me if I can be of further assistance.



Roseburg Public Schools Administration

1419 N.W. Valley View Dr.
Roseburg, OR 97471
Voice (541) 440-4015
Fax (541) 440-4003

Eastwood Elementary School

2550 S.E. Waldon
Roseburg, OR 97470
Voice (541) 440-4180
Fax (541) 440-4182

Fir Grove Elementary School

1360 W. Harvard Blvd.
Roseburg, OR 97471
Voice (541) 440-4085
Fax (541) 440-4086

Fullerton IV Elementary School

2560 W. Bradford Drive
Roseburg, OR 97471
Voice (541) 440-4081
Fax (541) 440-4082

Green Elementary School

4498 S.W. Carnes Road
Roseburg, OR 97471
Voice (541) 440-4127
Fax (541) 440-4017

Hucrest Elementary School

1810 N.W. Kline
Roseburg, OR 97471
Voice (541) 440-4188
Fax (541) 440-4191

John C. Fremont Middle School

850 W. Keady Court
Roseburg, OR 97471
Voice (541) 440-4055
Fax (541) 440-4060

Joseph Lane Middle School

2153 N.E. Vine Street
Roseburg, OR 97470
Voice (541) 440-4104
Fax (541) 440-4100

Melrose Elementary School

2960 Melrose Road
Roseburg, OR 97471
Voice (541) 440-4077
Fax (541) 440-4078

Roseburg High School

400 W. Harvard Avenue
Roseburg, OR 97470
Voice (541) 440-4142
Fax (541) 440-8296

Rose Elementary School

948 S.E. Roberts Avenue
Roseburg, OR 97470
Voice (541) 440-4123
Fax (541) 440-4124

Sunnyslope Elementary School

2230 S.W. Cannon Road
Roseburg, OR 97471
Voice (541) 440-4192
Fax (541) 679-9485

Winchester Elementary School

217 Pioneer Way/P.O. Box 778
Winchester, OR 97495
Voice (541) 440-4183
Fax (541) 440-4187

Administrative

For: **Johnson, Darren**
Sent By:

Completed By: Reference [REDACTED]

Sent On: 1/2/2024 2:21pm
Completed: 1/2/2024 4:24pm

Darren Johnson is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

Principal, Elementary School

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

July 2013 to June 2019?

In what capacity did you work with the applicant?

I was Superintendent. First I was his supervisor, then indirect supervisor.

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	
2. Professional Attitude					X	
3. Cooperation					X	
4. Emotional Composure					X	
5. Time Management					X	
6. Knowledge in Field of Work					X	
7. Planning and Preparation					X	
8. Problem-Solving Skills				X		
9. Initiative/Personal Motivation				X		
10. Interpersonal Relations					X	
11. Ability to Motivate Others				X		
12. Growth/Advancement Potential					X	
13. Stress Tolerance					X	
14. Communication Skills				X		

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

9

How would you describe this candidate's managing style?

Collaborative, thoughtful, supportive, determined to solve problems, great with students.

Administrative

For: **Johnson, Darren**
Sent By:

Completed By: Reference = [REDACTED]

Sent On: 1/2/2024 2:21pm
Completed: 1/2/2024 4:24pm

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

Consulted research and with colleagues and supervisor(s).

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

* Do you know of any reason why the applicant should not be employed to work with children?

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

Yes
No

Administrative

For: **Johnson, Darren**
Sent By:

Completed By: Reference [REDACTED]

Sent On: 1/2/2024 2:21pm
Completed: 1/2/2024 6:01pm

Darren Johnson is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

superintendent

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

2018-2024

In what capacity did you work with the applicant?

Hiring committee when Darren was hired and budget committee during his tenure

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	
2. Professional Attitude					X	
3. Cooperation					X	
4. Emotional Composure					X	
5. Time Management					X	
6. Knowledge in Field of Work					X	
7. Planning and Preparation					X	
8. Problem-Solving Skills					X	
9. Initiative/Personal Motivation					X	
10. Interpersonal Relations					X	
11. Ability to Motivate Others					X	
12. Growth/Advancement Potential					X	
13. Stress Tolerance					X	
14. Communication Skills					X	

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

9

How would you describe this candidate's managing style?

shared decision making with direct involvement with administrative staff and others. willing to accept criticism on behalf of others to achieve goals excellent communicator.

Administrative

For: **Johnson, Darren**
Sent By:

Completed By: Reference [REDACTED]

Sent On: 1/2/2024 2:21pm
Completed: 1/2/2024 6:01pm

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

As budget chair I witnessed Darren accepting strong criticism for the failures of past administrators and always put student needs ahead of his own.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

* Do you know of any reason why the applicant should not be employed to work with children?

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

Yes

No

[REDACTED]

Administrative

For: **Johnson, Darren**
Sent By:

Completed By: Reference [REDACTED]

Sent On: 1/2/2024 2:21pm
Completed: 1/4/2024 11:55am

Darren Johnson is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

Superintendent

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

2021-2023

In what capacity did you work with the applicant?

I was the Vice Chair of the Nyssa School Board, which oversaw the work of the Superintendent.

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	Darren was very good at properly judging people and situations that were or were not beneficial to the District as a whole.
2. Professional Attitude					X	The position of Superintendent is not always a popular role as there are people who will always have conflicting opinions. Darren took those opinions in stride and always kept a positive attitude wherever he went.
3. Cooperation					X	Darren was always quick to cooperate with the requests of the School Board and, where possible, needs from staff members and parents.
4. Emotional Composure					X	
5. Time Management					X	
6. Knowledge in Field of Work					X	

Administrative

For: **Johnson, Darren**
Sent By:

Completed By: Reference ██████████

Sent On: 1/2/2024 2:21pm
Completed: 1/4/2024 11:55am

7. Planning and Preparation					X	
8. Problem-Solving Skills					X	Darren had creative ideas to modern day problems. Times are changing and our small town district was slow to follow socially influenced laws. Darren was able to find a middle ground on more than one occasion where we could still follow the law while trying our best to appease the overly conservative masses.
9. Initiative/Personal Motivation					X	
10. Interpersonal Relations					X	I always appreciated the time Darren would take to help me understand my role on the School Board. He answered my questions with respect and integrity.
11. Ability to Motivate Others					X	
12. Growth/Advancement Potential					X	
13. Stress Tolerance					X	Darren was always level headed. He always acted with a calm and professional demeanor.
14. Communication Skills				X		

Administrative

For: **Johnson, Darren**
Sent By:

Completed By: Reference [REDACTED]

Sent On: 1/2/2024 2:21pm
Completed: 1/4/2024 11:55am

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

10

How would you describe this candidate's managing style?

Darren was not an overly aggressive leader. He was one who gave direction and then let people determine their own path. He never micromanaged, but was quick to help when asked. I always appreciated his willingness to let people make decisions, teach classes, etc. that felt right to them.

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

After the height of the pandemic hit Nyssa and things were starting to return to normal, there was a big issue surrounding the students and staff wearing masks. 90% of our students and parents did not want the children wearing masks all day long. I myself was one of those parents. But I had a great deal of respect for Darren standing up for the law/mandate and insisting that where possible it was obeyed. He was respectful of people's feelings, looked for ways to get the children outside and separated (free from masks), but in the end always kept in the back of his mind his duty to follow the laws of the land.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

Yes

* Do you know of any reason why the applicant should not be employed to work with children?

No

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

[REDACTED] was previously on the School Board before moving to the Oregon Coast. He was our Police Chief in Nyssa (I believe he's now the Chief of Police in Tillamook?) and had a way of speaking the truth even when it was unpopular. His opinion of Darren would be accurate.



DOUGLAS COUNTY SCHOOL DISTRICT APPLICANT HISTORY DISCLOSURE FORM

I, Darren Johnson am applying for employment with the **Douglas County School District** and make this disclosure pursuant to Chapter 391 of Nevada Revised Statutes, as amended by Assembly Bill 362 in the 2017 Legislative Session:

- I am currently employed by:

Employer Name	Dates of Employment	Employer Address (Street Address, City, State, Zip Code)	Employer Phone #	Employer Email
Not currently employed				

Note: It is the prospective employee's responsibility to obtain and provide the information requested above.

- I [Am Am Not] am not currently employed in a position that involves direct contact with children.
- List all previous employment with any school or school district, or with any other entity or agency with which your employment involved:

Employer Name	Dates of Employment	Employer Address (Street Address, City, State, Zip Code)	Employer Phone #	Employer Email
Nyssa School District	07/01/2019 07/17/2023	804 Adrian Blvd. Nyssa, OR 97913		██████████@██████████
Provo School District	07/01/2013 06/30/2019	280 West 940 North Provo, UT 84604		██████████@g██████████
Roseburg School District	07/01/2011 06/30/2013	1419 NW Valley View Dr. Roseburg, OR 97471		██████████@r██████████
Department of Defense Education Activity	07/01/2009 06/30/2011	12275 Landau Way Nampa, ID 83686		██████████@██████████
Nyssa School District	07/01/1995 06/30/2009	804 Adrian Blvd. Nyssa, OR 97913		██████████@██████████

Note: It is the prospective employee's responsibility to obtain and provide the information requested above.

Pursuant to Chapter 391 of Nevada Revised Statutes, as amended by Assembly bill 362 during the 2017 Legislative Session:

- “Sexual Misconduct” means any act, including, without limitation, any verbal, nonverbal, written or electronic communication or physical contact with a child, regardless of the age of the child, that is designed to establish a romantic or sexual relationship with the child.
- “Sexual Offense” has the meaning ascribed to it in NRS 179D.097.
- **Have you ever:**

[Yes No] Been the subject of an investigation concerning an alleged sexual offense conducted by an employer, licensing agency, law enforcement agency, or other agency which provides child welfare services or child protective services, or a similar agency.

Note: An applicant is not required to provide this information if, after investigating the alleged violation, the employer or agency determined the allegations were false, unfounded, unsubstantiated, or inconclusive.

[Yes No] Been discharged, disciplined, or asked to resign from employment; had a contract not renewed, or resigned or otherwise terminated employment while an investigation concerning an alleged sexual offense was pending, or upon conclusion of an investigation where you were found to have committed a sexual offense.

[Yes No] Had a license or certificate suspended or revoked, or been required to surrender a license or certificate, while an investigation concerning an alleged sexual offense was pending, or upon conclusion of an investigation in which I was found to have committed the sexual offense.

If you answered “Yes” to any of the three questions above, you must provide details in the space below:

- Nothing in Chapter 391 of NRS shall be construed to:
 1. Prevent a board of trustees of a school district, governing body of a charter school, governing body of a university school for professional studies, or independent contractor from:
 - a. Conducting further investigations of a prospective employee; or
 - b. Requiring an applicant to submit additional information or authorizations beyond what is required by sections 8, 9 and 10 of Assembly Bill 362 during the 2017 Legislative Session.
 2. Prohibit a person or governmental entity from disclosing more information than is required by sections 8, 9 and 10 of Assembly Bill 362 during the 2017 Legislative Session.
 3. Relieve a person of a duty to report prescribed by NRS 432B.220 or any other provision of state or federal law.
- Any information collected pursuant to this form and Assembly Bill 362 during the 2017 Legislative Session is confidential and is not a public record in the meaning of NRS 239.010.

I hereby certify that I have answered all the above questions accurately to the best of my knowledge and ability. Pursuant to Chapter 391 of NRS as amended by Assembly Bill 362 in the 2017 Legislative Session, any applicant for employment who knowingly provides false information or willfully provides false information required above is: 1) subject to discipline, including, without limitation, suspension or revocation of the person's license pursuant to Chapter 391 of NRS, termination of employment or a civil penalty of not more than \$10,000 per violation, and 2) guilty of a misdemeanor.

Darren S. Johnson

Applicant Signature

Darren S. Johnson

Applicant Name (Please Print)

01/02/2024

Date

▪ **Authorization to Release Employment Information**

I hereby authorize all employers and former employers listed on this form to release to the Douglas County School District any and all information required by NRS Chapter 391 as amended by Assembly Bill 392 during the 2017 Legislative Session.

Darr

Applicant Signature

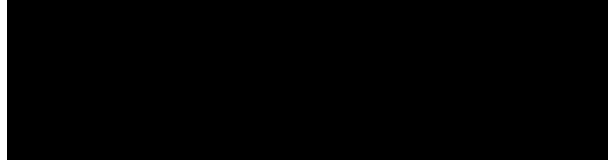
Darren S. Johnson

Applicant Name (Please Print)

01/02/2024

Date

Donald L Deavila



Contents:

1. Online Application
2. Attachment: Certificate
3. Attachment: Cover Letter
4. Attachment: Resume
5. Reference Letter: Reference Letter
6. Reference Letter: Reference Letter
7. Reference Letter: Reference Letter
8. Reference Survey: Administrative

Prepared for: Adam Dedmon
Douglas County School District
Jan 4, 2024 9:46 AM

Douglas County School District Online Application

Deavila, Donald - AppNo: 15235

Date Submitted: 12/17/2023

Personal Data

Name: Donald L Deavila
 (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: Donald L Deavila
 (First) (Middle Initial) (Last)

Email Address: [REDACTED]

Postal Address

Permanent Address Number & Street: [REDACTED] Apt. Number: City: [REDACTED] State/Province: [REDACTED] Zip/Postal Code: [REDACTED] Country: United States of America Daytime Phone: [REDACTED] Home/Cell Phone: [REDACTED]	Present Address Number & Street: Apt. Number: City: State/Province: Zip/Postal Code: Country: Phone Number:
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Employment Desired

Open Vacancy Desired: JobID: 3263 **Administration:** Superintendent at District Office **Date Last Submitted:** 12/17/2023 **Experience in Similar Positions:** years

Position Desired: **Administration** **Experience in Similar Positions:**

1. Superintendent -

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position	Employer Contact Information	Supervisor/Reference Contact Information
Utah Military Academy Dean of Cadets	Lehi, UT	[REDACTED]
Date From - Date To: 09/2022 - 10/2023 (Total Yrs: 5)	Full or Part Time: Full	
Reason for Leaving:	disagreement about discipline	
May we contact this employer?	Yes	
Responsibilities/Accomplishments at this Position		

Douglas County School District Online Application

Deavila, Donald - AppNo: 15235

Date Submitted: 12/17/2023

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Bonneville Academy Academic Director		Stansbury, UT 84074		[REDACTED]	
Date From - Date To:	08/2021 - 02/2022 (Total Yrs: 4)	Full or Part Time:	Full		
Reason for Leaving:	family health issues				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position					

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Montezuma Cortez School District Assistant Principal		418 S Sligo St. Cortez, CO 81321		[REDACTED]	
Date From - Date To:	06/2018 - 07/2020 (Total Yrs: 2)	Full or Part Time:	Full		
Reason for Leaving:	take position at Bonneville Academy				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position					

Student Teaching

	First	Second
School	Wayne county High	
Location		
School Phone #		
School Year	1989	
Grade Level(s)/ Subject Area(s) Taught		
Name and Phone of Cooperating Teacher		
Name and Phone of Additional Cooperating Teacher		
Name and Phone of University Supervising Contact		
Academic Grade Received		

Douglas County School District Online Application

Deavila, Donald - AppNo: 15235

Date Submitted: 12/17/2023

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Tooele High
Graduation Status: H.S. Diploma
Highest Degree Attained: MA/MS/etc.

Colleges, Universities and Technical Schools Attended:

Name and location	Major area of study	Minor area of study	Degree
Western Governors University	Educational Leadership		

	Undergraduate	Graduate
Overall GPA	3.3/4	/4
Major GPA	3.6/4	3.9/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
MA/MS/etc.	85	Leadership/Administration

List honors, awards or distinctions you have earned:

Licensure

Do you hold National Board for Professional Teaching Standards certification? **Yes**
 Do you hold or anticipate a Nevada license? **No**

Type	License Number	Expiration Date	Status
------	----------------	-----------------	--------

Please list any other endorsements and/or verifications documented on your License(s):

* Have you applied for a Nevada license?	No	
* List the date you applied for licensure:		
* Have you received a deficiency statement?	No	If pending, date test taken
* Have you passed the Basic Skills Exam?	No	
* Have you passed the Content Area Exam?	No	

Douglas County School District Online Application

Deavila, Donald - AppNo: 15235

Date Submitted: 12/17/2023

Licensure (cont.)

Do you hold a current out-of-state license? Yes

State	Type	License Number	Expiration Date	Current?
UT	Professional	90877	06/2028	Yes

List your out-of-state certified teaching/administration fields:

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district?

Yes

If Yes, what type of school district considered you Highly Qualified?

K-12

No information entered on Highly Qualified Teacher Subject(s)/Method(s).

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

I have five years experience as an educational administrator and 29 years of teaching.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. What personal characteristics define an excellent administrator?

communication, empathy, experience.

2. From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?

Technology is what the young people of today expect.

Language Skills

Do you know any language other than English? No

Douglas County School District Online Application

Deavila, Donald - AppNo: 15235

Date Submitted: 12/17/2023

Professional References

	Reference 1 of 3	Reference 2 of 3
Name:	[REDACTED]	[REDACTED]
School/Org:	Utah Military Academy	Utah Military Academy
Current Position:	Principal	Science Teacher
Home Phone:		
Cell Phone:	[REDACTED]	[REDACTED]
Work Phone:		
Mailing Address:		
Email:	[REDACTED]	[REDACTED]
Relationship to Candidate:	supervisor	colleague
Years Known:	one	one
	Reference 3 of 3	
Name:	[REDACTED]	
School/Org:	Utah Military Academy	
Current Position:	NA	
Home Phone:		
Cell Phone:	[REDACTED]	
Work Phone:		
Mailing Address:		
Email:	[REDACTED]	
Relationship to Candidate:	colleague	
Years Known:	one	

Referrals

How did you hear about employment with us?

Indeed.com

Additional Information

List any additional information which will help in determining your professional qualifications for a position.

Do you hold a current CDL (Commercial Drivers License) and if yes, what type of current CDL do you hold?

Disclosures

Contract Status

* Are you currently under contract?

No

If Yes, which district?

If Yes, when does it expire?

When may your present employer be contacted?

No

Douglas County School District Online Application

Deavila, Donald - AppNo: 15235

Date Submitted: 12/17/2023

Disclosures continued

Professional Status

* Have you obtained tenure status in any other School District?

Yes

If Yes, where?

TCSD

When?

2003

* Have you ever been denied tenure?

No

If Yes, explain:

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

Yes

If Yes, explain:

The superintendent and I had a difference of opinion on classroom discipline and he terminated me.

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?

No

Name:

Position:

Relationship:

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

List any accommodations:

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States?

Yes

* Have you ever been convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Douglas County School District Online Application

Deavila, Donald - AppNo: 15235

Date Submitted: 12/17/2023

Legal Information continued

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country?

No

Notice of Non-Discrimination

The Douglas County School District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation in admission to or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boys Scouts of America Equal Access Act. The District is an Equal Opportunity Employer. Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation, may grieve such matters using the adopted grievance procedures of the Douglas County School District. Such procedure shall provide for prompt and equitable resolution of complaints alleging acts of discrimination. The Superintendent of Douglas County School District has designated the following person to handle inquiries regarding student and employee non-discrimination policies: Executive Director of Human Resources **Adam Dedmon** 1638 Mono Avenue Minden, Nevada 89423 Phone: (775) 782-7177

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated. I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

Douglas County School District Online Application

Deavila, Donald - AppNo: 15235

Date Submitted: 12/17/2023

I, Donald Deavila, agree to all of the terms above.

I agree



Professional Educator License for the State of Utah

The Utah State Board of Education
Affirms that

Don Deavila

CACTUS #90877

has satisfactorily completed the requirements which by provision of law gives the holder license
to render professional service in the schools of the State of Utah.

License expiration date: 6/30/2028

License Area of Concentration	License Level	Expiration Date	Endorsements & Levels
Secondary Education	Professional	6/30/2028	Physical Education - Professional, Math Level 2 Middle Math - Professional, Psychology - Professional, Driver & Safety Education - Professional, Driver License Examiner - Professional
School Leadership	Professional	6/30/2028	

Handwritten signature of Jennifer Throndsen.

Jennifer Throndsen, Ph.D.
Director of Teaching and Learning

Handwritten signature of Sydnee Dickson.

Sydnee Dickson, Ed.D.
Utah State Superintendent of Public
Instruction

Educator License Levels

There are three educator license levels.

1. Professional Educator License

All of the requirements have been met and competencies demonstrated; an approved educator preparation program **was completed**. This is a five-year unencumbered, renewable license.

2. Associate Educator License

A minimum number of requirements have been met and/or competencies demonstrated; an approved educator preparation program **was not completed**. This is a temporary, non-transferrable license that qualifies an educator to work for three years in a Utah school.

3. Local Education Agency (LEA) Specific Educator License

Under direction of the local governing boards of school districts or charters; an approved educator preparation program **was not completed**. This is an emergency license that only qualifies an educator to work in the requesting LEA. Approved content areas are not printed on this emergency license.

Each educator license has a **license area**; some have an **endorsement** to indicate a specialization in a content area or particular set of skills. License areas of concentration and endorsements have parallel levels to the educator license.

Note: If the expiration date field is blank, then the license area and/or endorsement expires at the same date as the license expiration date.

This license status is valid effective the print date posted below. Please verify current license status using the Utah Educator Licensing Lookup tool.

The Utah State Board of Education

250 East 500 South, Salt Lake City, Utah, 84111-3204

PO Box 144200, Salt Lake City, Utah 84114-4200

Phone: (801) 538-7500

Website: <https://schools.utah.gov/>

Utah Educator Licensing Lookup: <https://cactus.schools.utah.gov/PersonSearch>

Donald L Deavila



December, 13 2023

Human Resource

Weber School District

5320 Adams Ave Parkway

Ogden, UT. 84405

RE: Secondary Administrative positions

Dear Human Resource Director

I'm contacting you in regards to Secondary Administrative positions. I am very interested in further particulars and have filled out an application form.

My relevant qualifications include, Five years' experience as an assistant principal. Three years working as an assistant in a middle school setting. My roles have varied and I have been leading evaluator/coach. Director of planning and implementing school safety. Master scheduling, creating and enforcing attendance policy. As well as the day to day interaction with students and parents. Masters' degree in Athletic Administration and my Masters Endorsement in K-12 Administration/Leadership through Western Governors University. 29 years of experience as a classroom teacher. With my skill set and proven track-record, I can be a valuable addition to the Weber School District. I can be reached for an interview at your convenience.

Sincerely;

Donald L Deavila



DONALD L DEAVILA

SUMMARY

I am currently an assistant principal and taught high school for 32 years prior to becoming an administrator. As a teacher, I taught a wide range of subjects as well as many different coaching assignments. I have continued to

SKILLS

- Fiscal Planning/Evaluating
- Academic performance evaluations
- Resource management
- Team building
- Lesson planning evaluation
- Security planning/implementation
- Standardized testing
- Schedule creation and maintenance

EXPERIENCE

UTAH MILITARY ACADEMY

Lehi, UT.

DEAN OF CADETS

09/2022 to 10/2023

Responsible for security planning, training and implementation, supervise security system and enforce rules and consequences.

BONNEVILLE ACADEMY

Stansbury Park, UT.

ACADEMIC DIRECTOR

08/2020 to 02/2022

Responsible for academic evaluations, PD planning, curriculum evaluations, SPED supervision, general school operation.

MONTEZUMA – CORTEZ RE1 SCHOOL DISTRICT

Cortez, Co.

ASSISTANT PRINCIPAL

08/2018 to 07/2020

Responsible for teacher observations, RTI, ESS, student discipline referrals, PD's, formative assessment coordinator.

CENTRAL CONSOLIDATED SCHOOL DISTRICT

Shiprock, NM

Teacher / Coach

08/2016 to 08/2018

Taught Special Education, Driver Education, Physical Education, & Assistant boys' basketball & baseball coach.

TOOELE COUNTY SCHOOL DISTRICT

Tooele, UT

Teacher / Coach

08/1998 to 08/2016

Head boys' basketball coach. Taught; Algebra 1, Geometry, Driver Education, Financial Literacy, Participation Skills, Fitness for Life, Special Education, & Mathematics.

GRANITE SCHOOL DISTRICT

Salt Lake City, UT

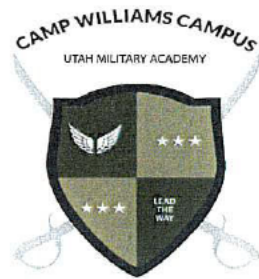
Athletic Director / Teacher / Coach

08/1995 to 08/1998

I was Athletic Director, taught Algebra 1, remedial math, & coached boys' basketball and football.

EDUCATION AND TRAINING

Master Endorsement: EDUCATIONAL ADMINISTRATION K – 12 Western Governors University, Salt Lake City, UT, USA	2018
MASTER OF SCIENCE: ATHLETIC ADMINISTRATION Idaho State University, Pocatello, ID, USA	1994
BACHELOR OF SCIENCE: EDUCATION Southern Utah University, Cedar City, UT, US	1989
ASSOCIATE OF SCIENCE: GENERAL Snow College, Ephriam, UT, USA	1986



November 8, 2023

Utah Military Academy
3901 W. Waterbury Dr., Lehi

To Whom it May Concern:

It is my pleasure to write this letter of recommendation for Donald Deavilla for an administrative position. I know Donald well as I have worked professionally with Donald for one year at Utah Military Academy Camp Williams where we were both assistant principals of a seven through twelfth grade High School. Donald's role was the Dean of Discipline.

Dean of Discipline is a very time consuming job at Utah Military Academy. One thing that always impressed me about Donald is his ability to separate the behavior from the child. Although he disciplined students, he was also their advocate in school. He would ask what he could do to help and refer them to the help available at school. He never gives up on the frequent offenders and understands that everyone has a story. He treats everyone with respect. He had the best interests of the students.

Donald always kept his cool even when others were frustrated with student behavior. He has the ability to change behaviors because he builds relationships with students. The students like him despite his role to enforce the rules. He knows the students, their grades, attendance, behaviors, classes they need assistance, etc. He knows where the students are and where they should be. He asks questions and listens to the answers. Again, despite being the Dean of Discipline, he is well liked by the students.

To top it off, Donald is an all around incredible human being. He is fun to be around. Has great administrative skills and insight. I have been an administrator for 14 years and Donald is my absolute favorite. Please contact me with any questions.



Utah Military Academy

“Integrity first; Service before self; Excellence in all we do.”

Camp Williams campus
3901 West Waterbury Drive
Lehi, UT 84043
(385) 498-6167



November 3, 2023

To Whom It May Concern:

I have had the distinct pleasure of knowing Don Deavila as a colleague, administrator, mentor and friend for the past 1+ years.

In my teaching career, which spans three decades, three continents, four states and everything from elementary school to college; Don is one of the top three administrators that I have ever known. He is insightful, does not jump to conclusions and always seeks the best outcome for any issues be they disciplinary, academic or otherwise.

It isn't often that you find an administrator, one in a supervisory role; that you feel comfortable approaching about any issue be it professional or personal. He has compassion, wisdom and most of all a sense of fair play. I have run many ideas past him and he always took the time to consider the situation, listen to my suggestions and make fair and understandable decisions.

I believe that most of the faculty and staff found him to be similarly insightful to the point that we consider him to be a friend, mentor and confidante. His wisdom and insight and his ability to communicate that vision is exceptional. He is viewed positively by the student body as well. I believe I am a better teacher because of him. Common sense is one of his most obvious talents.

If he is applying for a job at your institution, you will find him to be a tremendous asset and you should accept him with no hesitation. He has my full and unqualified endorsement.

If you have any questions, please feel free to contact me at [REDACTED]

Sincerely,

[REDACTED]
Major, USA (Retired)
UMA Science Teacher

Donald L Deavila



February 17, 2022

Human Resource Director
Salt Lake School District
440 E. 100 S.
Salt Lake City, UT 84111

RE: Elementary Principal

Dear Human Resource Director

I'm contacting you regarding the Elementary Principal opening you have advertised on your district website.

My qualifications include my experience as the Academic Director at Bonneville Academy and assistant principal in the Montezuma – Cortez RE 1 School District, A current Colorado Principal license, K-12 Utah Administrative license, Masters' degree in Athletic Administration and my Master's Endorsement in K-12 Administration through Western Governors University. I recently completed the Relay GSE program for school leaders. I have completed 504 hours of practicum that included fiscal planning, student discipline, teacher observations, identifying teacher action steps, strategic planning, safety planning, and supervision of extra-curricular activities. I have served as an athletics director for two years while teaching and coaching at Granite High School. Also of note my teaching experience in the math area. I have a level 2 math endorsement and my experience includes Algebra 1, Applied math, prealgebra, financial literacy, and special education math. I am certified in special education, driver education, physical education, and psychology. I also have experience as a head coach and as an assistant coach. I have coached both boys' and girls' teams.

With my skill set and proven track record, I can be a valuable addition to Salt Lake School District. I can be reached for an interview at your convenience.

Sincerely;

Donald L Deavila



Administrative

For: **Deavila, Donald**
Sent By:

Completed By: Reference = [REDACTED]

Sent On: 12/17/2023 12:56pm
Completed: 12/18/2023 7:55am

Donald Deavila is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

[REDACTED]
9/2022 - 11/2023

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

In what capacity did you work with the applicant?

He was one of three administrators at the Utah Military Academy and I worked with him on classroom management strategies; discipline strategies, etc for the school.
--

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	One of the best ever
2. Professional Attitude					X	Consummate professional
3. Cooperation					X	A role model
4. Emotional Composure					X	Cool under pressure
5. Time Management					X	Managed professional & personal life very well.
6. Knowledge in Field of Work					X	Outstanding
7. Planning and Preparation					X	Always strategizing to meet the continual changes
8. Problem-Solving Skills					X	Great ideas but always sought input from faculty/staff
9. Initiative/Personal Motivation					X	He made me want to be a better teacher
10. Interpersonal Relations					X	Very approachable
11. Ability to Motivate Others					X	Great, without unnecessary pressure
12. Growth/Advancement Potential					X	He will make a great Principal
13. Stress Tolerance					X	If he felt stress, he didn't pass it on.
14. Communication Skills					X	I always knew what was expected

Administrative

For: **Deavila, Donald**
Sent By:

Completed By: Reference = [REDACTED]

Sent On: 12/17/2023 12:56pm
Completed: 12/18/2023 7:55am

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

10

How would you describe this candidate's managing style?

Don was somewhat easy going in appearance; however, he had high standards which he communicated to faculty, staff & students in a common sense manner. No threats, but understanding. He was able to communicate those expectations in a way that made everyone want to do better.

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

We were experiencing a wave of drug issues (mostly vaping-use & sale) and with information provided by student/parents was able to get law enforcement involved to begin mitigation of the problem with a loud clear message that drugs would not be tolerated.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

Yes

* Do you know of any reason why the applicant should not be employed to work with children?

No

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

[REDACTED]
[REDACTED]
[REDACTED]

Dr Howard C Hughes

[REDACTED]

[REDACTED]

[REDACTED]

Contents:

1. Online Application
2. Attachment: Certificate
3. Attachment: Certificate p. 2
4. Attachment: Cover Letter
5. Attachment: Resume
6. Attachment: Transcripts
7. Reference Survey: Administrative

Prepared for: Adam Dedmon
Douglas County School District
Feb 2, 2024 6:39 PM

Douglas County School District Online Application

Hughes, Howard - AppNo: 15266

Date Submitted: 1/2/2024

Personal Data

Name: Dr Howard C Hughes
 (Title) (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: (Title) (First) (Middle Initial) (Last)

Email Address: [REDACTED]

Postal Address

Permanent Address

Number & Street: [REDACTED]
 Apt. Number: [REDACTED]
 City: [REDACTED]
 TX
 Zip/Postal Code: [REDACTED]
 Country: United States of America
 Daytime Phone: [REDACTED]
 Home/Cell Phone: [REDACTED]

Present Address (until TBD)

Number & Street: [REDACTED]
 Apt. Number: [REDACTED]
 State/Province: NV
 Zip/Postal Code: [REDACTED]
 Country: United States of America
 Phone Number: [REDACTED]

Employment Desired

Open Vacancy Desired:	Date Last Submitted	Experience in Similar Positions
JobID: 3263 Administration: Superintendent at District Office	1/2/2024	1 years

Position Desired:	Experience in Similar Positions
Administration 1. Superintendent	1 years

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position	Employer Contact Information	Supervisor/Reference Contact Information
Clark County School District / Del Webb Middle School Assistant Principal & Athletic Director	2200 Reunion Drive Henderson, NV 89052 [REDACTED]	[REDACTED] [REDACTED]
Date From - Date To:	01/2022 - 01/2024 (Total Yrs: 2)	Full or Part Time: Full
Reason for Leaving:	Still employed.	
May we contact this employer?	Yes	
Responsibilities/Accomplishments at this Position	Daily instructional, student discipline, and athletic duties. I supervise the Science, Health/PE, & Campus Security Departments.	

Douglas County School District Online Application

Hughes, Howard - AppNo: 15266

Date Submitted: 1/2/2024

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Fredonia-Moccasin Unified School District Superintendent		221 HORTT STREET Fredonia, AZ 86022 [REDACTED]		Fredonial-Mocassin Unified School District [REDACTED] [REDACTED]	
Date From - Date To:	07/2018 - 07/2019 (Total Yrs: 1)	Full or Part Time:	Full		
Reason for Leaving:	Returned to Texas to take care of ill Dad.				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	As the FMUSD Superintendent, I wore many hats. Essentially, my duties included all of the district duties, including, but not limited to Human Resources, Safety & Security, CFO, duties normally assigned to Assistant Superintendents, GT, College and Career Readiness, Facilities, Custodial, Food Services, Maintenance, Transportation, Communications/Media Relations, Student Services, Special Education Director, Community/Parental engagement, Athletics, State of Arizona school requirement duties, etc. I also took over the Elementary Principal duties.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
HH Educational Consulting Consultan/Owner		13379 Deercreek Trail Frisco, TX 75035 [REDACTED]		N/A - Self [REDACTED] [REDACTED]	
Date From - Date To:	09/2013 - 01/2022 (Total Yrs: 8)	Full or Part Time:	Full		
Reason for Leaving:	I closed the business.				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Provided education consulting Stateside and Abroad. Supervised, consulted, and mentored teachers working on their certification.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Ennis ISD Principal/Director of Alternative Educational Programs		[REDACTED] [REDACTED] [REDACTED]		[REDACTED] [REDACTED] [REDACTED]	
Date From - Date To:	08/2016 - 07/2017 (Total Yrs: 1)	Full or Part Time:	Full		
Reason for Leaving:	Agreed to stay for one school year and returned to full time Consulting.				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	I managed and supervised a staff of 20 in our quest to improve student discipline/behavior, grades K-12, in addition to Jr. High and High School campus and online credit recovery programs. Our High School graduation rate was phenomenal this school year. I accepted 74 into the High School program, and 67 walked across the stage May 26th, with another 3 pending official diplomas, pending EOC results this Summer. I had 4 students returning in August who passed all of their EOC's, and only needed 1-3 credits to complete the program. ALL of these students were at risk of dropping out of school. Our Jr. High program completed 8th and 9th grade curriculum. They began the 2017-2018 school year in the 10th grade. Elementary - High School student discipline/behavior also improved dramatically on the DAEP side. Lastly, I oversaw STAAR for all relevant testing levels, teaching and learning, HS College Readiness/Career and Technology (CTE), and of course, attendance, building/facilities				

Douglas County School District Online Application

Hughes, Howard - AppNo: 15266

Date Submitted: 1/2/2024

Experience Continued

Responsibilities/ Accomplishments at this Position continued...	maintenance, safety, campus human resources, etc.
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Previous Position Held	Employer Contact Information	Supervisor/Reference Contact Information
Marlin ISD & Marlin High School Principal/Asst Supt.	1400 Capps Street Marlin, TX 76661 [REDACTED]	[REDACTED] [REDACTED] [REDACTED]
Date From - Date To: 08/2012 - 08/2013 (Total Yrs: 1)	Full or Part Time: Full	
Reason for Leaving:	Career Advancement	
May we contact this employer?	Yes	
Responsibilities/ Accomplishments at this Position	<p>Charged with overseeing the main campus building and the Career and Technology (CTE) with additional accountabilities for instructional/extra-curricular activity leadership, athletics, Fine Arts. Marlin ISD SPED, college and career readiness, professional development, and personnel management.</p> <p>Performed a broad scope of operational functions comprised of building safety/security, Marlin ISD student services, facilities, administrative, and fiscal management.</p> <p>Supervised instructional methods, evaluated lesson plans and coached teachers to ensure effective instructional strategies through the CScope Curriculum and Instruction in order to maximize student academic achievement. I turned the perennial behaviorally and academically unsuccessful school around in my first and only year, and met standards. Economically disadvantaged student population.</p>	

Previous Position Held	Employer Contact Information	Supervisor/Reference Contact Information
Frisco Independent School District / Wakeland High School Assistant Principal / Superintendent Intern	5510 Ohio Drive Frisco, TX 75034 [REDACTED]	[REDACTED] [REDACTED] [REDACTED]
Date From - Date To: 07/2008 - 08/2012 (Total Yrs: 4)	Full or Part Time: Full	
Reason for Leaving:	Career Advancement	
May we contact this employer?	Yes	
Responsibilities/ Accomplishments at this Position	<p>Supervised and conducted personnel administration duties for staff including making hiring recommendations for SPED, CRO, athletics, Health/PE, custodial services/maintenance/construction, campus transportation, performance evaluations, staff development initiatives, and assigning special duties. College-Career Readiness/CTE Liaison, and GT. Various Supt Intern duties, and presented reports to the School Board each month.</p> <p>Assisted in planning, developing, coordinating and evaluating the operations of the school/district while ensuring that procedures and schedules are implemented and executed in support of meeting the school's/district's objectives.</p> <p>Fostered a collaborative work environment utilizing site-based management that promoted continuous improvement and emphasized a sense of community.</p>	

Douglas County School District Online Application

Hughes, Howard - AppNo: 15266

Date Submitted: 1/2/2024

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Dallas ISD Principal Intern/SPED Teacher		3700 Ross Ave. Dallas, TX 75204 [REDACTED]		[REDACTED] [REDACTED]	
Date From - Date To:	09/2006 - 07/2008 (Total Yrs: 2)	Full or Part Time:	Full		
Reason for Leaving:	Career Advancement				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	<p>Played an integral role in fostering a positive learning environment and supporting the cognitive and behavioral development of special needs children.</p> <p>? Utilized successful classroom management to facilitate a high-quality learning environment.</p> <p>Coordinated schedules and grading plans with special/general education teachers in order to align instruction that offers the most effective support for student achievement.</p> <p>Participated and attended ARD meetings while serving as the Saturday School administrator when required.</p> <p>Economically disadvantaged student population.</p>				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Lancaster ISD Elementary DAEP/Lancaster ISD Elem. K-6 Teacher/Principal Intern, Varsity Football & Track Coach		423 Centre Lancaster, TX 75146 [REDACTED]		[REDACTED] [REDACTED]	
Date From - Date To:	08/2004 - 08/2006 (Total Yrs: 2)	Full or Part Time:	Full		
Reason for Leaving:	Career Advancement				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Taught DAEP Elementary subjects, coached varsity football and track. Principal Intern. Bus Driver.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Ennis High School Criminal Justice Teacher/Coach		303 W. Knox Ennis, TX 75119 [REDACTED]		Bill Chapman [REDACTED]	
Date From - Date To:	08/2002 - 08/2004 (Total Yrs: 2)	Full or Part Time:	Full		
Reason for Leaving:	Career Advancement				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Taught High School Criminal Justice courses, coached varsity football, basketball, and track.				

Douglas County School District Online Application

Hughes, Howard - AppNo: 15266

Date Submitted: 1/2/2024

Student Teaching

	First	Second
School	N/A	N/A
Location		
School Phone #		
School Year		
Grade Level(s)/ Subject Area(s)		
Taught		
Name and Phone of Cooperating Teacher		
Name and Phone of Additional Cooperating Teacher		
Name and Phone of University Supervising Contact		
Academic Grade Received		

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Ennis High School, Ennis, Texas
Graduation Status: H.S. Diploma

Highest Degree Attained: MA/MS/etc.

Colleges, Universities and Technical Schools Attended:

Name and location	Major area of study	Minor area of study	Degree
AZ - University of Phoenix	Ed, Leadership		Masters

	Undergraduate	Graduate
Overall GPA	2.50/4	3.95/4
Major GPA	3.00/4	4.0/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
MA/MS/etc.	48	Educational Leadership and Management

List honors, awards or distinctions you have earned:

Doctoral Deans/President List for maintaining a 4.00 throughout the entire program.

Douglas County School District Online Application

Hughes, Howard - AppNo: 15266

Date Submitted: 1/2/2024

Licensure

Do you hold National Board for Professional Teaching Standards certification? **No**

Do you hold or anticipate a Nevada license? **License is held**

Type	License Number	Expiration Date	Status
Specialized Education Personnel (Administrator of a School)	211238	12/23/2023	Current

Please list any other endorsements and/or verifications documented on your License(s):

Do you hold a current out-of-state license? Yes

State	Type	License Number	Expiration Date	Current?
AZ	Superintendent	3837636	11/18/20	Yes

List your out-of-state certified teaching/administration fields:

Texas EC - 12 SPED Teacher, Principal, & Superintendent

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district? **No**

If Yes, what type of school district considered you Highly Qualified?

No information entered on Highly Qualified Teacher Subject(s)/Method(s).

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

My successful record includes, but is not limited to, turning around a persistently academically unsuccessful (AU) High School (HS) in just one year as HS principal and assistant superintendent. The school had been AU for over 7 or 8 years, as was the entire district. I was also able to help the Jr. High School Principal turn around her campus in that same year. Both campuses met Texas State Standards during the 2012-2013 school year. It all began with me reviewing past year's data and the curriculum. After reviewing the data, it was all a matter of making needed changes / adjustments. Teachers and students were placed in a situation where they could excel academically and personally.

I was also able to do something similar as Superintendent in Arizona and was able to help my HS in the Frisco ISD to maintain exemplary status as I served as Assistant Principal, and Superintendent Intern for Dr. Rick Reedy.

As Superintendent in Arizona, I had a great working relationship with the Board, and I was able lead in maintaining a successful academic and fiscal presence, in addition to creating and expecting fair treatment of all staff and students, hence creating a positive learning and working environment for students and staff. This venture was not optional. Lastly, I attacked bullying head on and implemented policies for bullying prevention, expectations, etc. for students and staff.

Douglas County School District Online Application

Hughes, Howard - AppNo: 15266

Date Submitted: 1/2/2024

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. What personal characteristics define an excellent administrator?

The following are characteristics of and excellent administrator:

- 1) Problem Solver
- 2) Good Listener
- 3) Emotional Intelligence
- 4) Proponent of Change
- 5) Supportive and motivating
- 6) Highly moral and ethical
- 7) Collaborative and team oriented
- 8) Strategic and critical thinker

2. From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?

I have been a progressive visionary regarding implementing instructional technology and innovative strategies in today's classrooms for well over 20 years now. In my experiences, the effective use of digital learning tools in classrooms shows to increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. It also helps students build essential 21st-century skills, inclusive of opportunities to collaborate and learn with and from others across the Globe. Additionally, technology implementation for other areas of the district is advantageous, and is a tremendous asset to streamline use for human resources, fiscal services, transportation, etc.

Language Skills

Do you know any language other than English? No

Professional References

	Reference 1 of 3	Reference 2 of 3
Name:	██████████	██████████
School/Org:	Fredonia Mocassin Unified School District	Dallas Police Department
Current Position:	Board President - Retired	Sergeant of Police
Home Phone:	██████████	██████████
Cell Phone:	██████████	██████████
Work Phone:		██████████
Mailing Address:		Dallas Police Department, South Central Division, 1999 E. Camp Wisdom Rd, Dallas, TX 75241
Email:	██████████	██████████
Relationship to Candidate:	My Supervisor	College Classmate & Fraternity Brother
Years Known:	5	35

Douglas County School District Online Application

Hughes, Howard - AppNo: 15266

Date Submitted: 1/2/2024

Professional References cont.

	Reference 3 of 3	
Name:	[REDACTED]	
School/Org:	Humble ISD	
Current Position:	Criminal Justice Teacher	
Home Phone:		
Cell Phone:	[REDACTED]	
Work Phone:	[REDACTED]	
Mailing Address:	[REDACTED]	
Email:	[REDACTED]	
Relationship to Candidate:	[REDACTED]	
Years Known:	32	

Referrals

How did you hear about employment with us?

No method given.

Additional Information

List any additional information which will help in determining your professional qualifications for a position.

I could step right into this position and hit the ground running.

Do you hold a current CDL (Commercial Drivers License) and if yes, what type of current CDL do you hold?

Disclosures

Contract Status

* Are you currently under contract?

Yes

If Yes, which district?

CCSD

If Yes, when does it expire?

6/30/24

When may your present employer be contacted?

Yes

Professional Status

* Have you obtained tenure status in any other School District?

No

If Yes, where?

When?

* Have you ever been denied tenure?

No

If Yes, explain:

Douglas County School District Online Application

Hughes, Howard - AppNo: 15266

Date Submitted: 1/2/2024

Disclosures continued

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

No

If Yes, explain:

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?

No

Name:

Position:

Relationship:

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

List any accommodations:

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States?

Yes

* Have you ever been convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

Douglas County School District Online Application

Hughes, Howard - AppNo: 15266

Date Submitted: 1/2/2024

Legal Information continued

* Does your name appear on any Sex Offender Database in any state or country?

No

Notice of Non-Discrimination

The Douglas County School District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation in admission to or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boys Scouts of America Equal Access Act. The District is an Equal Opportunity Employer. Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation, may grieve such matters using the adopted grievance procedures of the Douglas County School District. Such procedure shall provide for prompt and equitable resolution of complaints alleging acts of discrimination. The Superintendent of Douglas County School District has designated the following person to handle inquiries regarding student and employee non-discrimination policies: Executive Director of Human Resources **Adam Dedmon** 1638 Mono Avenue Minden, Nevada 89423 Phone: (775) 782-7177

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated. I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

I, Howard Hughes, agree to all of the terms above.

I agree

License for Educational Personnel

License No. 211238

This License Certifies That

Howard Cornelius Hughes

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas :

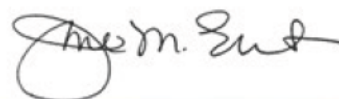
License	Grade Level	Original Endorsement Issue Date	Endorsements	License Issue Date	Expiration Date
Provisional - Special	K-12	06/23/2020	School Administrator	06/23/2020	12/23/2023

Provisions to be satisfied

Provisions	Required Due Date
All provisions have been satisfied.	


Renewal Requirements

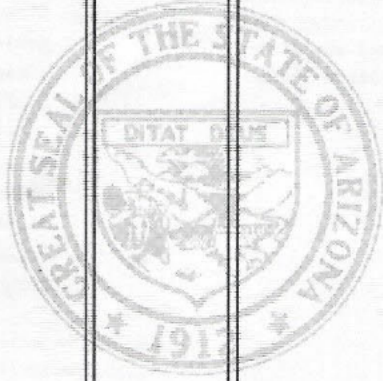
Renewal Requirements	Required Due Date
Pursuant to NRS 391.0347, a 3 semester credit course or 45 hours of approved professional development in Multicultural Education must be completed after the issuance date of this current license. The course or professional development must include the specific content outlined in NAC 391.067. No course taken prior to the issuance of this license will be accepted to satisfy this requirement.	12/23/2023
You may apply for a standard license once all outstanding provisions and renewal requirements have been satisfied.	12/23/2023



State Superintendent of Public Instruction

Arizona Department of Education CERTIFICATE

Name HOWARD CORNELIUS HUGHES			Certificate Number Educator ID: 3837636	
Certificate	Valid Date	Expiration Date	Approved Areas	Deficiencies
Standard Professional Superintendent, PreK-12 Standard Professional Principal, PreK-12	10/14/2020 04/02/2018	11/18/2032 11/18/2030		
ARIZONA DEPARTMENT OF EDUCATION 1535 West Jefferson Street * Phoenix, Arizona 85007			*Endorsement  KATHY HOFFMAN State Superintendent of Public Instruction	



The holder of this certificate has fulfilled the requirements of the State of Arizona and is authorized to practice as a certified educator in the areas indicated above.

HOWARD CORNELIUS HUGHES



[REDACTED]

"Good teaching is more a giving of right questions than a giving of right answers." -- Josef Albers

January 2, 2024

RE: Superintendent Position

Dear Esteemed Douglas County School District Board of Trustees,

Given the reputation for excellence maintained within your District, you undoubtedly embrace equally rigorous standards in your search for a Superintendent (Supt). Excellence is exactly what I can deliver, along with a strong background in, but not limited to, Education Administration, Organizational Leadership, Classroom Instruction, Student Discipline, Professional Development, Safety/Security, Successful Mentorship of Administrators, Cross-Cultural Sensitivity and Cross-Functional Collaboration, Budgets, and Data Review.

I possess the hands-on expertise and educational credentials that are critical to leading teams in the successful outcome of core educational objectives, hence maximizing academic growth, narrowing achievement gaps, and in preparing students in becoming productive citizens, by whatever avenues available (mentorships, college, trades). I offer both effective communication skills and a sincere desire to reach EVERY STUDENT on a level they can understand, preceded by being a valuable asset for school administration and other staff. I have extensive experience in all phases of operating schools and school districts, including supporting, supervising, coaching, and mentoring aspiring K-12 Principals and Principals. Additionally, I have been a Superintendent of Schools (Fredonia-Moccasin Unified School District (FMUSD) in Arizona). I assisted and provided advice to Principals and Staff to implement and monitor school's improvement process. My career success has been due in large part to supporting teams, as well as internal/external stakeholder relationships and tackling persistent problems with creative, yet effective approaches. I am currently an Assistant Principal / Athletic Director at Del Webb Middle School in the Nevada, Clark County School District (CCSD). PLEASE KNOW THAT ALL IS WELL HERE ☺. However, although I have GREAT working relationships with staff, students, and parents here, I feel that I would be more beneficial on a wider spectrum to all students in your school district. If hired, I will eagerly hit the ground running for overall success for all students and staff, as I have done in all of my previous positions. I have no doubt I have the skills and experience necessary to be outstanding as a Supt, and I am confident that you will find me to be an asset. I am a stickler for positive working environments, fair treatment of all staff and students, and in promoting / maintaining great working relationships with the entire school community, and with parents. I have the skills and experience to meet all the essential duties and responsibilities of this job.

I **never** embark upon something **if I know I cannot deliver**. With that being said, I am still a Realist, and know that I will have things to learn, as I always have, and I always do. Please know that I, **I AM NOT** looking at this position as a stepping stone for more money like most applicants quite often do in this profession; meaning that I have NO DESIRE to ever leave before I eventually retire YEARS later ☺. I ALWAYS keep my word, and I have always been loyal to all of my employers and employees, even when it was not reciprocated. The only reason I left my last Supt position in Arizona, is because I had to return to Texas to take care of my ill Dad, who unfortunately passed away in Sept. 2020.

I also have very successful Supt. "Intern" experience, and have been a successful Administrator everywhere I have worked, including turning around a near 10 year Academically Unsuccessful Marlin High School (MHS) in the Marlin ISD (MISD) in Texas as Principal/Asst Supt. If hired, I will not disappoint. My resume' is attached summarizing my background and experience, which is verifiable highly pertinent proof of my on the job success and ability as an Educator/Superintendent, despite whatever an interview outcome is, or may be. I thank you for your time.

Sincerely,

Howard Hughes

Providing leadership and vision to drive success

*Organizational Leadership ▪ High Integrity & Character
Resourceful & Adaptable ▪ Professional Ethics*

Strong character defined by a successful track record of accepting challenges and embracing mistakes to deliver transformative leadership, creative vision, and critical teambuilding strategies in leading critical improvements to educational and operational performance. Experience-backed judgment with the ability to ascertain and analyze needs, forecast goals, streamline operations and improve processes to deliver consistent on-time, accurate results. Able to seamlessly adapt to change and emerging technologies without compromising performance or quality of service. Highly developed understanding on how to define goals, develop and enforce policies/procedures, and achieve objectives by empowering staff members.

- **Candidate Differentiator:** Within a short period of assuming the positions of Superintendent Intern and High School Principal, I successfully initiated strategies that led to the turnaround of a challenged Marlin High School (MHS) and created Campus Intervention Teams (CIT), accomplishing several improvement milestones; student tutorial attendance, academic performance, teacher-parent participation and collaboration, transportation, safety awareness, student services, student behavior/conduct, and State *TAKS/EOC scores. I have knowledge of small and large district operations.
- Played a key role in developing the Marlin ISD (MISD) District Improvement Plan (DIP), receiving high acclaim from the Texas Education Agency (TEA) Conservators for the unprecedented, dramatic improvements made at MHS in FY2012-2013, followed by them withdrawing conservatorship and leaving the campus.

Key Areas of Strength:

- Organizational Leadership
- Operations Management
- Transportation/Facility Planning
- Curriculum Implementation
- Gifted & Talented (GT)
- Staff Development & Training
- Performance Evaluation
- Finance, Budget Analysis & Management
- Administrative Planning/Execution

Professional Summary

Assistant Principal and Campus Athletic Director – Del Webb Middle School, Clark County School District, Las Vegas, Nevada
January 2022 – Present

I perform Instructional and behavioral leadership duties, in addition to, but not limited to, all Campus Athletic responsibilities, Campus Safety / Security, Transportation, and Dad's In Schools Program. I supervise Office Support Staff, Campus Security Monitors, the Science, P. E. / Health, and Athletic Departments.

Superintendent – Fredonia-Moccasin Unified School District (FMUSD), Arizona, (Student Enrollment-300)
July 2018 – July 2019

As the FMUSD Superintendent, I wore many hats in this diverse district, with a Majority Kaibab Paiute Tribal Nation Population. Essentially, my duties included all of the district duties, including, but not limited to Human Resources (HR), Safety & Security, CFO, duties normally assigned to Assistant Superintendents, GT, College and Career Readiness, Facilities, Custodial, Food Services, Maintenance, Transportation, Communications/Media Relations, Student Services, Special Education Director, Community/Parental engagement, Athletics, State of Arizona and Federal School Laws/Guidelines, all relevant HR compliance, legal matters, requirement duties, etc. I made great strides in being able to retain staff, and hire other valuable diverse staff. I led District Wide Diversity and Cultural Sensitivity Training efforts, and required all staff to attend these PD training sessions every semester during Staff Work Days in concert of student holidays. I had a great working relationship with the very diverse student, parent, and community population, with Native Americans being the Majority. I was a consistent proponent of multicultural events and activities in our schools, and in the community throughout the year, and I was often invited to similar events/activities by community members/organizations. I focused on implementing successful rigorous curriculum, accelerated student learning, high quality leadership, teaching, and learning, with the expectation of ALL students and staff being successful. Additionally, I initiated and strongly communicated Non-Negotiable, Zero Tolerance Anti Bullying, and expectations / consequences for ALL Students and Staff, and promoted Fairness for ALL in every aspect of School Operations, etc., regardless of Race, Religion, Sex, etc. In order for all of the aforementioned to be possible, I personally had to make sure to provide strong support services throughout the district.

I managed and supervised a very diverse student and staff population in our quest to improve student discipline/behavior, grades K-12, in addition to Jr. High and High School campus and online credit recovery programs. Our High School graduation rate was phenomenal this school year. I accepted 74 into the High School program, and 67 walked across the stage May 26th, with another 3 pending official diplomas, pending EOC results this Summer. I had 4 students returning in August who passed all of their EOC's, and only needed 1-3 credits to complete the program. ALL of these students were at risk of dropping out of school. Our Jr. High program completed 8th and 9th grade curriculum. They began the 2017-2018 school year in the 10th grade. Elementary - High School student discipline/behavior also improved dramatically on the DAEP side. Lastly, I oversaw STAAR for all relevant testing levels, teaching and learning, HS College Readiness/Career and Technology (CTE), Homeless/Foster Care Education, and of course, attendance, building/facilities maintenance, safety, campus human resources, etc. One of my jobs was to ensure EACH student KNEW they were cared for, would be treated equally and fairly, would have access to any and all resources to be successful, and that they could accomplish whatever they desired to. I made sure that every staff member utilized their PD training, and inherent human decency to help ALL students be successful.

Self Employed – Owner of HH Secondary Education Consulting

2013 - 2022

HS Principal, Asst Supt

2012 - 2013

Marlin Independent School District (MISD), Marlin High School (MHS) ▪ Marlin, TX, (Student Enrollment-1,200)
Over saw the main campus building & the Career & Technology (CTE) with additional accountability for District instructional/extra-curricular activity leadership, athletics, Fine Arts. Marlin SPED, ESL, college & career readiness, communications, community/parental engagement, professional development, and personnel management. Performed a broad scope of operational functions comprised of building safety/security, Marlin ISD student services, including, but not limited to Homeless and Foster Student Programs, etc., facilities, administrative, & fiscal management. Supervised instructional methods, evaluated lesson plans & coached teachers to ensure effective instructional strategies through the TEKS Curriculum/Instruction in order to maximize student academic achievement. I turned the perennial behaviorally and academically unsuccessful school around in my first and only year, and met standards. *Economically disadvantaged student population.*

Assistant Principal and Superintendent Intern

2008 – 2012

Frisco Independent School District (FISD), Wakeland High School (WHS) ▪ Frisco, TX (Student Enrollment-66,000)

- Supervised and conducted personnel administration duties for diverse staff including making hiring recommendations for SPED, CRO, athletics, Health/PE, custodial services/maintenance/construction, campus transportation, performance evaluations, staff development initiatives, and assigning special duties. College-Career Readiness/CTE Liaison, ESL, and GT. Various Supt Intern duties in this school district with over 100,000 students, and presented reports to the School Board each month.
- Assisted in planning, developing, coordinating and evaluating the operations of the school/district while ensuring that procedures and schedules are implemented and executed in support of meeting the school's/district's objectives.
- Fostered a collaborative work environment utilizing site-based management that promoted continuous improvement and emphasized a sense of community for the maximized success of our diverse students.

Principal Intern/Special Education Teacher

2006 – 2008

Dallas Independent School District ▪ Dallas, TX, (Student Enrollment-153,000)

- Played an integral role in fostering a positive learning environment and supporting the cognitive and behavioral development of special needs children.
- Utilized successful classroom management to facilitate a high-quality learning environment.
- Coordinated schedules and grading plans with special/general education teachers in order to align instruction that offers the most effective support for student achievement.

Participated and attended ARD meetings while serving as the Saturday School administrator when required.

Economically disadvantaged and highly diverse student population.

Additional work related experience:

Elem. DAEP Teacher/Prin. Intern/Varsity Football/Track Coach/Bus Driver

2004-2006

Lancaster ISD ▪ Lancaster, Texas. **Remained employed as PT Bus Driver from 2006 to 2018.**

Criminal Justice Teacher/Varsity Football, Basketball, & Track Coach

2002-2004

Ennis ISD (EISD) - Ennis High School CTE Center ▪ Ennis, Texas

Education & Professional Development

Ed. Administration and Supervision - Master of Education

University of Phoenix ▪ Phoenix, AZ

Certifications

Superintendent PK-12 AZ, TX, NV, (Full TX Certification after serving 1 year in Texas)	2020 - Present
Principal EC-12 Arizona, Texas	2008 - Present
Special Education EC-12 Texas	2005 - Present
Texas Class B CDL w/ Passenger, School Bus & Air Brake Endorsements	2003 - Present

Memberships & Affiliations

- Greenville Avenue Church of Christ, Richardson, Texas
- Texas Association of Secondary School Principals
- Texas Association of Alternative Education
- Kappa Alpha Psi Fraternity

*Professional Summary Addendum:

As an Educational Consultant, I developed, implemented, and provided direct oversight Abroad on operational plans for integrating English based curriculum in all STEM subject areas with specific emphasis on student recruitment and retention, student achievement, staff development (HR-Personnel), building safety/security, facilities management, and maximizing program efficiency.

Spearheaded academic and development programs designed to strengthen organizational performance and support professional growth by demonstrating ways to improve classroom management, instruction delivery, and meet student academic benchmarks.

Directly responsible for leading teachers to perform at peak performance and deliver high quality and engaging instruction to students.

Created instructional lessons that led to increases in student achievement through a rigorous and comprehensive set of strategies. I also worked with Texas Teachers working on their Certifications.

Professional References:

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Date Issued: 08/03/2006



Record of: HOWARD C. HUGHES
Student Number: [REDACTED]
Birthdate: [REDACTED]

UNIVERSITY OF PHOENIX
DEGREES, CERTIFICATES

MASTER OF ARTS IN EDUCATION/ADMINISTRATION & SUPERVISION: COMPLETED 06/27/2006, CONFERRED 06/2006
COMPLETED STATE APPROVED PROGRAM IN ADMINISTRATION & SUPERVISION-PRINCIPAL

***** End of Transcript *****

AN OFFICIAL SIGNATURE IS WHITE WITH A BLUE BACKGROUND. A RAISED SEAL IS NOT REQUIRED.

This officially encoded and signed document is printed on High Quality Paper with the name of the university printed in blue type across the face of the document. When photocopied, the name of the institution appears on one line and the word "COPY" appears on the next. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED!



Date Issued: 08/03/2006



Record of: HOWARD C. HUGHES
Student Number: [REDACTED]
Birthdate: [REDACTED]

SENT TO:
HOWARD C HUGHES
[REDACTED]

Prior Schools Attended Credits/Degrees
UNIV OF NORTH TEXAS BS

UNIVERSITY OF PHOENIX

Table with columns: Mo/Year, Course ID, Course Title, Grade, Cred Att, Cred Earn, Qual Pts, Rem. Lists 20 courses from 07/2004 to 06/2006.

Summary table with columns: GPA, Cred Att, Cred Earn, Qual Pts. Includes Total Cum Credits, UOP Cum, and MAED/ADM Program GPA.

AN OFFICIAL SIGNATURE IS WHITE WITH A BLUE BACKGROUND. A RAISED SEAL IS NOT REQUIRED.

This certificate must be signed by a notary public on blue 'COPI-SAFE' security paper with the name of the institution printed in blue type across the face of the document. When filled out, the name of the institution appears on one line and the word 'COPI' appears on the next. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED!



Administrative

For: **Hughes, Howard**
Sent By:

Completed By: Reference = [REDACTED]

Sent On: 1/2/2024 9:37am
Completed: 1/4/2024 3:21pm

Howard Hughes is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

Superintendent/Elementary Principal

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

2017 to 2019

In what capacity did you work with the applicant?

I was the Governing Board president.

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	
2. Professional Attitude					X	
3. Cooperation					X	
4. Emotional Composure					X	
5. Time Management					X	
6. Knowledge in Field of Work				X		
7. Planning and Preparation				X		
8. Problem-Solving Skills					X	
9. Initiative/Personal Motivation					X	
10. Interpersonal Relations					X	
11. Ability to Motivate Others					X	
12. Growth/Advancement Potential					X	
13. Stress Tolerance					X	
14. Communication Skills				X		

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

9

How would you describe this candidate's managing style?

He was supportive and always available to staff, parents and students, and yet allowed staff autonomy and opportunities to be innovative.

Administrative

For: **Hughes, Howard**
Sent By:

Completed By: Reference = [REDACTED]

Sent On: 1/2/2024 9:37am
Completed: 1/4/2024 3:21pm

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

On his arrival Mr. Hugh's set a firm standard for student behavior and staff accountability. This was needed at the time. Later in the year, the 4th and 5th graders took an overnight trip to the Phoenix Zoo. There was a winter storm which closed the roads on the return trip. The students were forced to spend extra night in a hotel. Mr. Hughes was willing to pay for their stay. He made sure the parents were informed and was waiting at the school the next night to welcome the students home.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

* Do you know of any reason why the applicant should not be employed to work with children?

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

Yes
No
[REDACTED]

Dr Jarrod Bordi



Contents:

1. Online Application
2. Attachment: Certificate
3. Attachment: Cover Letter
4. Attachment: Resume
5. Attachment: Transcripts
6. Reference Letter: Reference Letter
7. Reference Letter: Reference Letter
8. Reference Letter: Reference Letter
9. Reference Letter: Reference Letter
10. Reference Letter: Reference Letter

Prepared for: Adam Dedmon
Douglas County School District
Feb 2, 2024 6:22 PM

Douglas County School District Online Application

Bordi, Jarrod - AppNo: 15245

Date Submitted: 1/1/2024

Personal Data

Name: Dr Jarrod Bordi
 (Title) (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: (Title) (First) (Middle Initial) (Last)

Email Address: [Redacted]

Postal Address

Permanent Address

Number & Street: [Redacted]
 Apt. Number: [Redacted]
 City: [Redacted]
 State/Province: [Redacted]
 Zip/Postal Code: [Redacted]
 Country: [Redacted]
 Daytime Phone: [Redacted]
 Home/Cell Phone: [Redacted]

Present Address (until 9/1/2023)

Number & Street: [Redacted]
 Apt. Number: [Redacted]
 City: [Redacted]
 State/Province: [Redacted]
 Zip/Postal Code: [Redacted]
 Country: [Redacted]
 Phone Number: [Redacted]

Employment Desired

Open Vacancy Desired: JobID: 3263 **Administration:** Superintendent at District Office **Date Last Submitted:** 1/1/2024 **Experience in Similar Positions:** 2 years

Position Desired: **Administration**
 1. Superintendent **Experience in Similar Positions:** 2 years

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position		Employer Contact Information		Supervisor/Reference Contact Information	
Yosemite Unified School District Assistant Superintendent & Chief Academic Officer		50200 Road 427 Oakhurst, CA 93644 559-683-4160		[Redacted]	
Date From - Date To:	09/2022 - 06/2025 (Total Yrs: 2 years)	Full or Part Time:	Full		
Reason for Leaving:	Still employed-; Multi-year contract				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	* Educational Services, Elementary and High School Principals, Special Education, Student Services, Categorical Plans & Grants * K-12 Curriculum Adoption * Professional Development * Principal Instructional Coaching and Development * LCAP * CONAPP * District Professional Development * Uniform Complaints, Title IX				

Douglas County School District Online Application

Bordi, Jarrod - AppNo: 15245

Date Submitted: 1/1/2024

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Vallejo High School/ Vallejo City Unified School District Principal		840 Nebraska Street Vallejo, CA 50612 7075561700		[REDACTED]	
Date From - Date To:	07/2019 - 09/2022 (Total Yrs: 3)	Full or Part Time:	Full		
Reason for Leaving:	Accepted Assistant Superintendent position				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	<ul style="list-style-type: none"> * 1950 students, 225 employees, 74 teachers * 87% Socioeconomically Disadvantaged, 30% ELL, 17% Special Education * 50% Hispanic 30% African American * School Site Plan * Academy/ Pathway Implementation and Design * Instructional Leadership * Professional Development 				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Antioch High School/Antioch Unified School District Small School Principal		510 G. Street. Antioch, CA 94509 19254818333		[REDACTED]	
Date From - Date To:	07/2012 - 07/2019 (Total Yrs: 7)	Full or Part Time:	Full		
Reason for Leaving:	Accepted larger high school principal position. I was recruited by Leadership and Associates for th				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	<ul style="list-style-type: none"> * Principal Media Tech High School (650 students) at Antioch High School * 2200 total students, 250 employees, 74 teachers * 89% Socioeconomically Disadvantaged, 18% ELL, 17% Special Education * 50% Hispanic 20% African American * Contextualized ELD Teaching and Learning Model with CSU Fresno 				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Mt. Diablo High School/Mt.Diablo Unified School District Student Services Coordinator		2450 Grant St. Concord, CA 94520 925-682-4030		[REDACTED]	
Date From - Date To:	01/2012 - 07/2012 (Total Yrs: 6 months)	Full or Part Time:	Full		
Reason for Leaving:	accepted Small School Principal position closer to home				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	<ul style="list-style-type: none"> * 1600 students, 190 employees, 68 teachers * 85% Socioeconomically Disadvantaged, 31% ELL, 17% Special Education * 82% Hispanic, 30% African American 				

Douglas County School District Online Application

Bordi, Jarrod - AppNo: 15245

Date Submitted: 1/1/2024

Experience Continued

Responsibilities/ Accomplishments at this Position continued...	
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Previous Position Held	Employer Contact Information	Supervisor/Reference Contact Information
Porterville High School/Porterville Unified School District Assistant Principal	465 W. Olive Avenue Porterville, CA 93257 559-782-7210	██████████ ██████████ ██████████
Date From - Date To:	01/2011 - 12/2011 (Total Yrs: 1)	Full or Part Time: Full
Reason for Leaving:	relocated closer to family and purchased a home	
May we contact this employer?	Yes	
Responsibilities/ Accomplishments at this Position	* 2000 students, 210 employees, 78 teachers * 85% Socioeconomically Disadvantaged, 19% ELL, 10% Special Education * 84% Hispanic	

Previous Position Held	Employer Contact Information	Supervisor/Reference Contact Information
Porterville Unified School Distict Dean of Alternative Education	600 W Grand Ave Porterville, CA 93257 559-793-2400	████████████████████ ██████████████████ ██████████
Date From - Date To:	09/2009 - 12/2011 (Total Yrs: 2)	Full or Part Time: Full
Reason for Leaving:	Promoted to Assistant Principal within the district	
May we contact this employer?	Yes	
Responsibilities/ Accomplishments at this Position	* 750 students * 90% Socioeconomically Disadvantaged, 16% ELL, 7% Special Education * 84% Hispanic	

Previous Position Held	Employer Contact Information	Supervisor/Reference Contact Information
St. Joseph Notre Dame High School Dean of Students	1011 Chestnut St Alameda, CA 94501 510- 523-1526	██████████ ██████████
Date From - Date To:	08/2008 - 08/2009 (Total Yrs: 1)	Full or Part Time: Full
Reason for Leaving:	Accepted Dean of Alternative Education in Porterville Unified	
May we contact this employer?	Yes	
Responsibilities/ Accomplishments at this Position	* 1300 students * 30% Hispanic, 30% African American	

Douglas County School District Online Application

Bordi, Jarrod - AppNo: 15245

Date Submitted: 1/1/2024

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Berkeley High School/Berkeley Unified Intervention Coordinator		1980 Allston Way Berkeley, CA Berkeley 510-644-6120		[REDACTED]	
Date From - Date To:	08/2004 - 06/2008 (Total Yrs: 4)	Full or Part Time:	Full		
Reason for Leaving:	Accepted Dean of Students position				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	* 3800 students * 29% Socioeconomically Disadvantaged, 10% ELL, 9% Special Education * 26% Hispanic, 18% African American				

Student Teaching

No student teaching information was entered.

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Moreau High School, Hayward, CA

Graduation Status: H.S. Diploma

Highest Degree Attained: Ed.D/Ph.D/etc.

Colleges, Universities and Technical Schools Attended:

Name and location	Major area of study	Minor area of study	Degree
CA - University of Southern California	Educational Leadership		Doctorate
CA - Chapman University	Educational Leadership	Curriculum & Instruction	Masters
CA - Chapman University	School Counseling		Masters
IL - Chicago State University	Psychology	Spanish	Bachelors
Chabot College	General Education		Associates

Overall GPA	Undergraduate 3.2/4	Graduate 3.9/4
Major GPA	3.2/4	3.9/4
Highest Degree Attained	Number of graduate hours beyond your highest degree: 120	Grad Program Of Study Educational Leadership, Curriculum & Instruction
Ed.D/Ph.D/etc.		

List honors, awards or distinctions you have earned:

USC Rossier School of Education Dean's Superintendents Advisory Group (DSAG) Award Recipient

USC Doctor of Education in Educational Leadership (EDL) Rossier Scholar Award Recipient

USC Rossier Scholarship Award Recipient

Full Baseball Scholarship Chicago State University - Division One (D-1)

Team USA Baseball Goodwill Series - Beijing, China

Team USA Baseball Friendship Series - Melbourne, Australia 157

MVP Goodwill Series - Beijing, China

Douglas County School District Online Application

Bordi, Jarrod - AppNo: 15245

Date Submitted: 1/1/2024

Education Continued

List honors, awards or distinctions you have (continued):

Milwaukee Brewers Invitational Tryout at Miller Park
Chicago State Scholar Athlete
Chicago State Conference Preseason All-Conference
Participant Chicago Skyscraper Wood Bat Summer League
High School All American Talent Showcase
Baseball Player of the Year Hayward Area Athletic League
All Bay Area Selection
Area Code Baseball Games - Top High School Players in the Unites States
North vs South Baseball Games - Top Seniors in California
Graduate Grade Point Average: 3.95

Licensure

Do you hold National Board for Professional Teaching Standards certification? **No**
Do you hold or anticipate a Nevada license? **No**

Type	License Number	Expiration Date	Status
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Please list any other endorsements and/or verifications documented on your License(s):

* Have you applied for a Nevada license? No
* List the date you applied for licensure:
* Have you received a deficiency statement? No
If pending, date test taken
* Have you passed the Basic Skills Exam? Yes
* Have you passed the Content Area Exam? Yes

Do you hold a current out-of-state license? Yes

State	Type	License Number	Expiration Date	Current?
CA	California	200010949	2025	Yes

List your out-of-state certified teaching/administration fields:

School Administration, Counseling, Special Education, PE, K-5 Mutiple Subjects

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district? **Yes**
If Yes, what type of school district considered you Highly Qualified? **K-12**

Douglas County School District Online Application

Bordi, Jarrod - AppNo: 15245

Date Submitted: 1/1/2024

Highly Qualified Teacher Continued

For the subject areas below in which you meet the federal highly qualified standard, select the method used to meet the standard. Only select a method for those subjects in which you meet the federal highly qualified standard.

Subject Area	Method	Subject Area	Method
Reading and Language Arts	State Content Test/Praxis/NTE		

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

My career consistently reflects increased student achievement outcomes during my employment as a principal or assistant superintendent. I was able to decrease our district chronic absenteeism rate by approximately twenty percent and increase our district CAASPP performance rate in math by ten percent during my first two years as an Assistant Superintendent for Educational Services for Yosemite Unified. YUSD current average daily attendance across the district has risen to 94% this school year. These types of performance increases across the district are a direct reflection of the work and systems that I have been able to develop with the school site principals.

My published dissertation is titled "How Administrators, Teachers, and Parents Contribute to a Quality Comprehensive K-12 System of Support for English-Language Learners for Academic Success: A Case Study." My research helped me implement the Contextualized English Language Development (ELD) Teaching and Learning Model across school districts I have been employed.

I have increased graduation rates from 84 percent to 96 percent, increase of the school wide attendance rate from 88 percent to 96 percent, increased college-going rate and supporting two academies to National Certification during my employment as a principal spanning 10 years.

I am very familiar with the community and have family in the extended area. I have worked as an assistant superintendent and high school principal for 12 years. I currently oversee seven K-12 schools and programs, educational services, special education, student services and categorical programs. I bring a long career history of strong sustainable outcomes that are focused on increased student achievement, attendance, and graduation rates. I am the 2023 recipient of the University of Southern California Rossier School of Education and Dean's Superintendents Advisory Group (DSAG) award. This was a competitive award for aspiring superintendents completing their doctorate at the University of Southern California Rossier School of Education. I am also a recipient of the University of Southern California Doctor of Education in Educational Leadership (EDL) Rossier Scholar award. My dissertation research focused on equity and inclusion.

My background brings a unique set of skills to Newman-Crows Landing USD. I was a high-level baseball player and played for Team USA Baseball before I started my career in education. My background gives me a wide range of communication, management, and organizational skills to be a successful superintendent.

My experience and applied research developing supports for English language students in elementary, middle school and high school will be a great benefit to the district.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. What personal characteristics define an excellent administrator?

School Principals are the instructional leaders at their respective campuses; it is therefore important for administrators who are serving as instructional leaders to understand divergent student needs and the research-based teaching practices and policies designed to support them (Wang, 2016). Wang (2016) also found that administrators' level of preparation and their understanding of institutional policies helped them make the success of all students, including ELLs and LTELs, a priority. Principals who have a vision for effective instruction can create coherent and aligned instructional goals and in 159 the resources necessary to accomplish those goals (Luna, 2020);

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1. What personal characteristics define an excellent administrator?

Theoharis & O'Toole, 2011). Furthermore, principals should develop a vision for academic success that includes all students by providing teachers with instructional support as well as opportunities for professional development (Luna, 2020). Theoharis and O'Toole (2011) have shown that leaders with research-based knowledge of divergent programs, as well as personal beliefs that divergent students are an asset to the school community, are able to influence services that benefit divergent learners and their peers. Reyes and Gentry (2019) defined a principal as the instructional leader at their respective campus; therefore, it is important for administrators who are serving as instructional leaders to understand ELL needs and research-based teaching practices. Administrators' awareness of divergent curriculum must align with the instructional strategies needed for an increasingly diverse population. Administrators' understanding of language, terminology, and critical research-based strategies has the potential to support meaningful discussions and feedback with teachers. Administrators' content knowledge of learning and instruction for divergent learners will help provide resources to encourage research-based instructional practices (Luna, 2020). Principals report teachers and staff who are prepared together to work with divergent students share language and understanding that contribute to a coherent and collaborative program (Echevarria, 2006). Mavrogordato and White (2020) examined the role that school leaders play in implementing a policy that determines the process of exiting students from ELL to RFEP. The article is a qualitative study of eight schools and discusses school leaders who play an important role in enacting policies designed to increase equity for historically marginalized communities. School leaders must ensure equitable, excellent, and inclusive educational experiences for divergent learners by influencing the meaningful long-term success of ELL programs.

2. From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?

Instructional technology practice is paramount to student success. We should not underestimate the teacher's role of providing engaging instruction as the primary indicator of student achievement that is rooted within the classroom as the variability of effective teaching (Hattie, 2015). Hattie (2015) emphasizes the importance of backwards planning and the variable of the teacher within the classroom relating to effectiveness from classroom to classroom. Hattie (2015) details this "variability" in how the teacher effectively impacts student learning within the classrooms may vary. The current vision must be focused on developing systems toward a more inclusive instructional teaching model for all students in high schools (Rueda, 2011).

The Digital Divide

Digital learning during the COVID pandemic significantly impacted the performance of our historically marinated students. Access to the internet and technology for our students was a concern. The families of our impoverished students have experienced much less access to technology and school centered resources than compared to more affluent and white neighborhoods. According to a recent state poll that was conducted in California by Global Strategy Group for the Education Trust-West (Costa, 2020): 1) 82% of Latinx and 76% of African American parents are concerned they do not have resources or supplies to help their child stay academically on track. 2) 21% Latinx and 12% of African American parents reported receiving little or no information related to school academics or additional resources from their school of residence or district. 3) African American families are less likely to have been contacted by their student's teacher when compared with all other racial groups.

The inequities in our schools are still present today without adequately addressing the overarching issues that are central to the change. Paul Reville, Harvard professor and former Massachusetts Secretary for Education, made a strong statement that relates to our current online educational medium with our impoverished communities:

"Communities and school districts are going to have to adapt to get students on a level playing field. Otherwise, many students will continue to be at a huge disadvantage. We can see that playing out now as our lower-income and more heterogeneous school districts struggle over whether to proceed with online instruction when not everyone can access it" (Mineo, 2020).

Language Skills

Do you know any language other than English? Yes

Language(s): Spanish
Oral Level: Fluent
Written Level: Literate

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Professional References

	Reference 1	Reference 2
Name:	[REDACTED]	[REDACTED]
School/Org:		Yosemite Unified School District
Current Position:	Academic Coach/Former Superintendent	Superintendent
Home Phone:		
Cell Phone:	[REDACTED]	[REDACTED]
Work Phone:		
Mailing Address:	Inform 2 Aspire Consulting Sacramento, CA	[REDACTED]
Email:		[REDACTED]
Relationship to Candidate:	Academic Coach	Current Supervisor
Years Known:	6	2
	Reference 3	Reference 4
Name:	[REDACTED]	[REDACTED]
School/Org:	Mt. Diablo USD (Former VCUSD Superintendent)	Stockton USD
Current Position:	Superintendent	Director of Research & Accountability
Home Phone:		
Cell Phone:	[REDACTED]	[REDACTED]
Work Phone:	[REDACTED]	[REDACTED]
Mailing Address:	[REDACTED]	[REDACTED]
Email:	[REDACTED]	[REDACTED]
Relationship to Candidate:	Former Supervisor	Former Supervisor Antioch USD
Years Known:	10	12
	Reference 5	Reference 6
Name:	[REDACTED]	[REDACTED]
School/Org:	Alameda Unified School District	Superintendent Colton USD and San Lorenzo USD
Current Position:	Superintendent	Retired Superintendent of Schools
Home Phone:		
Cell Phone:	[REDACTED]	[REDACTED]
Work Phone:	[REDACTED]	[REDACTED]
Mailing Address:	[REDACTED]	[REDACTED]
Email:	[REDACTED]	[REDACTED]
Relationship to Candidate:	Former Supervisor Berkeley USD	Mentor
Years Known:	18	15

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Professional References cont.

	Reference 7	Reference 8
Name:	[REDACTED]	[REDACTED]
School/Org:	Superintendent Oakland USD, Compton USD, San Diego County	Woodland Joint Unified School District
Current Position:	Retired Superintendent of Schools	Director of Student Services
Home Phone:		
Cell Phone:	[REDACTED]	[REDACTED]
Work Phone:		
Mailing Address:	California Collaborative for Educational Excellence [REDACTED] [REDACTED]	
Email:	[REDACTED]	[REDACTED]
Relationship to Candidate:	Academic Coach/Mentor Vallejo USD	Former Supervisor Berkeley USD
Years Known:	3	16
	Reference 9	Reference 10
Name:	[REDACTED]	[REDACTED]
School/Org:	Porterville High School	Vallejo City Unified School District
Current Position:	Retired Principal at Porterville High School	Director School Management & Support
Home Phone:		[REDACTED]
Cell Phone:	[REDACTED]	[REDACTED]
Work Phone:		[REDACTED]
Mailing Address:		[REDACTED] [REDACTED] [REDACTED] [REDACTED]
Email:	[REDACTED]	[REDACTED]
Relationship to Candidate:	Former supervisor Porterville USD	Colleague
Years Known:	15	5
	Reference 11	
Name:	[REDACTED]	
School/Org:	Vallejo City USD	
Current Position:	Assistant Superintendent	
Home Phone:	[REDACTED]	
Cell Phone:	[REDACTED]	
Work Phone:	[REDACTED]	
Mailing Address:	[REDACTED] [REDACTED]	
Email:	[REDACTED]	
Relationship to Candidate:	Supervisor	
Years Known:	1	

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Referrals

How did you hear about employment with us?

EdJoin	Other: Family; Friends near the community
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Additional Information

List any additional information which will help in determining your professional qualifications for a position.

I have been an educator for over 22 years. I recently lived in Oakley and grew up in San Leandro prior to my tenure as an Assistant Superintendent & Chief Academic Officer. I worked as a high school principal for 10 years, assistant principal, student services coordinator, dean for alternative education, dean of students, high school teacher, school counselor and intervention coordinator. In August of 2022 I was notified that he was the recipient of the University of Southern California Rossier School of Education and Dean's Superintendents Advisory Group (DSAG) scholarship. This was a competitive award for aspiring superintendents completing their doctorate at the University of Southern California Rossier School of Education. The DSAG selection committee felt my work reflected strong leadership experience and exemplified my potential as an aspiring superintendent. In August of 2019 I was the recipient of the University of Southern California Doctor of Education in Educational Leadership (EDL) Rossier Scholar Award. I was able to implement the Contextualized English Language Development (ELD) Teaching and Learning Model for districts in Northern California. The implementation the Contextualized ELD Teaching and Learning model has created opportunities to access curriculum for English language Learner students in Career Technical Pathway. The focus of this program is to create a nexus between Linked Learning Career Technical Pathways and English Language Learners by developing access toward college and career readiness that focused on the Contextualized ELD Teaching and Learning Model. Prior to working as the Principal at Vallejo High School, I worked as a Principal of an Engineering and Media Technology Small High School at Antioch High School for seven years. Over those seven years, the school seen some significant gains across the spectrum. I developed a Master Schedule that allowed forty teachers and four academies to share the same common planning time during the school day. An outcome of my tenure at Antioch High School was the increased graduation rate from 84 percent to 96 percent, increase of the school wide attendance rate from 88 percent to 96 percent, increased college-going rate and supporting two academies to National Certification. I completed my doctorate in Educational Leadership at the University of Southern California. My dissertation is a case study that focuses on how principals, teachers and parents contribute to a quality comprehensive K-12 system of support for academic success. My research was conducted at numerous elementary, middle and high school settings in Northern California and Southern California. I hold one master's degree with a double emphasis in Curriculum Instruction and Educational Leadership and another master's degree in School Counseling. I hold five credentials: Clear Education Specialist Mild/Moderate, Clear Pupil Personal Services Credential in School Counseling, Clear Single Subject Credential in Physical Education Clear, Multiple Subject Credential and a Clear Administrative Services Credential. I have a background that brings a unique set of skills to Roseland School District. I received a Division 1 baseball scholarship, played for Team USA Baseball in China and Australia and played professional baseball before he started his career in education. He is first in his family to attend college and is bilingual in Spanish. I currently live in Coarsegold with my wife Cindy, and two sons, Ethan (5) and Caden (3). Cindy is a veteran educator who previously worked as a special education teacher in Brentwood. My dissertation is titled "How Administrators, Teachers, and Parents Contribute to a Quality Comprehensive K-12 System of Support for English-Language Learners and Special Education Students for Academic Success: A Case Study." This study focused on district systems and strategies that should be developed to create a productive intersection among teachers, administrators, and parents and examine how such intersection can create a comprehensive support system to improve the outcomes of ELL and special education students. This theoretical framework was based on the community of inquiry (COI), a social constructiveness model according to Garrison et al. (2001), "describes how learning takes place for a group of individual learners through the educational experience that occurs at the intersection of social, cognitive, and teaching presence." This study used surveys, interviews and semi-structured open-ended questions that address issues related to the implementation of district policies, level of preparation of design components, and perceptions of the components of the ELL and special education systems. I spent two years immersed in Title I elementary schools within the three case study school districts: Los Angeles Unified School District, Norwalk La Mirada Unified School This study allowed me to really understand the complexities of the elementary settings and district support systems that are needed to allow for student academic success for our English language learners and special education students. This geographical setting may provide a narrow view of the unique needs of other geographic communities with specific demographics. Cultural and linguistic factors may also limit the study's data since the ELL's population in these three districts and schools consist most of Latino and Spanish- speaking families. I would like to continue

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List any additional information which will help in determining your professional qualifications for a position.

to move schools into a more inclusive model. The current vision is to move toward a more inclusive instructional teaching model for all students. I would like to shift the responsibility of teaching every type of student to every teacher. Teachers need to embrace every student as their own and be responsible for their instruction. The successful shift to a more inclusive model at Vallejo High School within the English Language Learner Department and Special Education Department is a strong example this vision. Special education and English language learner students mainstreamed into regular classes are performing much better with a more individualized inclusive school model with structured supports.

Do you hold a current CDL (Commercial Drivers License) and if yes, what type of current CDL do you hold?

Class C

Disclosures

Contract Status

* Are you currently under contract?

Yes

If Yes, which district?

Yosemite USD

If Yes, when does it expire?

2025

When may your present employer be contacted?

When I a finalist(s)

Professional Status

* Have you obtained tenure status in any other School District?

Yes

If Yes, where?

Berkeley, Antioch, Vallejo, Porterville

When?

* Have you ever been denied tenure?

No

If Yes, explain:

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

No

If Yes, explain:

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?

No

Name:

Position:

Relationship:

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Disclosures continued

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

List any accommodations:

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States?

Yes

* Have you ever been convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country?

No

Notice of Non-Discrimination

The Douglas County School District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation in admission to or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boys Scouts of America Equal Access Act. The District is an Equal Opportunity Employer. Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation, may grieve such matters using the adopted grievance procedures of the Douglas County School District. Such procedure shall provide for prompt and equitable resolution of complaints alleging acts of discrimination. The Superintendent of Douglas County School District has designated the following person to handle inquiries regarding student and employee non-discrimination policies: Executive Director of Human Resources **Adam Dedmon** 1638 Mono Avenue Minden, Nevada 89423 Phone: (775) 782-7177

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Date Submitted: 1/1/2024

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated. I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

I, Jarrod Bordi, agree to all of the terms above.

I agree

BORDI, JARROD | Document

New Search Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: BORDI
 First Name: JARROD
 Middle Name: RONALD

Last Known County of Employment: []

Note: Please verify County of Employment is current. If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Adverse and Commission Actions Indicator: []

Current Document All Documents Adverse and Commission Actions

1 - 7 of 7

Document Number	Term	Document Title	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
> 200010926	Clear	Pupil Personnel Services Credential	Valid	7/1/2020	7/1/2025	6/8/2005		
200010949	Clear	Administrative Services Credential	Valid	7/1/2020	7/1/2025	6/1/2008		
190107333	Clear	Education Specialist Instruction Credential	Valid	5/16/2019	6/1/2024			
190160534	Clear	Single Subject Teaching Credential	Valid	5/22/2019	6/1/2024	12/15/2011		
190160535	Clear	Multiple Subject Teaching Credential	Valid	5/22/2019	6/1/2024	5/14/2013		
150024107	Clear	Pupil Personnel Services Credential	Valid	7/1/2015	7/1/2020	6/8/2005		
150028040	Clear	Administrative Services Credential	Valid	7/1/2015	7/1/2020	6/1/2008		

Authorization/Subjects

1 - 1 of 1

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
	This credential authorizes the holder to perform the following services in grades 12 and below, including preschool, and in programs organized primarily for adults: develop, plan implement and evaluate a school counseling and guidance program that				

Cindy LOR.pdf

Show all

Dr. Jarrod Ronald Bordi

1

Please consider me for the position of Superintendent for Douglas County School District. I have been employed as the Assist Superintendent of Educational Services in Yosemite Unified School District for the last two years. I oversee seven K-12 schools and programs, educational services, elementary and high school principals, special education, student services and categorical programs. I bring an extensive leadership career of strong sustainable outcomes that are focused on increased student achievement, attendance, and graduation rates. I am the 2023 recipient of the University of Southern California Rossier School of Education and Dean's Superintendents Advisory Group (DSAG) award. This was a competitive award for aspiring superintendents completing their doctorate at the University of Southern California Rossier School of Education. I am also a recipient of the University of Southern California Doctor of Education in Educational Leadership (EDL) Rossier Scholar award. My dissertation research focused on equity and inclusion.

Yosemite Unified School District has seen growth under my leadership as the assistant superintendent. Our district chronic absenteeism rate decreased by approximately 20% and we increased our CAASPP performance in math by 10% during my first two years. I have worked closely with our site principals to develop an instructional coaching model district wide that has proven to be very successful. I was able to develop a district MTSS model that resulted in an overall decrease of the number of students expelled to one. Under my leadership, our district has seen a substantial reduction in the number of litigation cases and amount of money paid out for special education settlements because of the relationships I have developed with the community. I have also been able to secure millions of dollars through categorical program plans and grants that will allocate additional resources for students. Prior to my current position, I worked as a large high school principal and was able to increase our attendance rate by 15% and increase our graduation rate over three years. I have extensive experience overseeing teaching and learning that focuses on leading staff development programs that focus on K-6 literacy development, ELD, scaffolding, small learning communities, project-based learning and working with teachers to develop common formative assessments district wide.

I have worked as an administrator (bilingual) for the last sixteen years and have worked as a high school principal for ten years. I bring a robust educational background of a doctorate degree, two master's degrees and five credentials. My strong educational background provides me with the capacity to view various educational situations from different perspectives. I have worked as a college and high school baseball coach, physical education teacher, counselor, and intervention coordinator before entering school administration. My foundation with increasing student achievement gives me a well-rounded background.

I am a champion of equity and the first in my family to attend college. My grandparents are from Juarez, Mexico and Genoa, Italy. The stories my grandparents shared with me growing up attending segregated schools fueled my passion for educational equity. I bring a passion for academic language development and a proven track record of student success for all students in grades K-12. My doctoral research provided me the ability to implement a Contextualized English Language Development (ELD) Teaching and Learning Model for school districts. This model provides English language Learners (ELL) opportunities to access curriculum in integrated ELD classrooms across all content areas and grades.

My background brings a unique set of skills to educational administration. I played baseball at a very high level and played for Team USA Baseball before I started my career in education. My background gives me a wide range of communication, management, and organizational skills to be a successful leader.

Jarrod Bordi

JARROD RONALD BORDI

Education

Doctor of Education	Educational Leadership K-12	University Southern California
Master of Arts in Education	Educational Leadership & Administration	Chapman University
Master of Arts in Education	Curriculum & Instruction	Chapman University
Master of Arts	School Counseling	Chapman University
Bachelor of Arts	Psychology	Chicago State University
Associate in Arts	General Education	Chabot College

Credentials

Clear Administrative Credential	
Clear Pupil Personal Services Credential	School Counseling
Clear Single Subject Credential	Physical Education
Clear Education Specialist	Mild/Moderate
Clear Multiple Subject Credential	

Awards

USC Rossier School of Ed. Dean's Superintendents Advisory Group (DSAG) Award Recipient
USC Doctor of Education in Educational Leadership (EDL) Rossier Scholar Award Recipient
USC Rossier Scholarship Award Recipient
Full Baseball Scholarship Chicago State University – Division One (D-1)
Team USA Baseball Goodwill Series - Beijing, China
Team USA Baseball Friendship Series - Melbourne, Australia
MVP Goodwill Series - Beijing, China
Milwaukee Brewers Invitational Tryout at Miller Park
Chicago State Scholar Athlete
Participant Chicago Skyscraper Wood Bat Summer League
High School All American Talent Showcase
Baseball Player of the Year Hayward Area Athletic League
All Bay Area Selection
Area Code Baseball Games - Top High School Players in the United States
North vs South Baseball Games - Top Seniors in California

Administrative Experience

September 2022- present Yosemite Unified School District Yosemite, CA

ASSISTANT SUPERINTENDENT & CHIEF ACADEMIC OFFICER

- 7 schools and programs K-12
- Educational Services, Special Education, Student Services, Categorical Plans & Grants
- District Negotiations Team
- K-12 Curriculum Adoption
- Supervision of Principals, Development & Coaching
- LCAP, CONAPP
- District Professional Development
- Uniform Complaints, Title IX

July 2019- September 2022 Vallejo High School Vallejo, CA

PRINCIPAL **3 YEARS**

- 1950 students, 225 employees, 74 teachers
- 87% Socioeconomically Disadvantaged, 22% ELL, 17% Special Education
- 50% Hispanic 30% African American
- Survey data reflects that 4 % of parents reported having college degrees
- Developed full-service Wellness Support Center
- Increased school wide attendance by 15% over 3 years
- Increased graduation rate over 3 years
- Developed additional CTE pathways and academies

July 2012- July 2019 Antioch High School Antioch, CA
SMALL SCHOOL PRINCIPAL 7 YEARS

- Principal Media Tech High School (850 students) at Antioch High School
- 2300 total students, 250 employees, 74 teachers
- 89% Socioeconomically Disadvantaged, 18% ELL, 17% Special Education
- 50% Hispanic 20% African American
- Increase graduation rate from 84% to 96%
- Increase of the school wide attendance rate from 88% to 96%
- Increase of the college-going rate
- Supported two academies to National Certification.
- Master Schedule, Linked Learning Pathways, Contextualized ELD Teaching and Learning Mode

January 2012- July 2012 Mt. Diablo High School Concord, CA
STUDENT SERVICES COORDINATOR

- 1600 students, 190 employees, 68 teachers
- 85% Socioeconomically Disadvantaged, 31% ELL, 17% Special Education
- 82% Hispanic, 30% African American

January 2011- December 2011 Porterville High School Porterville, CA
ASSISTANT PRINCIPAL

- 2000 students, 210 employees, 78 teachers
- 85% Socioeconomically Disadvantaged, 19% ELL, 10% Special Education
- 84% Hispanic

August 2009- January 2011 Porterville Unified School District Porterville, CA
DEAN OF ALTERNATIVE EDUCATION

- 750 students
- 90% Socioeconomically Disadvantaged, 16% ELL, 7% Special Education
- 84% Hispanic

August 2008-August 2009 St. Joseph Notre Dame High School Alameda, CA
DEAN OF STUDENTS

- 1300 students
- 30% Hispanic, 30% African American

Summer Administrative Experience

June 2010-July 2010 UC Berkeley Summer Institute for the Gifted Berkeley, CA
DIRECTOR

June 2008-August 2008 Berkeley High School Berkeley, CA
SUMMER SCHOOL PRINCIPAL

Counseling & Teaching Experience

June 2013- August 2013 Antioch High School Antioch, CA
ALGEBRA TEACHER

Aug 2004- June 2008 Berkeley High School Berkeley, CA
INTERVENTION COORDINATOR

- 3800 students
- 29% Socioeconomically Disadvantaged, 10% ELL, 9% Special Education
- 26% Hispanic, 18% African American

June 2002- June 2004	Arroyo High School	San Lorenzo, CA
<i>PHYSICAL EDUCATION TEACHER</i>		
<ul style="list-style-type: none"> • 1900 students • 60% Socioeconomically Disadvantaged, 8% ELL, 13% Special Education • 49% Hispanic, 10% African American 		
June 2007-August 2007	Berkeley High School	Berkeley, CA
<i>SUMMER SCHOOL COUNSELOR</i>		
May 2003 - Aug 2004	Chabot College (NYSP Program)	Hayward, CA
<i>6th GRADE MATH & SCIENCE TEACHER</i>		

Professional Development Leadership

- Principal Development & Coaching
- Literacy K-6
- National Academy Foundation (NAF) Small Learning Communities (SLC's)
- Career and Technical Education (CTE) Pathways
- Project Based Learning (PBL)
- Sheltered Instruction Observation Protocol (SIOP),
- Contextualized English Language Development Teaching Learning Model
- Response to Intervention (RTI),
- Linked Learning Small Learning Communities (SLC's)
- Positive Behavioral Intervention Supports (PBIS)
- Universal Design for Learning (UDL)
- Project Lead the Way (PLTW)

Professional Organization Membership

- Major League Baseball
- St. Anthony's Catholic Church (Oakley, CA)
- Association of California School Administrators (ACSA)
- National Association of Secondary School Principals (NASSP)

References



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

2023 DSAG SCHOLARS

The DSAG Endowed Scholarship is awarded annually to EdD students who aspire to the position of superintendent. This is a competitive award, and scholarship recipients are determined after careful review of applications and references. The selection committee comprises USC Rossier faculty and volunteer DSAG members. The DSAG Endowed Scholarship is made possible by the generosity of DSAG members and dinner sponsors. A special thank you goes to the 2022-23 DSAG Scholars selection committee: David Cash EdD '08 (Co-Chair), Crystal Turner EdD '13 (Co-Chair), Melissa Moore EdD '14, Gunn Marie Hansen MS '96, PhD '00, Jennifer Root EdD '17, Jim Elsasser EdD '11 and Greg Franklin '83, EdD '97.



JARROD BORDI has been an educator for over 21 years and is currently employed as an Assistant Superintendent of Educational Services. Prior to his tenure as an assistant superintendent, he worked as a high school principal for 10 years, assistant principal, student services coordinator, dean for alternative education, dean of students, high school teacher, school counselor, intervention coordinator and high school baseball coach. Jarrod holds one master's degree with a double emphasis in Curriculum Instruction and Educational Leadership and another master's degree in School Counseling. He holds five credentials: Clear Education Specialist Mild/Moderate, Clear Pupil Personal Services Credential in School Counseling, Clear Single Subject Credential in Physical Education Clear, Multiple Subject Credential and a Clear Administrative Services Credential. Jarrod brings a unique skill set to education. He played baseball at a high level during his career and was selected to play for Team USA Baseball in China and Australia.

UNIVERSITY OF SOUTHERN CALIFORNIA
OFFICIAL ACADEMIC TRANSCRIPT

OFFICE OF THE REGISTRAR
LOS ANGELES, CA 90089-0912
(213) 740-7445


RELEASE OF THIS RECORD OR DISCLOSURE OF ITS
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CONSENT OF THE STUDENT IS PROHIBITED

STUDENT NAME	STUDENT NUMBER	DATE	PAGE
Bordi, Jarrod, Ronald	[REDACTED]	05-18-2023	1 of 3

NOTE: PHOTOCOPIES ARE NOT TO BE CONSIDERED OFFICIAL TRANSCRIPTS. THE REGISTRAR'S SEAL AND SIGNATURE APPEAR ON THE FIRST PAGE.

ISSUE TO:

CONTROL #: 000002383606



RAISED SEAL NOT REQUIRED

This transcript is not valid without the university seal and the signature of the Registrar. A raised seal is not required.

Frank Chang

Frank Chang
Registrar

----- Current Program of Study -----

----- USC Degrees Awarded -----

05/12/2023 Doctor of Education Educational Leadership

----- USC Cumulative Totals -----

Graduate Units Attempted: 43.0 Earned: 43.0 Available: 43.0 GPA Units: 36.0 Grade Points: 138.00 GPA: 3.83

Fall Semester 2020 (08-17-2020 to 12-16-2020)

Grades of Pass/No Pass permitted in Fall 2020 in response to COVID-19 global pandemic.

EDUE-701 A 3.0 Foundations in Leadership in Education
EDUE-700 A 3.0 Foundations in Urban Education

Term Units Attempted	Term Units Earned	Term GPA Units	Term Grade Points	Term GPA
6.0	6.0	6.0	24.00	4.00

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Spring Semester 2021 (01-11-2021 to 05-14-2021)

Grades of Pass/No Pass permitted in Spring 2021 in response to COVID-19 global pandemic.

EDUE-703	A	3.0	Power, Diversity and Equity	
EDUE-702	A	3.0	Foundations in Learning	
Term Units Attempted	Term Units Earned	Term GPA Units	Term Grade Points	Term GPA
6.0	6.0	6.0	24.00	4.00

Summer Semester 2021 (05-19-2021 to 08-10-2021)

Grades of Pass/No Pass permitted in Summer 2021 in response to COVID-19 global pandemic.

EDUE-718	A-	3.0	Leading for Instructional Improvement	
EDUE-704	A	3.0	Leadership Enactment	
Term Units Attempted	Term Units Earned	Term GPA Units	Term Grade Points	Term GPA
6.0	6.0	6.0	23.10	3.85

Fall Semester 2021 (08-23-2021 to 12-15-2021)

Grades of Pass/No Pass permitted in Fall 2021 in response to COVID-19 global pandemic.

EDUE-726	A	3.0	Research Methods 1	
EDUC-719	B+	3.0	Education Policy and Politics	
Term Units Attempted	Term Units Earned	Term GPA Units	Term Grade Points	Term GPA
6.0	6.0	6.0	21.90	3.65

Spring Semester 2022 (01-10-2022 to 05-13-2022)

Grades of Pass/No Pass permitted in Spring 2022 in response to COVID-19 global pandemic.

EDUE-780A	CR	3.0	Dissertation in Practice	
EDUE-727	B+	3.0	Research Methods 2	
Term Units Attempted	Term Units Earned	Term GPA Units	Term Grade Points	Term GPA
6.0	6.0	3.0	9.90	3.30

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STUDENT NAME	STUDENT NUMBER	DATE	PAGE
Bordi, Jarrod, Ronald	[REDACTED]	05-18-2023	3 of 3

NOTE: PHOTOCOPIES ARE NOT TO BE CONSIDERED OFFICIAL TRANSCRIPTS. THE REGISTRAR'S SEAL AND SIGNATURE APPEAR ON THE FIRST PAGE.

Summer Semester 2022 (05-18-2022 to 08-09-2022)

EDUE-780B CR 2.0 Dissertation in Practice
EDUC-721 A 3.0 Seminar in the Superintendency

Term Units Attempted	Term Units Earned	Term GPA Units	Term Grade Points	Term GPA
5.0	5.0	3.0	12.00	4.00

Fall Semester 2022 (08-22-2022 to 12-14-2022)

EDUE-710 A 3.0 Designing Educational Organizations for Equity
EDUC-717 A- 3.0 Resourcing Schools for Equity and Excellence

Term Units Attempted	Term Units Earned	Term GPA Units	Term Grade Points	Term GPA
6.0	6.0	6.0	23.10	3.85

Spring Semester 2023 (01-09-2023 to 05-12-2023)

EDUE-784A CR 2.0 Dissertation in Practice, Data Analysis

Term Units Attempted	Term Units Earned	Term GPA Units	Term Grade Points	Term GPA
2.0	2.0	0	0	0.00

End of Transcript

UNIVERSITY OF SOUTHERN CALIFORNIA-UNIVERSITY OF SOUTHERN CALIFORNIA-UNIVERSITY OF SOUTHERN CALIFORNIA-UNIVERSITY OF SOUTHERN CALIFORNIA-UNIVERSITY OF SOUTHERN CALIFORNIA

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ACADEMIC TRANSCRIPT INFORMATION

NOTE: The information that follows represents current University policies. Questions regarding historical University policies and/or transcript notations should be addressed to the Office of the Registrar. This document contains a number of security features. Further information or authentication can be obtained by calling the Office of the Registrar (213) 740-9230.

COURSE CREDIT/UNIT VALUE

A semester unit is a credit of one hour per week for one semester (15 weeks in length).

COURSE NUMBERING AND CLASSIFICATION

The first digit of the course indicates the year level of the course. 000-preparatory courses; 100-first undergraduate year; 200-second undergraduate year; 300-third and fourth undergraduate years without graduate credit; 400-third and fourth undergraduate years with graduate credit for graduate students; 500-first graduate year; 600-second graduate year; and 700-third graduate year.

GRADING SYSTEM

The following grades are used: A, excellent; B, good; C, fair in undergraduate courses and minimum passing in courses for graduate credit. D, minimum passing in undergraduate courses; and F, failed. Additional grades include CR, credit; NC, no credit; P, pass; and NP, no pass. The following marks are also used: W, withdrawn; IP, in progress; UW, unofficial withdrawal; MG, missing grade; IN, incomplete; and IX, lapsed incomplete.

GRADE POINT AVERAGE (GPA) CATEGORIES/CLASS LEVEL

A system of grade points is used to determine a student's grade point average. Grade points are assigned to grades as follows for each unit in the credit value of a course. A, 4.0 points; A-, 3.7 points; B+, 3.3 points; B, 3.0 points; B-, 2.7 points; C+, 2.3 points; C, 2.0 points; C-, 1.7 points; D+, 1.3 points; D, 1.0 points; D-, 0.7 points; F, 0 points; UW, 0 points; and IX, 0 points. Marks of CR, NC, P, NP, W, IP, MG and IN do not affect a student's grade point average. There are four categories of class level and GPA: Undergraduate, Graduate, Law, and Other. UNDERGRADUATE is comprised of Freshman (less than 32 units earned), Sophomore (32 to 63.9 units earned), Junior (64 to 95.9 units earned) and Senior (at least 96 units earned). GRADUATE is comprised of any coursework attempted while pursuing a master's and/or doctoral degree. LAW is comprised of any coursework attempted while pursuing a Juris Doctor or Master of Laws degree. Other is comprised of any coursework attempted while not admitted to a degree program or coursework not available for degree credit.

CLASS RANK

The University of Southern California does not calculate or support a class rank for its undergraduate students. While most graduate programs do not rank students, requests for graduate student class rankings should be directed to the dean of the particular school in which the graduate degree was earned.

STUDENT GOOD STANDING

A student is considered to be in good standing if they are eligible to register for classes. Disciplinary good standing is determined by the Office of Community Expectations.

TRANSFER CREDIT

Coursework accepted from other institutions is summarized into undergraduate and graduate areas. The summary information includes the number of units and GPA. The transfer institution(s) and dates of attendance do not appear on the USC transcript.

GOULD SCHOOL OF LAW GRADING SYSTEMS

Beginning in Fall 2022, courses are graded numerically from 4.0 to 1.9, with letter-grade equivalents ranging from A to F. The grade equivalents are 4.0 to 3.8 (A); 3.7 to 3.5 (A-); 3.4 to 3.3 (B+); 3.2 to 3.0 (B); 2.9 to 2.7 (B-); 2.6 to 2.5 (C+); 2.4 (C); 2.3 to 2.1 (C-); 2.0 (D); and 1.9 (F).

From Fall 2012 through Spring 2022, courses were graded numerically from 4.4 to 1.9, with letter grade equivalents ranging from A+ to F. The grade equivalents are 4.4 to 4.1 (A+); 4.0 to 3.8 (A); 3.7 to 3.5 (A-); 3.4 to 3.3 (B+); 3.2 to 3.0 (B); 2.9 to 2.7 (B-); 2.6 to 2.5 (C+); 2.4 (C); 2.3 to 2.1 (C-); 2.0 (D); and 1.9 (F).

From Fall 2001 through Spring 2012, courses were graded numerically from 4.4 to 1.9, with letter grade equivalents ranging from A+ to F. The grade equivalents are 4.4 to 4.1 (A+); 4.0 to 3.8 (A); 3.7 to 3.5 (A-); 3.4 to 3.3 (B+); 3.2 to 3.0 (B); 2.9 to 2.7 (B-); 2.6 to 2.5 (C+); 2.4 (C); 2.3 to 2.0 (D); and 1.9 (F).

Prior to Fall 2001, the grading system consisted in numbers in a range from 90 to 65. A grade of 90 was equivalent to highest honors and was very rare; 89 to 85 high honors; 84 to 80, honors; 79 to 70, satisfactory; 69 to 66, unsatisfactory; and 65, failing.

OSTROW SCHOOL OF DENTISTRY GRADING SYSTEM

Students admitted to the Doctor of Dental Surgery program in Fall 1990 or later and students admitted to the International Student Program in Summer 1991 or later, are bound by the University's grading system (excluding plus/minus grades), which is detailed above under the heading "GRADING SYSTEM." Academic records for dentistry students who attended prior to the dates listed above are housed independent of the University's central record system. Contact the Ostrow School of Dentistry directly for this earlier academic record information.

KECK SCHOOL OF MEDICINE TRANSCRIPTS

Transcripts for medical students are housed independent of the University's central records system. Contact the School of Medicine directly for this academic record information.

LANGUAGE OF INSTRUCTION

English is the language of instruction at USC. All courses are taught in English with the exception of a few advanced language courses.

ACCREDITATION

The University of Southern California is fully accredited by the Western Association of Schools and Colleges. For additional professional accreditation information, please refer to the latest issue of Accredited Institutions of Postsecondary Education published by the American Council on Postsecondary Accreditation (COPA).

University of Southern California Authentication of Official Documents Delivered Electronically

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A **valid** signature means that the document's contents have not been changed or altered in any way. Also, when the pop-up screen or status bar displays a message that the digital signature is **valid** it means that the author of the document is known to the certification authority and the person or institution represented by the digital signature is true and authentic. A document that contains a digital signature that can be instantly validated will display a **blue ribbon** on the pop-up screen or status bar and in the lower left corner of the frame of the application

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A third possible message, **Author Unknown**, can have two possible meanings: the digital signature cannot be validated due to a disconnection to the internet, or that the digital signature cannot be instantly validated via the internet. If you receive this message make sure you are properly connected to the internet. If you have a connection and you still cannot validate the digital signature on-line, **reject** this document.

October 30, 2023

To Whom It May Concern:



It is with pleasure that I share my experiences working with Dr. Jarrod Bordi. I was the superintendent of the Vallejo City Unified School District for three years. During that time, I hired Jarod to lead Vallejo High School. Jarod worked for three years as the Principal of Vallejo High School. I also had the opportunity to work with Jarrod when I served as the Associate Superintendent of Educational Services for the Antioch Unified School District. I have been impressed with Jarrod's attention to detail and ability to communicate effectively with all stakeholders. Jarrod has a reputation as someone who goes above and beyond to ensure all students learn at high levels. I have witnessed on numerous occasions his commitment to students and staff at Vallejo High School.

When Jarrod took over Vallejo High School, there were multiple challenges facing the student body. Jarrod quickly connected with students to gain their trust and develop a deeper understanding of the specific challenges the students faced. He quickly began to revamp the master schedule, instill school wide interventions, and assist students with contributing to positive change in the community. Jarrod also supported many of the programs that addressed meeting student basic needs such as food insecurities, restorative justice, and access to college and career pathways.

Jarrod understands curriculum and the importance of fostering curriculum leaders at the site level. Last year he inspired staff to begin the process to collaborate and create engaging learning activities. Jarrod is beginning to establish systems to use achievement data for teachers to broaden their ownership for the success of their children. As a result, the staff felt empowered to make decisions in the area where they are most skilled, curriculum development and instructional strategies.

Although I have only supervised Jarrod for a small amount of time, I am excited about his future as an aspiring superintendent. He has a wealth of knowledge and understands the dynamics of organizational leadership. Jarrod is ready to be a superintendent.

I recommend Jarrod Bordi without any hesitation and please feel free to contact me for any further information.

Superintendent, Mt. Diablo Unified School District



To Newman-Crows Landing Unified School District Board of Trustees,

Steve Jobs once famously said that innovation distinguishes leader from follower. Innovation along with vision and integrity are all traits which characterize Dr. Jarod Bordi's leadership style. I have known Dr. Bordi for over 13 years. I supervised him as a Director of Educational Services in Antioch Unified School District. Also, I have worked alongside him as a colleague. Mr. Bordi's leadership skills extend beyond management. He understands the complexities of transformative leadership and the actions necessary to move people forward. For that reason and others, it is my pleasure to recommend Dr. Bordi without reservation for consideration.

Innovation is a necessary feature of 21st century education. Dr. Bordi is skilled in creating the organizational context necessary for innovation in teaching and learning to take place. As an Assistant Principal, Principal and Assistant Superintendent Dr. Bordi has been essential in guiding and supporting the development of career pathway academies that have created 21st century learning opportunities for students. He is experienced in leading both the Engineering and Media Technology Small High Schools. Dr. Bordi and his lead teacher successfully moved a group of individual teachers who oriented their work around individual content to a team of student-centered collaborators who develop student-centered learning experiences. Through targeted professional development, coaching, and feedback Dr. Bordi led the team of teachers to implement cross-curricular instructional units, project-based learning experiences, and standards-based grading policies and most importantly a student intervention inquiry cycle.

Transformative leadership also includes leadership skills that break down barriers to equity and access for all students. Mr. Bordi has been tireless in his efforts to generate fluid and open pathways of opportunities for all students. Dr. Bordi has used his leadership roles in the English Language Development Program, the Special Education Program, ELAC and the various core departments to break down barriers associated with social and cultural capital that prevent students from maximizing their educational opportunities.

Overall, Dr. Bordi is an experienced educational leader. He is loved by students and parents and respected by his colleagues. He demonstrates the transformational leadership skills necessary to lead an organization in the rapidly changing context which characterized education today. In conclusion, it is my pleasure to recommend him for your consideration. Feel free to contact me if you have any questions. Dr. Bordi is a future superintendent of schools.

Respectfully,

A large black rectangular redaction box covering the signature and name of the author.A small black rectangular redaction box covering the author's title.

"Ostinato Rigore" Leonardo Da Vinci"

Jarrold has demonstrated his preparedness for the rigors and challenges of a High School Principal, Middle School Principal or Student Services District Administrator. I give Jarrold my highest recommendation and believe he will be successful.

I highly and without reservation recommend Jarrold. If I can be of further assistance in your assessment for his potential employment, please contact me at [REDACTED]

Sincerely,

[REDACTED]

[REDACTED]
Superintendent of Schools

May 25, 2022

To Whom It May Concern:

[REDACTED] and it was my pleasure to work with Jarrod Bordi in his capacity as the Intervention Coordinator at Berkeley High School. I have known Jarrod for seventeen years and hired him at Berkeley High School where he was employed for four years. Jarrod worked with me to develop and plan the Master Schedule, along with various other teacher/counselor leadership roles he held on campus. I have been continually impressed with his leadership skills, work ethic, and his ability to connect with all students, particularly with underserved students. I have found Jarrod to be a caring and professional educator.

Jarrod is a highly organized administrator who has always been well prepared and knowledgeable. Jarrod is logical and considers situations from a number of perspectives. Jarrod possesses excellent communication and decision-making skills. Among many of Jarrod's strengths is his ability to map school/community resources while connecting and engaging the students and parents. It was a great benefit that Jarrod is bi-lingual, as Berkeley High had many students and families that were Spanish speaking.

As the Intervention Coordinator, Jarrod was instrumental with new teachers, providing advice with positive intervention behavior supports, instructional strategies, and discipline and classroom management. Since Jarrod is credentialed in Special Education and Physical Education, I had Jarrod work with curriculum, instruction and collaborative planning in those areas as a means to develop as an instructional leader. Jarrod demonstrated great attention to details and provided documentation of interventions that were both instructional and behavioral focused, that were crucial toward a fair and consistent discipline policy. Jarrod's documentation always reflected high standards in professionalism. I did not have to worry whether cases in which Jarrod was involved with would reflect numerous interventions and a detailed investigation. Jarrod's insight and support had proven very valuable in working with parents and outside agencies. Jarrod cares for students, and it showed in the numerous ways he found to help students correct their behavior and engage back into the classroom with successful outcomes.

Jarrod is a quick learner, energetic, friendly, personable and outgoing administrator. Jarrod had established an excellent working rapport with teachers, aides and campus supervisors. He will be an asset to your school and has proven to be a highly competent administrator. Jarrod demonstrates high professional competence, is an eager learner, and is recognized as an "up and coming" leader among his peers.

Jarrod is a scholar and a gifted athlete. Jarrod is credentialed in five different areas, possess numerous degrees and has traveled the world as a student athlete, competing at the highest levels. His unique background is an asset to any school or district and allows him to view school issues from a different lens.

One day, all children in this nation will have the opportunity to attain an excellent education.



October 30, 2023

Newman-Crows Landing USD Board of Trustees:

It is my pleasure to recommend the current Yosemite Unified School District Assistant Superintendent and former Vallejo City High School Principal, Dr. Jarrod Bordi, for the position of Superintendent. I have known Mr. Bordi as his California Collaborative Educational Excellence (CCEE) coach since September 2019. As a former superintendent, I can speak to the skillset that I have observed in his practice as his leadership coach.

First, let me share a little about me. I am the retired San Diego County Superintendent of Schools and presently, the Executive Director of TeachForAmerica, San Diego. My career also granted me the honor of successfully leading districts in turmoil as a State Administrator/Superintendent in both the Compton Unified and Oakland Unified School Districts.

The Doctor of Education degree I received from USC in 1992 helped prepare me for these very challenging endeavors. My experiences throughout my career helped me recognize the skill sets required for our leaders to be successful in our most difficult district leadership opportunities.

Jarrold had the toughest position in education, as a high school principal, in one of the most troubled districts in the state of California. Yet, he completed years, and is demonstrated the capacity to become a successful leader at any level. He is:

- developing sustainable equitable systems in a diverse setting,
- versed at leading instructional change with a data drive approach,
- artful at reaching consensus with a large staff, and
- adept in building trust and establishing a commonly shared vision.

I am confident that Jarrod will become a valued superintendent. He has what it takes. He will be an asset to Newman-Crows Landing and the community as an accomplished superintendent. I just hope he continues to take on the tough opportunities for the sake of our underrepresented communities.

Without reservation, Jarrod Bordi has my full support for the position. If I can assist in any other way, please feel free to contact me at your convenience.

Sincerely,

[Redacted Signature]

[Redacted Title]

[Redacted Address]

Executive Director, Teach For America San Diego

[Redacted Contact Information]



AN AMERICORPS PROGRAM



VALLEJO CITY UNIFIED SCHOOL DISTRICT

William Spalding • Superintendent

GOVERNING BOARD

John Fox	President
Dr. A. C. "Tony" Ubalde Jr.	Vice President
R. Tony Gross	Trustee
Robert Lawson	Trustee
Christy Gardner	Trustee

May 1, 2022

Attn: Board of Trustees:

I am honored to write a letter of recommendation for Jarrod Bordi, who has served the students of Vallejo High School as principal for three years. In my role as Director of School Management and Support I have worked closely with Jarrod and can attest to the breadth and depth of both his hard and soft skill sets. He has been a strong instructional leader, developed a Wellness Center, increased school wide attendance by fifteen percent, and graduated the largest Senior Class at Vallejo High School in the last ten years. Jarrod is the person you hire and years later find yourself sharing, *"I was one of the individuals that brought him here."*

Jarrod has an acute understanding of how to build programs; he has an even greater understanding of how to sustain them. He has coordinated the Sheltered Instruction Observation Program (SIOP) training for teachers that provides research-based instructional strategies that support English language learners (ELL). Since the introduction of the SIOP training, ELL students have improved student achievement on their established language development goals and have been transitioned to the next level of language acquisition proficiency.

This school year, he expanded support to our ELL students via the development and implementation of the Fresno State University pilot program titled, Achievement through Networking, Inquiry, Motivation and Opportunities (ANIMO). The program provides teachers with professional development training of instructional strategies that support full inclusion with academic support in the classroom and after school program. There is also a parent component that requires their involvement in learning specific strategies that best support their children.

Jarrod has worked tirelessly with mainstream and special education teachers on developing common core state standards (CCSS) curriculum for special education students. The development of CCSS curriculum and instruction has raised the rigor and academic performance of our special education students. I would be remiss if I didn't point out that Jarrod has worked in collaboration with academic core and career technical education teachers within the pathway and academies to develop integrated lessons that support project based learning that makes real world connections to career opportunities in media technology.

Jarrod is responsible for developing the School Site Plan for a large comprehensive high school of 1,900 students. He has a strong understanding of designing and implementing small learning communities and career pathway academy models- the type of programs that keep struggling students in school and connected with their peers. Moreover, Jarrod understands that building programs such as these requires common planning time for teachers, cohort scheduling of students, and provisions for advanced placement singleton courses; I believe this explains his success working with guidance counselors to promoting a college-going culture that has resulted in increased AP enrollment and development of new courses that have been approved by the College Board.

[Redacted signature area]

Katherine T Bomba-Edgerton PhD



Contents:

1. Online Application
2. Attachment: Certificate
3. Attachment: Cover Letter
4. Attachment: License
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8. Attachment: Resume
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17. Reference Letter: Reference Letter
18. Reference Survey: Administrative
19. Reference Survey: Administrative
20. Reference Survey: Administrative
21. Reference Survey: Administrative
22. Reference Survey: Administrative
23. Reference Survey: Administrative
24. Reference Survey: Administrative
25. Form: Douglas County School District - Applicant History Disclosure Form

Prepared for: Adam Dedmon
Douglas County School District
Feb 2, 2024 6:06 PM

Douglas County School District Online Application

Bomba-Edgerton, Katherine - AppNo: 1841

Date Submitted: 12/17/2023

Personal Data

Name: Katherine T Bomba-Edgerton PhD
 (First) (Middle Initial) (Last) (Suffix)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: Kathy Bomba
 (First) (Middle Initial) (Last) (Suffix)

Email Address: [REDACTED]

Postal Address

Permanent Address

Number & Street: [REDACTED]
 Apt. Number: [REDACTED]
 City: [REDACTED]
 State/Province: [REDACTED]
 Zip/Postal Code: [REDACTED]
 Country: [REDACTED]
 Daytime Phone: [REDACTED]
 Home/Cell Phone: [REDACTED]

Present Address

Number & Street:
 Apt. Number:
 City:
 State/Province:
 Zip/Postal Code:
 Country:
 Phone Number:

Employment Desired

Open Vacancy Desired: **Date Last Submitted**
12/17/2023 **Experience in Similar Positions**
0 years

JobID: 3263 **Administration:** Superintendent at District Office

Position Desired: **Experience in Similar Positions**

Administration
 1. Superintendent -

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position	Employer Contact Information	Supervisor/Reference Contact Information
Lyon County School District Principal/Assistant/Athletic Administrator	114 Pearl Street Yerington, NV 89447 775-463-6822	[REDACTED]
Date From - Date To: 07/2023 - 07/2020 (Total Yrs: 4)	Full or Part Time: Full	
Reason for Leaving:	I am interested in higher level positions.	
May we contact this employer?	Yes	
Responsibilities/Accomplishments at this Position	I am responsible for hiring staff, maintain budgets, including the Title 1 budget. I organize monthly safety committee meetings, hold bi-weekly school improvement committee meetings, compile school data, and hold bi-weekly staff collaboration meetings. I provide staff evaluations, create and give board presentations, mediate student and staff discipline, uphold record keeping, and serve as LEA for special services. I plan parent nights, work with community organizations such as local Booster Club, and I work with local community colleges such as Western Community College on dual credits. I completed coaches' evaluations, and I hold student and parent orientations I scheduled athletic games & coordinated with transportation, work with coaches on purchases such as uniforms & equipment during coaches meetings.	

Douglas County School District Online Application

Bomba-Edgerton, Katherine - AppNo: 1841

Date Submitted: 12/17/2023

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Douglas County School District Reading Interventionist		1170 Baler Street Minden, NV 89423 782-5510			
Date From - Date To:	08/2019 - 07/2020 (Total Yrs: 1)	Full or Part Time:	Full		
Reason for Leaving:	This position is not permanent, and I wanted to get back to a leadership position.				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	I support students with reading interventions based on student data. I work closely with the reading specialist, teachers and administration. I work with teachers on understanding student data and how that impacts their daily reading instruction. I support parents with reading materials that can used at home with their children. I attend student study teams and professional development provided by MES. I also support literacy nights at MES.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Lyon County School District Smith Valley School Principal		20 Day Lane Smith, NV 89423 774-465-2332			
Date From - Date To:	06/2015 - 06/2019 (Total Yrs: 4 years)	Full or Part Time:	Full		
Reason for Leaving:	I would like to serve students in my own community and get closer to home.				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	I was responsible for all levels, elementary, middle and high school. I was accountable for the budget, hiring staff, staff evaluations, testing, curriculum, assessments, interventions, IEPs, and student discipline. Besides meetings and collaboration with the staff, we have a SPP team and a safety team that meets regularly. I compiled school data, created and gave board presentations and media releases, upheld record keeping, successfully completed accreditation, planned parent nights, updated our school website, worked with community organizations such as Rotary, worked with local community colleges such as Western Community College on dual credits, and worked with the counselor on student and parent orientations.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Douglas County School District Program Coordinator-Striving Reader Grant/Vice-Principal, Jacks Valley Elementary School		1638 Mono Ave Minden, NV 89423 775-782-7170			
Date From - Date To:	05/2012 - 06/2015 (Total Yrs: 4 years)	Full or Part Time:	Full		
Reason for Leaving:	I took a job as an administrator in Lyon County.				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	I was responsible for program implementation, data teams, budgets, reporting to NDE and USDOE, and I supervised 11 staff members under the SRCL Grant. I support classified and certified staff members, students and parents at JVES to promote student growth.				

Douglas County School District Online Application

Bomba-Edgerton, Katherine - AppNo: 1841

Date Submitted: 12/17/2023

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Douglas County School District Professional Development Trainer		1617 Water Street Minden, NV 89423 392-1495		[REDACTED]	
Date From - Date To:	08/2009 - 05/2012 (Total Yrs: 4 years)	Full or Part Time:	Full		
Reason for Leaving:	I left to be the Program Coordinator of the Striving Reader Grant.				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Professional development trainer- trainings include Thinking Maps, reading strategies, key vocabulary, inter-rater-reliability, T4S, key vocabulary, scope and sequence, depth of knowledge; supported and assisted with first and second year teachers in the district.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Douglas County School District English teacher-Douglas High School		1670 Highway 88 Minden, NV 89423 775-782-5136		[REDACTED]	
Date From - Date To:	08/2008 - 06/2009 (Total Yrs: 1 year)	Full or Part Time:	Full		
Reason for Leaving:	I decided to attend graduate school full time.				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	I taught 10th & 11th grade English.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Carson City School District Literacy Coach/Reading & English teacher 6th-8th		1402 W. King Street Carson City, NV 89703 530-386-5536; 775-333-5130		[REDACTED]	
Date From - Date To:	08/2004 - 06/2008 (Total Yrs: 4 years)	Full or Part Time:	Full		
Reason for Leaving:	I lost funding of SB404 & SB185 Grant which funded my position.				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Taught 6th -8th grade English and reading; Literacy Coordinator who provided professional development to the staff in areas such as middle school reading strategies, T4S, key vocabulary, student engagement; chair of school improvement committee, chair of Response to Invention, served as LEA, trained in SIOP (level 1 & 2), trained in scope and sequence				

Student Teaching

No student teaching information was entered.

Douglas County School District Online Application

Bomba-Edgerton, Katherine - AppNo: 1841

Date Submitted: 12/17/2023

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Howell High School, Howell, Michigan

Graduation Status: H.S. Diploma

Highest Degree Attained: Ed.D/Ph.D/etc.

Colleges, Universities and Technical Schools Attended:

Name and location	Major area of study	Minor area of study	Degree
Walden University	Educational Psychology		PhD
University of Nevada, Reno	Educational Leadership	38	M.Ed
Sierra Nevada College	English, Teacher Licensure		BA/Teacher Licensure

	Undergraduate	Graduate
Overall GPA	3.94/4	3.94/4
Major GPA	3.94/4	3.94/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
Ed.D/Ph.D/etc.	90+	Leadership & Educational Psychology

List honors, awards or distinctions you have earned:
 I graduated with honors from both Walden University and the University of Nevada, Reno.

Licensure

Do you hold National Board for Professional Teaching Standards certification? **No**

Do you hold or anticipate a Nevada license? **License is held**

Type	License Number	Expiration Date	Status
Secondary (Academic) (7-12) (Professional/English, /Reading)	14751	05/02/2030	Current
Specialized Education Personnel (Administrator of a School/Reading Specialist)	14751	05/02/2030	Current

Please list any other endorsements and/or verifications documented on your License(s):

Douglas County School District Online Application

Bomba-Edgerton, Katherine - AppNo: 1841

Date Submitted: 12/17/2023

Licensure (cont.)

Do you hold a current out-of-state license? No

State	Type	License Number	Expiration Date	Current?
				No

List your out-of-state certified teaching/administration fields:

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district?

Yes

If Yes, what type of school district considered you Highly Qualified?

K-12

For the subject areas below in which you meet the federal highly qualified standard, select the method used to meet the standard. Only select a method for those subjects in which you meet the federal highly qualified standard.

Subject Area	Method	Subject Area	Method
English	Undergraduate Major	Reading and Language Arts	State Advanced Certification

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

I am blessed and grateful for all of the experiences that I have had in my career. Along my career, I had great mentors and supervisors that allowed me to grow. They all gave me opportunities that helped me advanced my mindset, skills, and knowledge. Personally, advancing my education has allowed me gain new abilities and competence. Putting my personal and professional experience together, I feel that I am a quality candidate for this position.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. What personal characteristics define an excellent administrator?

There are personal characteristics that define an excellent administrator. An excellent administrator has knowledge and skills in areas of curriculum and instruction, interventions, budgets, discipline, and program implementation. An excellent administrator listens well, collaborates with their staff members, and provides effective, timely feedback. Pre-conferences, observations and post-conferences that support teachers help build positive relationships. Awareness of effective instructional practices and having knowledge of curriculum, especially with the rigor of reading and writing expected with the Nevada Academic Content Standards promotes student growth. Additionally, building rapport with students and the community is needed as well. Lastly, program implementation and working closely with the staff is essential to ensure that we have what is needed to be successful and support student achievement.

2. From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?

As we teach students in the 21st century, technology is very important because it is embedded into our society and daily lives. It is important to expose students to technology while in the school setting for a couple of reasons. First, students need to be competitive

Douglas County School District Online Application

Bomba-Edgerton, Katherine - AppNo: 1841

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2. From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?

when they exit high school. Exposure and experience with technology provides opportunities for students to get familiar with different types of technology allowing them to apply it their own future careers. Secondly, I feel that technology allows schools to inform and educate students on how to properly use technology and be good digital citizens. Providing students with new tools is important, but it is also helpful to ensure that the students are using the technology effectively. Whether a student is using a Promethean board, laptop, or iPad, students deserve to know how to properly use the technology. Technology is important to education because as students enter college and the work force, they need to know how to find primary sources and be able to distinguish between reliable and unreliable sources. Teachers have opportunities to teach students how to use technology as a useful tool to support what they are learning in class. Technology enhances curriculum. Technology is not a program.

Language Skills

Do you know any language other than English? Yes

Language(s): Polish, French
 Oral Level: Literate
 Written Level: Polite

Professional References

	Reference 1	Reference 2
Name:	██████████	██████████
School/Org:	Lyon County School District	Lyon County School District
Current Position:	Superintendent	Director of Secondary Curriculum
Home Phone:		
Cell Phone:	██████████	██████████
Work Phone:	██████████	██████████
Mailing Address:	██████████ ██████████	██████████ ██████████
Email:	██████████	██████████
Relationship to Candidate:	supervisor	Director
Years Known:	7	7
	Reference 3	Reference 4
Name:	██████████	██████████
School/Org:	Lyon County School District	Lyon County School District
Current Position:	Deputy Superintendent, Lyon County School District	English Language Implementation Specialist
Home Phone:		
Cell Phone:	██████████	██████████
Work Phone:	██████████	██████████
Mailing Address:	██████████ ██████████	██████████ ██████████
Email:	██████████	██████████
Relationship to Candidate:	direct supervisor	ESL director
Years Known:	7	7

Douglas County School District Online Application

Bomba-Edgerton, Katherine - AppNo: 1841

Date Submitted: 12/17/2023

Professional References cont.

	Reference 5	Reference 6
Name:	██████████	██████████
School/Org:	Lyon County School District	Lyon County School District
Current Position:	school counselor	school counselor
Home Phone:		
Cell Phone:	██████████	██████████
Work Phone:	██████████	██████████
Mailing Address:	██████████ ██████████	██████████ ██████████
Email:	██████████	██████████
Relationship to Candidate:	school counselor	school counselor
Years Known:	7	7
	Reference 7	Reference 8
Name:	██████████	██████████
School/Org:	Lyon County School District	Lyon County School District
Current Position:	Special Education Teacher/Teacher Leader	assistant principal
Home Phone:		
Cell Phone:	██████████	██████████
Work Phone:	██████████	██████████
Mailing Address:	██████████ ██████████	██████████ ██████████
Email:	██████████	██████████
Relationship to Candidate:	my special education teacher/teacher leader	she's my assistant principal
Years Known:	8	7

Referrals

How did you hear about employment with us?

County Regional Office Web Site		
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Additional Information

List any additional information which will help in determining your professional qualifications for a position.

Do you hold a current CDL (Commercial Drivers License) and if yes, what type of current CDL do you hold?

Douglas County School District Online Application

Bomba-Edgerton, Katherine - AppNo: 1841

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Disclosures

Contract Status

* Are you currently under contract?

Yes

If Yes, which district?

Lyon County School District

If Yes, when does it expire?

June 30, 3024

When may your present employer be contacted?

Yes

Professional Status

* Have you obtained tenure status in any other School District?

Yes

If Yes, where?

Lyon County School District & Carson City School District

When?

* Have you ever been denied tenure?

No

If Yes, explain:

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

No

If Yes, explain:

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?

No

Name:

Position:

Relationship:

No

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

List any accommodations:

Douglas County School District Online Application

Bomba-Edgerton, Katherine - AppNo: 1841

Date Submitted: 12/17/2023

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States?

Yes

* Have you ever been convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country?

No

Notice of Non-Discrimination

The Douglas County School District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation in admission to or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boys Scouts of America Equal Access Act. The District is an Equal Opportunity Employer. Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation, may grieve such matters using the adopted grievance procedures of the Douglas County School District. Such procedure shall provide for prompt and equitable resolution of complaints alleging acts of discrimination. The Superintendent of Douglas County School District has designated the following person to handle inquiries regarding student and employee non-discrimination policies: Executive Director of Human Resources **Adam Dedmon** 1638 Mono Avenue Minden, Nevada 89423 Phone: (775) 782-7177

Douglas County School District Online Application

Bomba-Edgerton, Katherine - AppNo: 1841

Date Submitted: 12/17/2023

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated. I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

I, Katherine Bomba-Edgerton, agree to all of the terms above. I agree

License for Educational Personnel

License No. 14751

This License Certifies That

Katherine Bomba-Edgerton

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas :

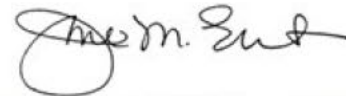
License	Grade Level	Original Endorsement Issue Date	Endorsements	License Issue Date	Expiration Date
Professional - Secondary	7-12	04/14/2003	English	12/12/2019	05/02/2030
Professional - Special	K-12	08/25/2007	School Administrator	12/12/2019	05/02/2030
Professional - Special	K-12	01/26/2012	Reading Specialist	12/12/2019	05/02/2030

Provisions to be satisfied

Provisions	Required Due Date
All provisions have been satisfied.	

Renewal Requirements

Renewal Requirements	Required Due Date
Must submit proof of annual professional development activities pursuant to Administrative Regulation R110-18.	05/02/2030



State Superintendent of Public Instruction

Kathy Bomba-Edgerton, PhD



December 15, 2023

Douglas County School District
1638 Mono Avenue
Minden, Nevada 89423

Dear Douglas County School Board Trustees,

I am writing to express my strong interest in being the superintendent for the Douglas County School District. With a proven track record in educational leadership and a passion for student success, I bring a strong skill set in curriculum and assessment. I began my career teaching reading and English. I have been a professional development trainer, and I have also worked at the District Office as the Program Coordinator for the Striving Reader Literacy Grant. I have experience as a reading specialist, a vice-principal, athletic administrator, and also a principal.

Throughout my career in education, I have gained extensive experience in various leadership roles, enabling me to contribute effectively to the advancement of my skills. I have successfully led teams, developed, and implemented strategic plans while improving educational outcomes. I have experience enhancing student performance and creating a culture of continuous improvement. I am dedicated to fostering learning for all students, including special education students and English language learners.

I am able to efficiently allocate resources, maximum opportunities, and plan for future years. Additionally, I value strong community and parent engagement. I believe in building strong relationships with parents, community leaders, and educational partners to create a collaborative environment that benefits students and our community as a whole.

I feel that all of my experience has prepared me for what the Douglas County School District seeks for in their leaders. I look forward to the opportunity to discuss how my experiences and skills can contribute to the continued success and growth of the Douglas County School District.

Thank you for your time.

Respectfully

Kathy Bomba-Edgerton, PhD

State of Nevada

License for Educational Person

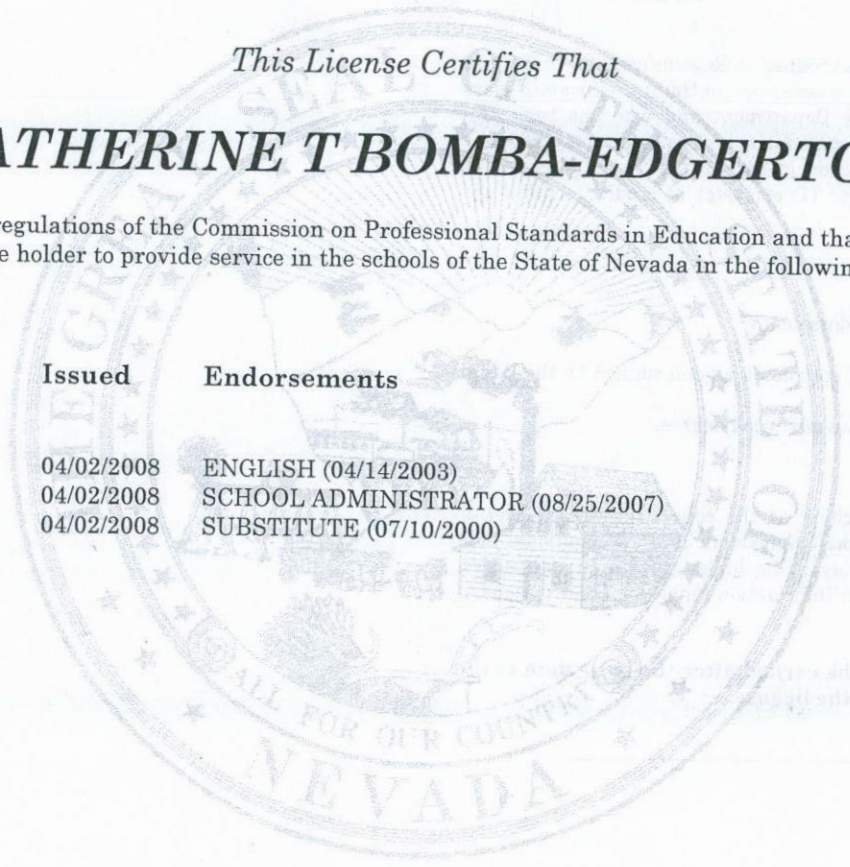
License No. 0000014751

This License Certifies That

KATHERINE T BOMBA-EDGERTON

has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Grade	Issued	Endorsements	Expiration
PROFESSIONAL	SECONDARY	7-12	04/02/2008	ENGLISH (04/14/2003)	05/02/2011
PROFESSIONAL	SPECIAL	K-12	04/02/2008	SCHOOL ADMINISTRATOR (08/25/2007)	05/02/2011
PROFESSIONAL	SPECIAL	K-12	04/02/2008	SUBSTITUTE (07/10/2000)	05/02/2011
		SUB			



Keith W.
State Superintendent



DOUGLAS HIGH SCHOOL

P.O. Box 1888 • 1670 Hwy 88 • Minden, Nevada 89423
(775)782-5136 • (775)782-7039 – fax
Laura Parks, Assistant Principal
Dave Pyle, Assistant Principal

Marty Swisher, Principal
Tom Morgan, Assistant Principal

May 26, 2011

To Whom It May Concern:

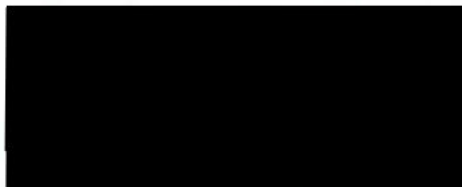
It is with great enthusiasm and reservation that I write a letter of recommendation for Katherine Bomba-Edgerton: excitement, on the ease at which I will be able to exploit her strengths, reservation at the thought of losing one of the finest supporters of teachers in our district.

I have had the pleasure of working with Kathy as a grad student, professional development trainer, and administrator for over five years. As a staff development trainer, I have coached and observed hundreds of teachers. Kathy stands out as *exceptional*. Kathy is modest yet confident in her craft, and she should be! She has a strong understanding of lesson design, student engagement, and building relationships with students.

As a trainer, Kathy is enthusiastic and thoughtful. Kathy takes the time to develop workshops that support teachers in all content and all grade levels. Because Kathy has a great relationship with her colleagues she is able to draw out even our "reluctant" educators, which has proven to be fruitful.

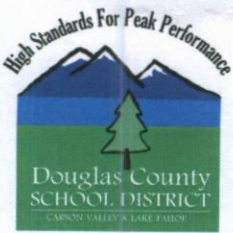
During a recent adoption of a controversial resource at Douglas High School, Kathy was a key player in motivating and encouraging my discouraged staff. She built trust and rapport with these colleagues and has been truly instrumental in shifting the situation to a far more dynamic and uplifting opportunity.

I know that Kathy will continue to be a motivating and conscientious educator, wherever she lands. She is an exceptional leader and a collaborator.



Vice Principal, Douglas High School

Douglas County School District



Douglas County School District

1638 Mono Avenue • Minden, Nevada 89423

May 26, 2011

To Whom It May Concern,

I am writing this letter on behalf of Kathy Bomba-Edgerton, current Professional Development Trainer for the Douglas County School District. I have been Kathy's direct supervisor for the past two years and must say, she embodies the finest of what education has to offer.

Kathy is a true instructional leader. I have watched her transform teachers both new to the field and those set in their ways. She is practical and helpful to teachers who are eager to learn and willing to try new things. For those not so eager teachers, Kathy can break down barriers and because she offers so much support, teachers gain confidence to break new ground in their classrooms. Kathy presents with a teacher's lens but she follows-up with teachers as a coach. Kathy has been able to walk the fine line of offering support to teachers yet she is not afraid to take a tough stand when a situation presents itself. Kathy can deal with controversy and she will deliver the tough message that people may not want to hear. Again, her delivery is professional and teachers respect her opinion and insights. For the past two years, teacher evaluations after trainings have two consistent messages:

1. Best class I have ever taken. I can actually use what I learned.
2. When are you offering another class?

Such statements speak volumes about the quality and professionalism of Kathy's trainings.

As a former principal, I would have loved to have Kathy on my administrative team. In fact, if I ever go back into a building, she will be the first person I contact. For the past two years, Kathy has been called upon to work with struggling or unsatisfactory teachers. While she is there to offer support to the teachers, she has no problem calling it like she sees it. Her suggestions are helpful and it just takes one observation on her part to really know what a teacher needs to be successful. Whenever I debrief with Kathy after she does an observation, her focus, first and foremost, is on the students in the classroom. Her work with a teacher is done with the kids in mind and her coaching centers around what a teacher needs to do to ensure success with the students. Her commitment to students this year has gone above and beyond the confines of her job. Kathy took it upon herself to work with students in our alternative program. Her goal was to teach writing and help students pass our district-required writing competencies. There are students who would not graduate were it not for Kathy's tireless work them over the course of the school year. Former students seek out her advice and help with classes and Kathy never turns them down. Students who had Kathy as a teacher run to her and are not shy to tell me that she is the "greatest English teacher ever." Her rapport with even the hardest students is amazing.

Information

Phone: (775) 782-5134
Fax: (775) 782-3162
www.dcsd.k12.nv.us

Administration

Superintendent
Lisa Noonan, Ed.D.
Superintendent
(775) 782-5135

Education Services
Lyn Gorrindo
Assistant Superintendent
(775) 782-7179

Business Services
Holly Luna, Chief
Financial Officer
(775) 782-5131

Human Resources
Rich Alexander
Assistant Superintendent
(775) 782-7177

Board of Trustees

President
Sharla Hales

Vice President
Thomas Moore

Clerk
Karen Chessell

Members
Ross Chichester
Randy Green
Teri Jamin
Cynthia Trigg



Douglas County School District

1638 Mono Avenue • Minden, Nevada 89423

Information

Phone: (775) 782-5134
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Administration

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Education Services
Lyn Gorrindo
Assistant Superintendent
(775) 782-7179

Business Services
Holly Luna, Chief
Financial Officer
(775) 782-5131

Human Resources
Rich Alexander
Assistant Superintendent
(775) 782-7177

Board of Trustees

President
Sharla Hales

Vice President
Thomas Moore

Clerk
Karen Chessell

Members
Ross Chichester
Randy Green
Teri Jamin
Cynthia Trigg

Kathy also knows how to work with data. Her skill with MAP and Descartes is exceptional. She can use the scores to target interventions with students and she expects teachers to use the data as well. If they don't know how, she gets them to the NWEA website and teaches them how they need to use the data to help their students. She understands high stakes testing and how to interpret the data and use it to guide instruction. When I think of one of Kathy's greatest strengths, it is in the area of using assessment to drive planning and instruction. Her expectation of teachers is high when it comes to using data and she is quick to help teachers understand how it can be useful information.

She has served on state teams for both CRT Reading and HSPE Writing and has immersed herself in the Secondary ELA Common Core. In fact, I can think of no area where Kathy does not immerse herself if a situation requires attention. I am quite sure she is unaware of her work hours or days because Kathy is committed until the work is done.

I can't imagine not having Kathy as part of our Professional Development Team but I know she is eager to be back in a school and working with kids and teachers. She has a positive outlook on everything she touches and it is a pleasure working with her every day. I whole-heartedly give Kathy my highest recommendation and hope you consider her for your position. You would be very lucky to work with her.



May 30, 2011

To Whom It May Concern:

Action-oriented, diplomatic, articulate, insightful, and motivational are a few words to describe Kathy Bomba-Edgerton, which is why it is my privilege and pleasure to write a letter of recommendation for her.

I have known Ms. Bomba-Edgerton for several years, as a co-worker at Douglas High School and through her professional development role for the district. As an English teacher, I know Kathy to be a favorite of students. She is a motivating teacher with high expectations. Students not only respect and like her, but they also perform to the high standards of her curriculum. Whenever Kathy is at Douglas High School for her current position, I observe students seeking her out to tell her that they miss her and wish that she could be their teacher again.

Most recently, Kathy has been instrumental in assisting district counselors in the initiative to create a K-12 Scope and Sequence for guidance curriculum. This past school year, she has provided several day-long trainings, first to assist with the development of district and site mission statements and next to help counselors create guidance action plans and lessons. Following the group trainings, she spent countless hours observing counselor led classroom lessons, and provided feedback for each counselor within the district. Kathy has the admirable ability to manage group behavior to achieve consensus. She provides exemplary instructional leadership with counselors and groups of teachers, some of whom are resistant to change, to create strategic goals, improve instruction, and ultimately augment student performance.

As the counselor of the district's alternative education program, I have observed Kathy working one-on-one with students to provide the instruction, guidance, and motivation they need to meet performance-based competencies that are required for graduation. Several of the students that Kathy has worked with over the past several years, are graduating in June—I am sure in part due to Kathy's continual perseverance!

Kathy Bomba-Edgerton is an invaluable asset to the students and staff of Douglas County School District. I look forward to speaking with you further about the many admirable skills and attributes of this exceptional teacher and educational leader.

Sincerely,



Career and Technical Education Coordinator, Co-lead Counselor
Douglas County School District



Katherine Bomba-Edgerton, PhD

Skills/Accomplishments

Professional Development Trainer
Licensed K-12 Reading Specialist
Doctorate in Educational Psychology

Education

Walden University
PhD in Psychology
Focus: Educational Psychology
Graduated magna cum laude

University of Nevada, Reno
Educational Leadership
Graduated magna cum laude

Sierra Nevada College
Fifth Year Graduate Level Teacher Education Program
Certifications: State of Nevada & California 7-12 Teacher License
Graduated magna cum laude

Professional Experience

Lyon County School District Principal/Assistant Principal, Athletic Administrator Yerington High School	2020-present
Douglas County School District Reading Specialist Minden Elementary School	2019- 2020
Lyon County School District Principal Smith Valley School	2015- 2019
Douglas County School District English Teacher, Douglas High School Professional Development Trainer Program Director, Striving Reader Literacy Grant Vice-Principal, Jacks Valley Elementary School	2008- 2015
Eagle Valley Middle School, Carson City School District Professional Development Trainer Reading Teacher	2004-2008



Record of: Katherine Bomba
 Current Name: Katherine Bomba
 Issued To: Katherine Bomba
 PO Box 2717
 Stateline, NV 89449

Course Level: Teacher Education
 Only admit: Fall Semester 2001

Current Program

College: Teacher Education
 Major: Secondary Education

Degrees Awarded/Certificates: 13-DEC-2002

Primary Degree

College: Teacher Education
 Major: Secondary Education

SUBJ NO. COURSE TITLE CRED GRD PTS R

Institution Information continued:
 Term: Ehrs: 12.00 CRED GRDs: 0.00 QPTS: 0.00 GPA: 0.00

Good Standing

***** TRANSCRIPT TOTALS *****

	Ehrs	CRED GRDs	Points	GPA
TOTAL INSTITUTION	30.00	22.00	87.00	3.95

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R	TOTAL TRANSFER	Ehrs	CRED GRDs	Points	GPA
				0.00	0.00	0.00	0.00	0.00
OVERALL					30.00	22.00	87.00	3.95

INSTITUTION CREDITS

***** END OF TRANSCRIPT *****

Term: Fall Semester 2001
 Teacher Education
 Secondary Education

EDU 521	Computer Applications in Ed	1.00 B	3.00
EDU 522	Adv Computer Apps in Ed II	1.00 A	4.00
EDU 540	Health Education	2.00 A+	8.00
EDU 550	Exceptional Children Mainstreaming	3.00 A	12.00
EDU 540	Learning Theories Classroom Pract	3.00 A	12.00
Term: Ehrs: 10.00 CRED GRDs: 10.00 QPTS: 39.00 GPA: 3.90			

Dean's Highest Honors
 Good Standing

Term: Spring Semester 2002

Teacher Education
 Secondary Education

EDUC 515	Sociological Found of Educ	3.00 A	12.00
SECD 502	Teach Methods Reading (Sec)	3.00 A	12.00
SECD 511	Teach Methods English	3.00 A	12.00
SECD 532	Intercult App: Curr Dsgn Ins Sec	3.00 A+	12.00
Term: Ehrs: 12.00 CRED GRDs: 12.00 QPTS: 48.00 GPA: 4.00			

Dean's Highest Honors
 Good Standing

Term: Fall Semester 2002

Teacher Education
 Secondary Education

SECD 595	Student Teaching/Seminar (Sec)	8.00 P	0.00
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***** CONTINUED ON NEXT COLUMN *****

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Roseanna Beak, Registrar

THE NAME OF THE UNIVERSITY IS PRINTED IN BLUE ACROSS THE FACE OF THE DOCUMENT



Record of: Katherine Bomba

Page: 1

Current Name: Katherine Bomba

Issued To: Katherine Bomba

PO Box 2717

Stateline, NV 89449

Course Level: Teacher Recertification

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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INSTITUTION CREDIT:

Term: Fall Semester 2003

Teacher Education

Secondary Education

PED 595B	Part 2 Assessment	1.00 P	0.00
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TR Champlain

Term:	Ehrs: 1.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00
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Good Standing

Term: Spring Semester 2004

Teacher Education

Secondary Education

PED 595P	Collab w/Parents Educ Planning	1.00 P	0.00
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TR Champlain

Term:	Ehrs: 1.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00
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Good Standing

Term: Summer Semester 2006

Teacher Education

Secondary Education

PED 595W	Read Instr Stdts w/Disabilities	1.00 P	0.00
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TR Champlain

Term:	Ehrs: 1.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00
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Good Standing

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	3.00	0.00	0.00	0.00
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	3.00	0.00	0.00	0.00

***** END OF TRANSCRIPT *****

An official transcript bears the raised seal of Sierra Nevada College, the signature of the Registrar, and the date.

Roseanna Beenk, Registrar

THE NAME OF THE UNIVERSITY IS PRINTED IN BLUE ACROSS THE FACE OF THE DOCUMENT



Record Off: Katherine Bomba
 Current Name: Katherine Bomba
 Issued To: Katherine Bomba
 PO Box 2717
 Stateline, NV 89749

Course Level: Undergraduate

Degrees Awarded Bachelor of Arts 10-AUG-2001

Primary Degree:

College: Humanities & Social Sciences

Major: Humanities

Major/Concentration: English and Literature

Inst. Honors: Magna Cum Laude

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
ENR 450	Capstone Course in Literature	3.00 A	12.00
GE 400	Senior Capstone: Ethics	3.00 B	9.00
IS 420	Peace-Making, Blood and Keeping	3.00 A	12.00
PSY 420	Experimental Psychology	3.00 A	12.00
Term: Ehrs: 15.00 GPA-Hrs: 19.00 QPts:		57.00 GPA:	3.80

Dean's Honor Roll

Good Standing

PRE-SIERRA TRANSFER SUMMARY HOURS:

Ehrs: 56.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

INSTITUTION CREDIT:

Term: Fall Semester 1999

Humanities & Social Science

Humanities

EN 371	Adv Lit Analysis: King Arthur	3.00 A	12.00
MA 159	Mathematical Reasoning	3.00 B+	9.90
PH 101	Introduction to Philosophy	3.00 B+	9.90
PSY 1201	Introduction to Psychology	3.00 A	12.00
Term: Ehrs: 12.00 GPA-Hrs: 12.00 QPts:		43.80 GPA:	3.65

Dean's Honor Roll

Good Standing

Term: Spring Semester 2000

Humanities & Social Science

Humanities

AH 110	Survey of World Art	3.00 A	12.00
BE 441	Central Sierra Wildflowers	1.00 B+	3.30
EN 381	Language, Thought & Culture	3.00 A	12.00
EN 400	Universal Themes in Literature	3.00 A	12.00
PSY 441	Env Perception and Human Dev	3.00 A	12.00
Term: Ehrs: 13.00 GPA-Hrs: 13.00 QPts:		51.30 GPA:	3.94

Dean's Highest Honors

Good Standing

Term: Fall Semester 2000

Humanities & Social Science

Humanities

EN 373	Adv Lit Analysis: Moby Dick	3.00 A	12.00
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***** CONTINUED ON NEXT COLUMN *****

An official transcript bears the raised seal of Sierra Nevada College, the signature of the Registrar, and the date.

Roseanna Beenk, Registrar



Record of: Katherine Bomba
Level: Undergraduate

Page: 2

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	88.00	68.00	259.00	3.80
TOTAL TRANSFER	56.00	0.00	0.00	0.00
OVERALL	124.00	68.00	259.00	3.80

***** END OF TRANSCRIPT *****

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Roseanna Boenk, Registrar

THIS NAME OR THE UNIVERSITY IS PRINTED IN RED IN ALL ROSS PUBLICATIONS

BOMBA-EDGERTON, KATHERINE T

01/09/2008 1 1



MASTER OF EDUCATION
EDUCATIONAL LEADERSHIP
05/22/2006

SIERRA NEVADA COLL 1999/08-2001/08 0.0 0.00

SUMMER		2003		AS	GS-AS	G00
PUBLIC REL FOR SCH				EL	743	3.0 B+
RESEARCH METHODOLOGIES				EL	780	3.0 A
SEM	6.0	6.0	21.90		3.65	
CAM	6.0	6.0	21.90		3.65	

FALL		2003		GRAD	ME-EL	G01
BASIC PRIN ED ADM				EL	700	3.0 A
ADM CURR IMPROVEMNT				EL	703	3.0 A
SEM	6.0	6.0	24.00		4.00	
CAM	12.0	12.0	45.90		3.82	

SPRING		2004		GRAD	ME-EL	G01
SCHOOL BUSINESS MGMT				EL	726	3.0 A
SPECIAL EDUC LAW				EL	734	3.0 A-
SEM	6.0	6.0	23.10		3.85	
CAM	18.0	18.0	69.00		3.83	

FALL		2004		GRAD	ME-EL	G01
THE PRINCIPALSHIP				EL	710	3.0 A
SEM	3.0	3.0	12.00		4.00	
CAM	21.0	21.0	81.00		3.85	

SPRING		2005		GRAD	ME-EL	G01
INTERNSHIP				EL	798	3.0 A
SEM	3.0	3.0	12.00		4.00	
CAM	24.0	24.0	93.00		3.87	

FALL		2005		GRAD	ME-EL	G01
ADM SCH STAFF PERS				EL	701	3.0 A
LAW PUBLIC EDUC I				EL	735	3.0 A
SEM	6.0	6.0	24.00		4.00	
CAM	30.0	30.0	117.00		3.90	

SPRING		2006		GRAD	ME-EL	G01
SUPRVSN/EVAL TEACHING				EL	715	3.0 A
SPECIAL TOPICS				EL	791	3.0 A
COMP EXAM				EL	795 R	1.0 S
SEM	6.0	7.0	24.00		4.00	
CAM	36.0	37.0	141.00		3.91	

***** END OF TRANSCRIPT *****

UNDER THE PROVISIONS OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, AS AMENDED, THIS RECORD IS NOT TO BE RELEASED TO A THIRD PARTY WITHOUT THE WRITTEN CONSENT OF THE STUDENT.

Institution: Walden University

Date: 04/21/2013

Transcript Data

STUDENT INFORMATION

Name: Katherine Bomba-Edgerton

ID: [Redacted]
Birth Date: [Redacted]

Unofficial Transcript

***Transcript type:Web is NOT Official ***

Unofficial Transcript

DEGREE RECEIVED

In Progress: Doctor of Philosophy

Curriculum Information

Program: Doctor of Philosophy PSYC

Major: Psychology

Specialization/Conc: General Educational Psyc

Program Status: INPROGRESS

Attempted Hours	Earned Hours	GPA Hours	Points	GPA
103.000	103.000	91.000	354.00	3.89

Unofficial Transcript

INSTITUTION CREDIT

2008 Fall Otr 09/02-11/23

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8000 DQ Foundations for Graduate Stud	A	6.000	24.00	Sep 02, 2008 to Nov 23, 2008	

Term Totals:

Attempted Hours	Earned Hours	GPA Hours	Points	GPA
6.000	6.000	6.000	24.00	4.00

Unofficial Transcript

2008 Winter Otr 12/01-02/22

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8215 DQ Lifespan Development	A	5.000	20.00	Dec 01, 2008 to Feb 22, 2009	

Term Totals:

Attempted Hours	Earned Hours	GPA Hours	Points	GPA
5.000	5.000	5.000	20.00	4.00

Unofficial Transcript

2009 Spring Otr 03/02-05/24

Subject	Course Level Title	Grade	Credit	Points	Start and End	R
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					Hours	Dates
PSYC	8207	DQ	Hist & Systems of Psychology	A	5.000	20.00 Mar 02, 2009 to May 24, 2009
RESI	1004	RE	Atlanta 4Day Ph.D. Residency	S	4.000	0.00 Apr 15, 2009 to Apr 18, 2009

Term Totals:

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
Term:	9.000	9.000	5.000	20.00	4.00

Unofficial Transcript

2009 Summer Qtr 06/01-08/23

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8221	DQ	Psychology of Personality	B	5.000	15.00 Jun 01, 2009 to Aug 23, 2009
PSYC	8304	DQ	Statistics 1	A	5.000	20.00 Jun 01, 2009 to Aug 23, 2009

Term Totals:

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
Term:	10.000	10.000	10.000	35.00	3.50

Unofficial Transcript

2009 Fall Qtr 09/08-11/30

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8305	DQ	Statistics II	A	5.000	20.00 Sep 08, 2009 to Nov 29, 2009

Term Totals:

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
Term:	5.000	5.000	5.000	20.00	4.00

Unofficial Transcript

2009 Winter Qtr 12/07-02/28

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8331	DQ	Interview & Observation Strat	A	5.000	20.00 Dec 07, 2009 to Feb 28, 2010

Term Totals:

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
Term:	5.000	5.000	5.000	20.00	4.00

Unofficial Transcript

2010 Spring Qtr 03/08-05/30

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8226	DQ	Biopsychology	B	5.000	15.00 Mar 08, 2010 to May 30, 2010

Term Totals:

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
Term:	0.000	0.000	0.000	0.00	0.00

Unofficial Transcript

2010 Summer Qtr 06/07-08/29

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8311 DQ Research Design	A	5.000	20.00	Jun 07, 2010 to Aug 29, 2010	

Term Totals:

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
Term:	5.000	5.000	5.000	20.00	4.00

Unofficial Transcript

2010 Fall Qtr 09/07-11/28

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8237 DQ Cognitive Psychology	A	5.000	20.00	Sep 07, 2010 to Nov 28, 2010	

Term Totals:

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
Term:	5.000	5.000	5.000	20.00	4.00

Unofficial Transcript

2010 Winter Qtr 12/06-02/27

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8316 DQ Tests and Measurement	A	5.000	20.00	Dec 06, 2010 to Feb 27, 2011	

Term Totals:

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
Term:	5.000	5.000	5.000	20.00	4.00

Unofficial Transcript

2011 Spring Qtr 03/07-05/29

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8700 DQ Psychology and Social Change	A	5.000	20.00	Mar 07, 2011 to May 29, 2011	

Term Totals:

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
Term:	5.000	5.000	5.000	20.00	4.00

Unofficial Transcript

2011 Summer Qtr 06/06-08/28

Subject	Course Level Title			Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8705	DQ	Ethics Standards Prof Practice	A	5.000	20.00	Jun 06, 2011 to Aug 28, 2011	
PSYC	8760	DQ	Educational Psychology	A	5.000	20.00	Jun 06, 2011 to Aug 28, 2011	
RESI	8402Y	RE	Minneapolis Ph.D. Resi 2 PSYC	S	4.000	0.00	Jul 24, 2011 to Jul 28, 2011	

Term Totals:

Term:	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
	14.000	14.000	10.000	40.00	4.00

Unofficial Transcript

2011 Fall Qtr 09/06-11/27

Subject	Course Level Title			Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8762	DQ	Teaching of Psychology	A	5.000	20.00	Sep 06, 2011 to Nov 27, 2011	

Term Totals:

Term:	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
	5.000	5.000	5.000	20.00	4.00

Unofficial Transcript

2011 Winter Qtr 12/05-02/26

Subject	Course Level Title			Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8763	DQ	Principles Instr Design	A	5.000	20.00	Dec 05, 2011 to Feb 26, 2012	
RESI	8403Y	RE	San Diego Ph.D. Resi 3 PSYC	S	4.000	0.00	Dec 26, 2011 to Dec 30, 2011	

Term Totals:

Term:	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
	9.000	9.000	5.000	20.00	4.00

Unofficial Transcript

2012 Spring Qtr 03/05-05/27

Subject	Course Level Title			Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8764	DQ	Instr Design Online Crs Devl	A	5.000	20.00	Mar 05, 2012 to May 27, 2012	
RESI	8404Y	RE	Virtual Apr PhD Resi 4 PSYC	S	4.000	0.00	Apr 01, 2012 to Apr 30, 2012	

Term Totals:

Term:	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
	9.000	9.000	5.000	20.00	4.00

Unofficial Transcript

2012 Summer Qtr 06/04-08/26

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	8748 DQ Stress and Coping	A	5.000	20.00	Jun 04, 2012 to Aug 26, 2012	

Term Totals:

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
Term:	5.000	5.000	5.000	20.00	4.00

Unofficial Transcript

2012 Fall Qtr 09/04-11/25

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	9000 DQ Dissertation	S	6.000	0.00	Sep 04, 2012 to Nov 25, 2012	

Term Totals:

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
Term:	6.000	6.000	0.000	0.00	0.00

Unofficial Transcript

2012 Winter Qtr 12/03-02/24

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	9000 DQ Dissertation	S	6.000	0.00	Dec 03, 2012 to Feb 24, 2013	

Term Totals:

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
Term:	6.000	6.000	0.000	0.00	0.00

Unofficial Transcript

2013 Spring Qtr 03/04-05/26

Subject	Course Level Title	Grade	Credit Hours	Points	Start and End Dates	R
PSYC	9000 DQ Dissertation	In Progress	6.000		Mar 04, 2013 to May 26, 2013	

Unofficial Transcript

CUMULATIVE TOTALS

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
Institution:	114.000	114.000	86.000	339.00	3.94
Overall:	114.000	114.000	86.000	339.00	3.94



Lyon County School District

Board of Trustees

President Phil Cowee | Clerk Bridget Peterson

Darin Farr | Tom Hendrix | Michael Hogan

Sherry Parsons | Holly Villines

Superintendent

Wayne Workman

Deputy Superintendent

Tim Logan

November 13, 2023

To Whom It May Concern:

It is my pleasure to write a letter of recommendation for Kathy Bomba-Edgerton who has been an administrator for LCSD for eight years. I have worked with Mrs. Bomba-Edgerton in many different capacities, and she has been wonderful to work alongside of in every instance.

One of Kathy’s biggest strengths is that she truly has kids’ best interest in mind. She puts in many extra hours, well outside the contract hours, to make sure that everyone is supported and that programs for students are being accomplished. Mrs. Bomba-Edgerton’s character, ethics, and ability to work truly shine when she works with parents, students, and the community and can also be seen by all the actions that she takes.

One area that has impressed me with Kathy is that she is driven to put her schools on the map when it comes to innovation and learning. As a principal during the four years in Smith Valley, she led her school to be recognized as a school with a 100% graduation rate. While at Yerington High School, she has helped to lead the school to over a 90% graduation rate. This has come about because of many different areas of hands-on learning that she instituted while serving as principal.

Another strength of Mrs. Bomba-Edgerton is that she has overseen the entire education process of a child from kindergarten to graduation. I think that having a vertical perspective of all grades has made her versatile to any team. As a principal of a K-12 school, she learned everything from Read by Grade Three to graduation requirements of a high school student. There was no one to delegate the administrative duties to and so she worked on evaluations while covering discipline or sporting events. She has learned to be a specialist in many different areas in education. She also has a knack for making dollars stretch farther and thus helping more students and teachers.

Some of her duties she performed as an administrator are data collection and distribution, professional development, 504 coordinator, LEA for special education IEPs, overseeing the bullying committee, overseeing the master schedule, and creating and running the SPP team. She has taken on many tasks and by doing so has developed into a well-rounded person who can be a true asset to any program.

Lastly, Mrs. Bomba-Edgerton is organized and requires everyone that she works with to be the same. She is well versed and an avid reader on educational strategies and this helps her set high goals for herself and gives her the knowledge to be able to accomplish those goals. The most important take away from this letter that I hope to impress upon the reader of this recommendation is that Kathy is a kid first leader and they love her in both schools she has been part of leading.

I would recommend Mrs. Bomba-Edgerton for your position. She works hard, loves her students, and would be an asset to your program. If you have any further questions about Kathy and her background, please feel free to contact me.

Sincerely,

[Redacted signature]

[Redacted title]

[Redacted address]

25 E. Goldfield Ave., Yerington, NV 89447 | Ph. (775) 463-6800 | Fax (775) 463-6808 | www.lyoncsd.org



Learning for Life |



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Student Ownership |



Discovery Learning



Lyon County School District

Portrait of a Learner

Board of Trustees

President Phil Cowee | Clerk Bridget Peterson
Darin Farr | Tom Hendrix | Neal McIntyre II
Sherry Parsons | Holly Villines

Superintendent

Wayne Workman

Deputy Superintendent

Tim Logan

November 6, 2023

To Whom it May Concern:

It is my pleasure to write this letter on behalf of Kathy Bomba-Edgerton. I have had the pleasure of working with Kathy in the Lyon County School District for over six years. During those six years I worked closely with Kathy as her Superintendent.

During her time in LCSD, Kathy served as the principal of Smith Valley Schools and Yerington High School. She worked tirelessly with individual teachers to improve their pedagogical skills. While working in this capacity I found that Kathy always strived to keep students as the focal point of her work and service. Kathy also has a great deal of experience in education having worked as a vice-principal, professional development trainer and teacher in other school districts.

Kathy is always willing to take on new responsibilities and further her career in education. She is a life-long learner as demonstrated by her eagerness to attend conferences, trainings and further her own education. This is also evidenced by the multiple degrees she has obtained. In addition, Kathy is not afraid to work with teachers and students in difficult situations. She has a long history of service to students, families, and her community as outlined in her resume.

Kathy is not afraid of new challenges and opportunities. She is always seeking new ways to serve students and places the interest of the students in the forefront of her decisions. She has demonstrated a great ability to work as a team member and understands her role as a leader when needed. Her patience and compassion have helped her build excellent rapport with students, staff, parents and community members.

Kathy has had a variety of experiences in the educational field. She is an invaluable instructional leader and has the ability to work in a multitude of settings. Therefore, it is without reservation that I recommend Kathy Bomba-Edgerton for a leadership or other position within your organization, as you will only benefit from having her as part of your team.

Sincerely,

[Redacted signature]

[Redacted title]

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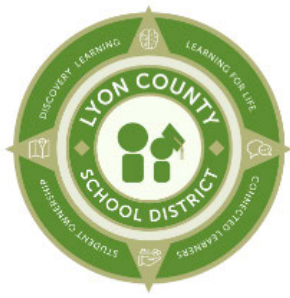
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[Redacted footer text]

[Redacted footer text]





Lyon County School District

Portrait of a Learner

Board of Trustees

President Phil Cowee | Clerk Bridget Peterson
Darin Farr | Tom Hendrix | Neal McIntyre II
Sherry Parsons | Holly Villines

Superintendent

Wayne Workman

Deputy Superintendent

Tim Logan

11/12/2023

To Whom it may concern:

It is my pleasure to write this letter of recommendation for Kathy Bomba-Edgerton. I have known Kathy for a number of years as I have worked in the Lyon County School District (LCSD), and while I have never supervised her during my tenure, I have worked with her in a variety of roles. Kathy has served in different administrative roles in Smith Valley as well as in her current position at Yerington High School and I have enlisted Kathy's assistance a number of times in the past since becoming a Director for the district.

Kathy is admired and respected by her colleagues and a leader among her peers. As a Principal for Smith Valley Schools, she served on a district wide committee for technology and assisted in the decision-making that resulted in the district's co-use initiatives with Chromebooks in the classroom. This initiative and the importance of placing technology in the hands of our students was not only important then, but has paid incredible dividends as we navigate the future of education. Kathy has also been a key participant in our middle and high school math Professional Learning Community (PLC), supportive of the philosophy and direction of LCSD throughout her tenure here. Mrs. Bomba-Edgerton continues to work closely with the Career and Technology Education department at Yerington High School and led them through a successful review of their Quality Program Review process this year. Valuing the education that students receive inside the classroom that will result in their successful endeavors long after graduation, Kathy is supportive of educating the whole child.

An asset to the profession and a natural leader both inside and outside the classroom, Kathy will not only be a positive asset to your organization as she furthers her career, but she will also be an asset to the educational community as she continues to collaborate and bring her skills to the table.

It is for all these reasons and more that I strongly recommend Kathy for any position within your organization. I look forward to collaborating with her in this new role to lead our districts in ways we can only dream of now.

Sincerely,

[Redacted]
Director of Educational Services
Lyon County School District
[Redacted]

25 E. Goldfield Ave., Yerington, NV 89447 | Ph. (775) 463-6800 | Fax (775) 463-6808 | www.lyoncsd.org

December 1, 2023

Dear Douglas County School Board of Trustees,

It is with great pleasure that I write this letter of the highest recommendation for Kathy Bomba-Edgerton. I have known Kathy on a professional level for the last three years, while serving as the Vice Principal and Principal of Yerington High School in the Lyon County School District. There have been many collaborations between us regarding the English Language Learners program and administration.

Mrs. Bomba-Edgerton has high expectations for herself, staff, and especially her students. She is also a strong advocate for all. As an advocate for her students, she makes sure she collaborates with them throughout the school day, inside and outside the classroom. She makes it a point to get to know each and every one of her students at a personal level. At any given time, you will find Mrs. Bomba-Edgerton in the classrooms, hallways, and at extracurricular activities. When making decisions for her school, she always states that the decisions made "are what's best for students." At the district level, Mrs. Bomba-Edgerton is very vocal in discussions regarding her school, especially her staff and students, making sure that decisions are made with them in mind.

Kathy Bomba-Edgerton's strengths are transparency and willingness to listen to all, including district personnel, school staff, students, parents, and the community. As the district English Language Implementation Specialist, I appreciate and respect the collaboration we have regarding the English Language Learners program and the EL students. The outcomes of our collaborations include ELL professional development, one-on-one discussions with her staff, and coaching staff members in supporting ELs. The English Language learners have stated that Mrs. Bomba-Edgerton makes them feel comfortable and supported at school. They have more confidence and want to attend school regularly. On a personal note, Kathy Bomba-Edgerton has been the most supportive administrator I have had the pleasure of collaborating with.

Mrs. Kathy Bomba-Edgerton, being a voice and advocate for all, would bring immense value to your district. It is with great pride that I recommend Kathy Bomba-Edgerton as the next Superintendent of the Douglas County School District.

|
[Redacted Signature]

[Redacted Title]
Lyon County School District
English Language Implementation Specialist
Migrant and Immigrant Coordinator



October 26, 2023

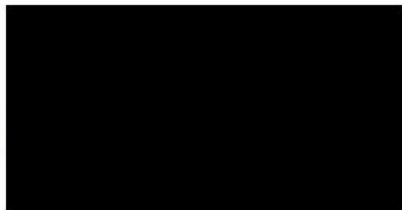
To Whom It May Concern:

I'd like to take a moment to introduce Kathy Bomba-Edgerton. Kathy, as a leader, represents all that's good in education today. My students, colleagues, and families of Smith Valley were fortunate enough to have Kathy as our leader for a 4 year stint; therefore, it's without reservation that I offer a recommendation on her behalf.

During her time at Smith Valley, Kathy changed the culture of our school community in a positive way. From day one, Kathy's vision and ability to question "why" and "how" things are done really began the process of change and opportunity for our students. Kathy possesses the gift of seeing the whole picture on student learning/culture and what needs to happen in order for our school community to become a place of academic opportunity and advancement.

Kathy earned the respect of students, staff, and community members through her consistent support of all. From my experience with Kathy, she treated every person she encountered with the utmost respect and dignity. We, as a staff, appreciated knowing that our leader, Principal, stood beside us when faced with obstacles and adversity in the school setting. Kathy is a master communicator who understands people. In my opinion, Kathy will excel as the superintendent of a school district. Kathy's long list of job titles: Teacher; Reading Specialist; VP, Principal, has all contributed to who she is today. I wholeheartedly endorse Kathy for the position of superintendent. In my twenty-five years in education, I cannot think of another administrator that was as impactful and insightful as Kathy Bomba-Edgerton.

If you have any questions regarding Kathy's ability and/or character, please feel free to contact me at [REDACTED] Thank-you for your time in this matter.



Yerington High School

Kathy Bomba-Edgerton, PhD
Principal
Ally Sceirine
Assistant Principal
Todd Hunt
Counselor

114 Pearl Street
Yerington, NV 89447
www.yhs.lyoncsd.org

“Go Lions”
(775) 463-6822
(775) 463-6828 Fax

November 1, 2023

To whom it may concern,

I am writing this letter in support of Kathy Bomba-Edgerton, who I have been associated with for a number of years. I have also had the privilege of working directly with her for the past three years in her capacity as an Assistant Principal and Principal of Yerington High School. In that time I have witnessed and been impressed by her leadership, dedication and her ability to bring order to chaos.

Kathy has demonstrated a consistent commitment to our students, families and staff. She has worked to create a positive environment where students and staff can feel comfortable and safe. An environment where students, who others thought were hopeless and past helping, excelled. I have also witnessed her advocating for her teachers and staff. She continually looks for ways to lighten their load and support them. What sets Kathy apart is her exceptional interpersonal skills. She communicates effectively, listens and inspires other with her passion for education. Kathy has successfully developed meaningful relationships with all stakeholders, creating a sense of trust and collaboration that has been instrumental in achieving our schools objectives.

In addition to her leadership skills, Kathy has the ability to really listen and to ask the right questions which is essential to making decisions that affect so many people. Kathy has deep understanding of curriculum, instructional strategies and educational policies. She has the ability to manage difficult administrative responsibilities and make informed decisions that best benefit the students and the school. She is currently serving on the Superintendent’s Principal Advisory Cabinet where she is helping to shape the future of education in Nevada.

I have watched Kathy in a number of situations. I have seen her as she guided her school through the death of a student. I have seen her deal with difficult parents and students. I have watched as she handled difficult discipline situations. I have seen her comfort students in crisis. I have seen her forge meaningful relationships with students with troubled pasts and I have seen her work with difficult staff. Through it all she has shown herself to be a consummate professional.

I am confident that Kathy possesses the qualities, experience and vision required to excel as a Superintendent and I wholeheartedly endorse Mrs. Bomba-Edgerton for the position and believe that she will bring a level of expertise and dedication that will greatly benefit your school district.

Respectfully,
[Redacted Signature]
[Redacted Name]
[Redacted Title]
[Redacted School] High School

[REDACTED]
Yerington Area, Lyon County School District

[REDACTED]
Yerington, NV 89447
[REDACTED]

11/6/23

Dr. Kathy Bomba-Edgerton
Principal
Yerington High School, Lyon County School District
114 Pearl Street
Yerington, NV 89447

Dear Douglas County School Board,

I am writing this letter to highly recommend Dr. Kathy Bomba-Edgerton for the position of Douglas County Superintendent. I have had the privilege of working closely with Kathy Bomba-Edgerton for 7 years during her time as principal in Lyon County School District. I have been continually impressed by her visionary leadership, tireless dedication to education, and unwavering commitment to the betterment of staff and students alike.

Throughout her time as Principal, Kathy Bomba-Edgerton has demonstrated exceptional Skills and qualities that make her an exemplary candidate for this position.

Dr. Bomba-Edgerton has shown remarkable vision and leadership in steering our school toward academic excellence. Her ability to develop and implement innovative strategies has led to consistent improvements in student performance and overall achievement.

Dr. Bomba-Edgerton possesses a unique talent for fostering strong relationships within the community. She has consistently engaged with parents, local organizations, and stakeholders, making our school a true partner in education. This has resulted in increased support and collaboration within our community.

Dr. Bomba-Edgerton has managed the school budget judiciously, effectively allocating resources to support educational programs while maintaining fiscal responsibility. This has ensured that our school has the necessary resources to excel.

Dr. Bomba-Edgerton has demonstrated exceptional crisis management skills during challenging times, such as working with difficult peers and parents or making sure staff and students are kept safe in the event of a threat. Her ability to adapt and lead during difficult situations has been invaluable.

In summary, Dr. Bomba-Edgerton has been a transformative force in our school, fostering a culture of continuous improvement and excellence. I have no doubt that her dedication, strategic thinking, and leadership will have a positive impact in any school district fortunate enough to have her as superintendent.

I wholeheartedly recommend Kathy Bomba-Edgerton for the role of Douglas County Superintendent. If you have any questions or would like further information, please do not hesitate to contact me.

Sincerely,

[REDACTED]

Yerington Area, Lyon County School District

[REDACTED]

Yerington High School



"GO LIONS"

Kathy Bomba-Edgerton, PhD
Principal

Ally Sceirine
Assistant Principal

Todd Hunt
Counselor

114 Pearl Street
Yerington, NV 89447
Phone: (775) 463-6822
Fax: (775) 463-6828

www.yhs.lyoncsd.org

11/9/23

Dear Douglas County School Board,

I am writing to enthusiastically recommend Dr. Kathy Bomba-Edgerton for the superintendent position in Douglas County. I have had the privilege of working closely with Mrs. Bomba-Edgerton and have witnessed firsthand her exceptional leadership qualities and unwavering dedication to the success of both students and staff. Mrs. Bomba-Edgerton is an extraordinary mentor who consistently goes above and beyond to support and empower her team. Her firm yet compassionate approach creates a positive and collaborative work environment, fostering growth and professional development among staff members. She truly understands the importance of investing in the well-being and growth of her colleagues. One of the most impressive aspects of Dr. Bomba-Edgerton's leadership style is her unwavering commitment to doing what is best for students. She consistently advocates for their needs, ensuring that they receive the highest quality education and support that a district can provide. Mrs. Bomba-Edgerton is deeply passionate about creating an inclusive and equitable learning environment where every student can thrive. I have been continually inspired by Kathy's ability to navigate complex challenges with grace and resilience. Her strategic thinking and problem-solving skills are exceptional, allowing her to make well-informed decisions that benefit the entire school community. In summary, I have had the opportunity of working with her as a teacher, as an athletic director and as her assistant principal, she is an exceptional leader who possesses the necessary skills, passion, and dedication to excel as a superintendent. I have no doubt that she will make a significant positive impact on the students, staff, and community of Douglas County. I wholeheartedly recommend her for this position. Please feel free to reach out to me if you have any further questions or require additional information.

Sincerely,

[Redacted Signature]

Yerington High School Assistant Principal

[Redacted Title]

[Redacted Phone] *ext.* [Redacted Phone]

Administrative

For: **Bomba-Edgerton, Katherine**
Sent By:

Completed By: Reference = XXXXXXXXXX

Sent On: 12/17/2023 10:46am
Completed: 12/17/2023 11:03am

Katherine Bomba-Edgerton is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

Principal

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

8/2015-present

In what capacity did you work with the applicant?

I was the counselor and Kathy was my Principal.

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	Most Professional Principal I've ever worked with.
2. Professional Attitude					X	
3. Cooperation					X	
4. Emotional Composure					X	
5. Time Management					X	
6. Knowledge in Field of Work					X	Visionary. Always looking for ways to improve student learning and success
7. Planning and Preparation					X	
8. Problem-Solving Skills					X	Creative in thinking outside the box
9. Initiative/Personal Motivation					X	
10. Interpersonal Relations					X	Supportive of staff and makes all decisions based on what's best for students
11. Ability to Motivate Others					X	Encourages staff to achieve promotion and success
12. Growth/Advancement Potential					X	I see her as state superintendent in the future

Administrative

For: **Bomba-Edgerton, Katherine**
Sent By:

Completed By: Reference = Eric Ozolins

Sent On: 12/17/2023 10:46am
Completed: 12/17/2023 11:03am

13. Stress Tolerance					X	
14. Communication Skills					X	Treats staff and students as if they're most important person

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

10

How would you describe this candidate's managing style?

She doesn't micro manage staff, which I appreciate. She expects a diligent work ethic in staff, but trusts staff to carry out duties professionally

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

She encountered a work environment in which a few individuals that often controlled and pushed out Principsl after Principsl. She was able to change our school environment for the better. She utilized her impeccable communication skills to help employees stay in their lanes and perform assigned duties

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

Yes

* Do you know of any reason why the applicant should not be employed to work with children?

No

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

Administrative

For: **Bomba-Edgerton, Katherine**
 Sent By: [REDACTED]

Sent On: 12/17/2023 10:46am
 Completed: 12/17/2023 5:29pm

Katherine Bomba-Edgerton is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

Principal

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

2014-2024

In what capacity did you work with the applicant?

[REDACTED]

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment				X		
2. Professional Attitude					X	
3. Cooperation					X	
4. Emotional Composure				X		
5. Time Management					X	
6. Knowledge in Field of Work				X		
7. Planning and Preparation				X		
8. Problem-Solving Skills				X		
9. Initiative/Personal Motivation					X	
10. Interpersonal Relations				X		
11. Ability to Motivate Others				X		
12. Growth/Advancement Potential				X		
13. Stress Tolerance					X	
14. Communication Skills				X		

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

7

How would you describe this candidate's managing style?

She involves others in her decision making. She works hard to get buy-in from everyone she works with at the school and district.

Administrative

For: **Bomba-Edgerton, Katherine**
Sent By:

Sent On: 12/17/2023 10:46am
Completed: 12/17/2023 5:29pm

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

She had a secretary that has been at the school for years and the secretary was being disciplined. This was really hard to discipline a key player of her team and still try to manage a relationship through the entire process.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

* Do you know of any reason why the applicant should not be employed to work with children?

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

Yes
No

Administrative

For: **Bomba-Edgerton, Katherine**

Sent On: 12/17/2023 10:46am

Sent By:

Completed: 12/17/2023 9:12pm

Katherine Bomba-Edgerton is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

School Principal

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

2015-2023

In what capacity did you work with the applicant?

I worked closely with Kathy at 2 different schools. At both sites she was the school Administrator. I have worked with her at a K-12 school as a teacher, athletic Director and as a leadership teacher. I now work with her as an assistant administrator at Yerington High School.

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	amazing
2. Professional Attitude					X	everyday
3. Cooperation					X	always communicating
4. Emotional Composure					X	always professional and positive
5. Time Management					X	the best
6. Knowledge in Field of Work					X	extremely well rounded
7. Planning and Preparation					X	always has a plan in mind as well as a backup plan
8. Problem-Solving Skills					X	the best
9. Initiative/Personal Motivation					X	always positive
10. Interpersonal Relations					X	the best
11. Ability to Motivate Others					X	she has helped so many individuals and watched them succeed
12. Growth/Advancement Potential					X	she is always improving
13. Stress Tolerance					X	no problem
14. Communication Skills					X	the best I know

Administrative

For: **Bomba-Edgerton, Katherine**

Sent On: 12/17/2023 10:46am

Sent By:

Completed: 12/17/2023 9:12pm

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

10

How would you describe this candidate's managing style?

She combines strong leadership, empathy and excellent communication. She is extremely supportive and always encouraging as empowering our staff members to reach their full potential. Everyone on the staff feels valued and welcome. Kathy is an amazing leader as she fosters a culture of collaboration and growth.

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

The challenge involved a traditional homecoming bonfire that was off campus. The challenge was a racial bullying incident that occurred after the bonfire and the participants were going home. Mrs. B. assessed the situation, gathered witness statements from all parties including the parents and the police as well as the SRO. The communication with both sides of the investigation was extremely supportive, calm and empathetic. Her open-minded approach was calm adaptable and proactive. Her creative discipline allowed for both parties, including those on an IEP, to feel treated fairly as they respected her decision and felt that their child was safe and were able to develop a success plan for everyone.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

Yes

* Do you know of any reason why the applicant should not be employed to work with children?

No

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

[REDACTED]

Administrative

For: **Bomba-Edgerton, Katherine**

Sent On: 12/17/2023 10:46am

Sent By:

Completed: 12/18/2023 7:39am

Katherine Bomba-Edgerton is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

Principal

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

August 2016

In what capacity did you work with the applicant?

Kathy was the Principal at the school I worked at.

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	
2. Professional Attitude					X	
3. Cooperation					X	
4. Emotional Composure					X	
5. Time Management					X	
6. Knowledge in Field of Work					X	
7. Planning and Preparation					X	
8. Problem-Solving Skills					X	
9. Initiative/Personal Motivation					X	
10. Interpersonal Relations					X	
11. Ability to Motivate Others					X	
12. Growth/Advancement Potential					X	
13. Stress Tolerance					X	
14. Communication Skills					X	

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

10

How would you describe this candidate's managing style?

Kathy is an amazing manager. She is fair, competent and follows through with her promises.

Administrative

For: **Bomba-Edgerton, Katherine**
Sent By:

Sent On: 12/17/2023 10:46am
Completed: 12/18/2023 7:39am

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

Kathy had a lot of adversity with an employee at Smith Valley and she handle the situation with grace and remained calm. She treated that employee with the same respect as she did the rest of the staff. Kathy can face challenges straight on with composure and grace as she works through the challenges placed in front of her. Kathy is the best employer I have ever worked with and not just in the education environment.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

* Do you know of any reason why the applicant should not be employed to work with children?

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

Yes

No

Administrative

For: **Bomba-Edgerton, Katherine**

Sent On: 12/17/2023 10:46am

Sent By:

Completed: 12/18/2023 9:31am

Katherine Bomba-Edgerton is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

Assistant Principal/Principal

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

8/2020 - 12/2023

In what capacity did you work with the applicant?

[Redacted]

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	
2. Professional Attitude					X	
3. Cooperation					X	
4. Emotional Composure					X	
5. Time Management					X	
6. Knowledge in Field of Work					X	
7. Planning and Preparation					X	
8. Problem-Solving Skills					X	
9. Initiative/Personal Motivation					X	
10. Interpersonal Relations					X	
11. Ability to Motivate Others					X	
12. Growth/Advancement Potential					X	
13. Stress Tolerance					X	
14. Communication Skills					X	

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

10

How would you describe this candidate's managing style?

A gifted professional who has a very hands on approach to leadership. She is skilled at building relationships and fostering trust and confidence from staff, students and families. She has a knack for asking the right questions and thinking outside the box.

Administrative

For: **Bomba-Edgerton, Katherine**
Sent By:

Sent On: 12/17/2023 10:46am
Completed: 12/18/2023 9:31am

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

When she was the assistant principal we had a very unqualified and ineffective principal. Due to the lack of leadership by the administrator Kathy had to step up and fill the void without offending the principal or stepping on his toes. She became the leader behind the scene and the glue that kept the staff together. She was able to skillfully walk that fine line.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

Yes

* Do you know of any reason why the applicant should not be employed to work with children?

No

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

No

Administrative

For: **Bomba-Edgerton, Katherine**

Sent On: 12/17/2023 10:46am

Sent By:

Completed: 12/18/2023 11:28am

Katherine Bomba-Edgerton is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

Principal

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

8/21/21-current

In what capacity did you work with the applicant?

Katherine was the Vice Principal and Principal at Yerington High School. As the ELL specialist for the district, I collaborated with Mrs. Bomba-Edgerton regarding her EL teachers and paraprofessionals and provided professional development for her staff. I also provided EL services to EL students at Yerington High School. During this time, Mrs. Bomba-Edgerton and I would meet monthly regarding schedules, students, and staff support.

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	She is a voice for all.
2. Professional Attitude					X	High expectations for all, including herself
3. Cooperation					X	
4. Emotional Composure					X	
5. Time Management					X	
6. Knowledge in Field of Work					X	
7. Planning and Preparation					X	
8. Problem-Solving Skills					X	
9. Initiative/Personal Motivation					X	
10. Interpersonal Relations					X	
11. Ability to Motivate Others					X	
12. Growth/Advancement Potential					X	
13. Stress Tolerance					X	
14. Communication Skills					X	

Administrative

For: **Bomba-Edgerton, Katherine**

Sent On: 12/17/2023 10:46am

Sent By:

Completed: 12/18/2023 11:28am

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

10

How would you describe this candidate's managing style?

Katherine has always had an open door policy. She listens to all and provides feedback or suggestions as needed. As for her school, she is always prepared for meetings and all the daily school needs.

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

Mrs. Bomba-Edgerton has had a teacher/custodial shortage at her school. You will find Katherine covering classrooms and also cleaning where it is needed when custodial staff is not available. There is not a job out there where she feels that she is superior. She treats everyone on staff as equals and recognizes everyone for all their hard work. Katherine also sends out information to higher education institutes regarding available positions. She is a problem solver and is always thinking outside the box.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

Yes

* Do you know of any reason why the applicant should not be employed to work with children?

No

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

Administrative

For: **Bomba-Edgerton, Katherine**

Sent On: 12/17/2023 10:46am

Sent By:

Completed: 12/18/2023 2:12pm

Katherine Bomba-Edgerton is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

Superintendent

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

2015-2023

In what capacity did you work with the applicant?

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment				X		
2. Professional Attitude					X	
3. Cooperation				X		
4. Emotional Composure				X		
5. Time Management				X		
6. Knowledge in Field of Work			X			
7. Planning and Preparation			X			
8. Problem-Solving Skills				X		
9. Initiative/Personal Motivation					X	
10. Interpersonal Relations					X	
11. Ability to Motivate Others				X		
12. Growth/Advancement Potential				X		
13. Stress Tolerance				X		
14. Communication Skills				X		

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

7

How would you describe this candidate's managing style?

Kathy does pretty well as a manager. She is organized and meets timelines.

Administrative

For: **Bomba-Edgerton, Katherine**
Sent By:

Sent On: 12/17/2023 10:46am
Completed: 12/18/2023 2:12pm

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

Kathy has had to work through some tough race-based bullying situations as well as a couple of difficult employee issues.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

Yes

* Do you know of any reason why the applicant should not be employed to work with children?

No

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

No



DOUGLAS COUNTY SCHOOL DISTRICT APPLICANT HISTORY DISCLOSURE FORM

I, Katherine Bomba-Edgerton am applying for employment with the **Douglas County School District** and make this disclosure pursuant to Chapter 391 of Nevada Revised Statutes, as amended by Assembly Bill 362 in the 2017 Legislative Session:

- I am currently employed by:

Employer Name	Dates of Employment	Employer Address (Street Address, City, State, Zip Code)	Employer Phone #	Employer Email

Note: It is the prospective employee's responsibility to obtain and provide the information requested above.

- I [Am Am Not] am not currently employed in a position that involves direct contact with children.
- List all previous employment with any school or school district, or with any other entity or agency with which your employment involved:

Employer Name	Dates of Employment	Employer Address (Street Address, City, State, Zip Code)	Employer Phone #	Employer Email

Note: It is the prospective employee's responsibility to obtain and provide the information requested above.

Pursuant to Chapter 391 of Nevada Revised Statutes, as amended by Assembly bill 362 during the 2017 Legislative Session:

- "Sexual Misconduct" means any act, including, without limitation, any verbal, nonverbal, written or electronic communication or physical contact with a child, regardless of the age of the child, that is designed to establish a romantic or sexual relationship with the child.
- "Sexual Offense" has the meaning ascribed to it in NRS 179D.097.

▪ **Have you ever:**

[**Yes** **No**] Been the subject of an investigation concerning an alleged sexual offense conducted by an employer, licensing agency, law enforcement agency, or other agency which provides child welfare services or child protective services, or a similar agency.

Note: An applicant is not required to provide this information if, after investigating the alleged violation, the employer or agency determined the allegations were false, unfounded, unsubstantiated, or inconclusive.

[**Yes** **No**] Been discharged, disciplined, or asked to resign from employment; had a contract not renewed, or resigned or otherwise terminated employment while an investigation concerning an alleged sexual offense was pending, or upon conclusion of an investigation where you were found to have committed a sexual offense.

[**Yes** **No**] Had a license or certificate suspended or revoked, or been required to surrender a license or certificate, while an investigation concerning an alleged sexual offense was pending, or upon conclusion of an investigation in which I was found to have committed the sexual offense.

If you answered "Yes" to any of the three questions above, you must provide details in the space below:

- Nothing in Chapter 391 of NRS shall be construed to:
 1. Prevent a board of trustees of a school district, governing body of a charter school, governing body of a university school for professional studies, or independent contractor from:
 - a. Conducting further investigations of a prospective employee; or
 - b. Requiring an applicant to submit additional information or authorizations beyond what is required by sections 8, 9 and 10 of Assembly Bill 362 during the 2017 Legislative Session.
 2. Prohibit a person or governmental entity from disclosing more information than is required by sections 8, 9 and 10 of Assembly Bill 362 during the 2017 Legislative Session.
 3. Relieve a person of a duty to report prescribed by NRS 432B.220 or any other provision of state or federal law.
- Any information collected pursuant to this form and Assembly Bill 362 during the 2017 Legislative Session is confidential and is not a public record in the meaning of NRS 239.010.

I hereby certify that I have answered all the above questions accurately to the best of my knowledge and ability. Pursuant to Chapter 391 of NRS as amended by Assembly Bill 362 in the 2017 Legislative Session, any applicant for employment who knowingly provides false information or willfully provides false information required above is: 1) subject to discipline, including, without limitation, suspension or revocation of the person's license pursuant to NRS Chapter 391, termination of employment or a civil penalty of not more than \$10,000 per violation, and 2) guilty of a misdemeanor.

ElectronicSignature.Signature

Applicant Signature

Applicant Name (Please Print)

Date

▪ **Authorization to Release Employment Information**

I hereby authorize all employers and former employers listed on this form to release to the Douglas County School District any and all information required by NRS Chapter 391 as amended by Assembly Bill 392 during the 2017 Legislative Session.

ElectronicSignature.Signature

Applicant Signature

Applicant Name (Please Print)

Date

Dr Kenneth J Goeken



Contents:

1. Online Application
2. Attachment: Certificate
3. Attachment: Cover Letter
4. Attachment: Resume
5. Attachment: Transcripts
6. Reference Letter: Reference Letter
7. Reference Letter: Reference Letter
8. Reference Letter: Reference Letter
9. Reference Letter: Reference Letter
10. Reference Letter: Reference Letter
11. Reference Survey: Administrative
12. Form: Douglas County School District - Applicant History Disclosure Form

Prepared for: Adam Dedmon
Douglas County School District
Feb 2, 2024 6:42 PM

Douglas County School District Online Application

Goeken, Kenneth - AppNo: 15262

Date Submitted: 1/3/2024

Personal Data

Name: Dr Kenneth J Goeken
 (Title) (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: (Title) (First) (Middle Initial) (Last)

Email Address: [REDACTED]

Postal Address

Permanent Address

Number & Street: [REDACTED]
 Apt. Number:
 City: [REDACTED]
 State/Province: [REDACTED]
 Zip/Postal Code: [REDACTED]
 Country: [REDACTED]
 Daytime Phone: [REDACTED]
 Home/Cell Phone: [REDACTED]

Present Address

Number & Street:
 Apt. Number:
 City:
 State/Province:
 Zip/Postal Code:
 Country:
 Phone Number:

Employment Desired

Open Vacancy Desired: JobID: 3263 **Administration:** Superintendent at District Office **Date Last Submitted:** 1/3/2024 **Experience in Similar Positions:** years

Position Desired: **Administration**
 1. Superintendent **Experience in Similar Positions:** -

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position		Employer Contact Information		Supervisor/Reference Contact Information	
Stockton Unified SD Dir. of Admissions, Attendance, & Child Welfare		56 S. Lincoln St. Stockton, Ca 95203 (209) 933-7000		[REDACTED]	
Date From - Date To:	10/2023 - 06/2024	Full or Part Time:	Full		
Reason for Leaving:	haven't				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Oversee the enrollment center, social services case managers, child welfare, attendance, outreach, and truancy cadre of staff. Approve/decline all intra & inter dist and hardship requests. Oversee and handle SARB Board and expulsions within the district of 35,000 students.				

Douglas County School District Online Application

Goeken, Kenneth - AppNo: 15262

Date Submitted: 1/3/2024

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Turlock Unified School District Site Supervisor -Expanded Learning Opportunity Prg		1574 E. Canal Dr. Turlock, Ca 95380 209 667 0632		[REDACTED]	
Date From - Date To:	06/2023 - 07/2023	Full or Part Time:	Full		
Reason for Leaving:	a summer postion				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Plan, coordinate, and implement the ELOP summer program across multiple sites grades TK-6 as the sites' aka principal/site supervisor.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Rocklin Unified SD Director of Special Ed & Support Programs		2615 Sierra Meadows Dr Rocklin, CA 95677		[REDACTED]	
Date From - Date To:	04/2022 - 06/2023	Full or Part Time:	Full		
Reason for Leaving:	currently here				
May we contact this employer?	No				
Responsibilities/Accomplishments at this Position	<p>o Hired to train while bringing stability, teamwork -and hopefully fully retain-- a new, inexperienced, and young special education leadership team.</p> <p>o Since taking over in April 2020, I lead the department is reducing our local encroachment by over half a million dollars as reported at our 9-21-22 board meeting through the hiring of more internal employees, reducing the use of non-public agencies, and reducing our legal bill because of my depth of knowledge and experience</p> <p>o I have brought equity to the district September to December by getting the executive cabinet to:</p> <ul style="list-style-type: none"> * allow all non-administrative employees in the main district office building to take 30, 45, or 60 minutes lunches after over ten plus years of 60 minutes forced on all employees; * allowed the two non-cabinet educational services division directors to park in the empty executive cabinet parking spaces -the other parking lot lacks spaces for all other employees * increase the secondary moderate/severe teacher's grocery budgets for functional skills cooking from \$250 annually to just under \$1,000 to 2,000 -they were spending their own money and asking parents for donations in violation of board policy * Instrumental in ed services division moving from yearly inter-district approvals to TK, 4, 7, 9, & 12+ as state law allows approval for up to five years at a time. <p>o I am taking to the board in May 2023 an algebra waiver for students on IEPs/504s to allow them to graduate with a diploma under this sate law when applicable. This district has failed to ever avail itself of this legal opportunity for students with disabilities allowed under state law.</p> <p>o Established quarterly meetings between transportation and special ed as needed for better communication and collaboration, along with other relevant departments to move away from a silo mentality to a cooperative student centered and customer service model.</p> <p>Appointed to the newly created "Leadership Evaluation Reimagined" committee</p>				

Douglas County School District Online Application

Goeken, Kenneth - AppNo: 15262

Date Submitted: 1/3/2024

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Pleasanton Unified SD Senior Dir. of Special Ed		4665 Bernal Ave. Pleasanton, CA 94566		[REDACTED]	
Date From - Date To:	08/2020 - 04/2022	Full or Part Time:	Full		
Reason for Leaving:	Did not agree w/ some cabinet and board decisions				
May we contact this employer?	No				
Responsibilities/Accomplishments at this Position	Monthly townhall, public sessions w/ special education PTA. Ability to direct principals & staff in all areas of special e Teacher Steering (negotiation) Comm Implementing a multi-pronged, multi-level approach on legal cases. Ability to negotiate agrmts independently Handling CDE decision on COVID				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Alisal USD Director III Special Education		1205 E. Market St. Salinas, ca 93905 8056658540		[REDACTED]	
Date From - Date To:	01/2019 - 02/2020	Full or Part Time:	Full		
Reason for Leaving:	Currently employed				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	I oversee all of special education within the district. I am responsible for hiring, evaluations, supervision, and non-reelects of special ed staff. I oversee the special education budgets, compliance, curriculum, and legal cases.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Gonzales USD Dir. of Preschool, Health Services, and Special Ed		600 Elko St. Gonzales, ca 93916 831) 675-0100		[REDACTED]	
Date From - Date To:	12/2017 - 01/2019	Full or Part Time:	Full		
Reason for Leaving:	Recruited by Alisal				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	I over saw preschool, health services, and special education. I attended numerous teacher recruitment fairs across the state and in Oregon.				

Douglas County School District Online Application

Goeken, Kenneth - AppNo: 15262

Date Submitted: 1/3/2024

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Oxnard Union HSD Dir. of Special Ed		309 S. K St Oxnard, ca 93030 8053852500		[REDACTED]	
Date From - Date To:	07/2010 - 06/2017 (Total Yrs: 7)	Full or Part Time:	Full		
Reason for Leaving:	Contract Expired				
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position	I oversaw special education and all hiring of special ed staff. I was responsible for placing and moving certificated special ed staff. I oversaw multiple budgets of over 26 million dollars. I oversaw special education at all district high schools, 2 charter schools, adult school, and adult transition. I handled all legal cases, 504, and some investigations.				

Student Teaching

	First	Second
School	Ustach MS	Hughson Union HS
Location		
School Phone #		
School Year		
Grade Level(s)/ Subject Area(s) Taught		
Name and Phone of Cooperating Teacher		
Name and Phone of Additional Cooperating Teacher		
Name and Phone of University Supervising Contact		
Academic Grade Received		

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Hughson UHS, Hughson, Calif

Graduation Status: H.S. Diploma

Highest Degree Attained: Ed.D/Ph.D/etc.

Colleges, Universities and Technical Schools Attended:

Name and location	Major area of study	Minor area of study	Degree
Northcentral Univ	Education	Working on doctorate	Doctorate

Douglas County School District Online Application

Goeken, Kenneth - AppNo: 15262

Date Submitted: 1/3/2024

Name and location	Major area of study	Minor area of study	Degree
CSU Stanislaus	International Relations	History	Masters
Chapman Univ.	3 teaching credentials		Specialist

Overall GPA	Undergraduate /4	Graduate /4
Major GPA	/4	/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
Ed.D/Ph.D/etc.	100	Education

List honors, awards or distinctions you have earned:

Licensure

Do you hold National Board for Professional Teaching Standards certification? **No**

Do you hold or anticipate a Nevada license? **License is held**

Type	License Number	Expiration Date	Status
Secondary (Academic) (7-12) (Provisional/Political Science, /Social Studies)			

Please list any other endorsements and/or verifications documented on your License(s):

Do you hold a current out-of-state license? Yes

State	Type	License Number	Expiration Date	Current?
Nv	provisional	227631	8/29/26	

List your out-of-state certified teaching/administration fields:

Admin, social studies, 3 special ed

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district? **Yes**

If Yes, what type of school district considered you Highly Qualified? **K-12**

For the subject areas below in which you meet the federal highly qualified standard, select the method used to meet the standard. Only select a method for those subjects in which you meet the federal highly qualified standard.

Subject Area	Method	Subject Area	Method
Civics or Government	State Content Test/Praxis/NTE	Economics	State Content Test/Praxis/NTE
English	HOUSSE Certification (for current teachers only)	Geography	State Content Test/Praxis/NTE
History	State Content Test/Praxis/NTE		

Douglas County School District Online Application

Goeken, Kenneth - AppNo: 15262

Date Submitted: 1/3/2024

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

In every leadership and administrative position I have held I had added value, brought respect and systematic change, improving systems and increasing productivity and morale within financial constraints of a taxpayer funded system. I have been able to collaboratively bring together individuals and groups that predecessors had not successfully been able to, to work together with me all rowing in the same direction. I am a Level 5 leader as described by John Maxwell. Through honesty, transparency, role modeling, evaluating and mentoring, and an open-door policy, I lead with integrity. I am a role model for our immigrant and non-immigrant communities in today's current atmosphere as my grandfather emigrated at age 18 from Sao Jorge, Azores. In 2006 I ran for the California State Assembly, winning the primary and losing the general election with 42% of the vote to a three-term incumbent, because I believe in public service. My service did not end with eight years in the US Army and California National Guard after graduating college. Working in public education as a special education teacher, site and district level administrator is a calling not simply a career. I would like to bring my twenty-six years of preschool-Adult Transition and college experience to work for you. In professional sports terminology, I am a franchise player with veteran experience who will make an immediate, positive, and lasting impact on our district in this position.

When I became an administrator, high school vice principal, my target population became the whole school and no longer just my classroom and the special education department. The higher I have gotten the more able I have been able to address needs of sub groups, disenfranchised students, all students; however, there have always been some systematic obstacles beyond my control. In this position I will be able to ensure equity districtwide removing adult created systemic obstacles for the benefit and opportunity of all students. I am adept in seeing systems and bringing resources and staff together across departments, divisions, and the whole educational system to include stakeholders within the community. Being the director of special education for seven years in one district I have become a Level 5 leader as described by John Maxwell. I am thrilled to bring my transformative leadership, ethics, drive, vision, professionalism, honesty, and transparency to this position. I just earned my doctorate in education in July 2021.

I am a leader and visionary with experience in evaluations, mentoring, counseling, training, and retaining staff. I earn staff's respect by giving them and treating them with respect. In my career I have gotten productivity, civility, loyalty, and genuine cooperative teamwork out of staff predecessors in the positions have been unable to. I build relationships based on ethics, integrity, values, and hard work and effort that benefit our students, families, the community, and the employees themselves. We are a people business wherein people matter, every child, every staff member, every parent/guardian, and the community and organizations we partner with.

You will not find a more diversified and qualified candidate in breadth and depth across life experiences than myself. I can articulate and balance everything that incorporates the job of a superintendent and working cooperatively with all stakeholders within our public education system. I only ask for the opportunity to interview with you and your team to prove in person I will be a vital and indispensable asset to your team, school district, and community.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. What personal characteristics define an excellent administrator?

When it comes to students, I filter everything through three questions. Is it legal? Is it safe and accessible for all students? Is it ethical? If the answer is no to any of the three, than it is no. If it is yes for all three we can delve into the merits always keeping in mind our community and the culture of the school, district, and community. Besides making decisions in the superintendent's chair, I have always looked at my decisions through other lenses. What would I do and how would I wanted to be treated if I were the staff member or parent, and if the student were my son/daughter or nephew/niece?

I have more ethics and intergity than the majority of administrators I have ever met or worked with. You will not find a better and

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Douglas County School District Online Application

Goeken, Kenneth - AppNo: 15262

Date Submitted: 1/3/2024

1. What personal characteristics define an excellent administrator?

more honest and competent superintendent candidate than myself. I ALWAYS put students and staff first, ABOVE politics.

2. From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?

Important to apply it to education.

I have been responsible for the running of our entire special education departments --across six comprehensive high schools, a magnet academy high school, continuation and independent study high schools, two charter schools, adult school, and our Adult Transition program centralized across two campuses in my largest school district in addition to taking on HR duties for all special education staffed positions. In my smaller districts, it has been all hands-on deck taking on multiple tasks, assignments, and responsibilities across educational services, HR, and business services. I have been part of the executive cabinet in two small school districts. My budgeting experiences include managing budgets of a couple million to twenty-six million dollars. I oversee curriculum and instruction for special education, preschool, and general education curriculum and interventions that involve students with special needs in the general education setting. I handle staffing and evaluations, compliance issues, district level complaints, legal cases, and personally oversee all settlement agreement negotiations and strategies, and present them to the school board in closed session.

Besides my immense special education experience, I taught at a community day school and many years as an after school ELD teacher for middle and elementary school. As a site and district administrator I have headed and been involved in the attendance, truancy, and expulsion processes. I reviewed all expulsions of students with special needs before they are allowed to move forward to the board. I have ongoing legal training yearly with multiple law firms and two years of attendance at LRP's national legal symposium. A leader must mentor, train, and fully support his/her staff. I have organized, presented, and directed too numerous of professional development trainings to count.

I have college teaching experience in political science and history at a small private college. I have taught Tier I and Tier II mild/moderate and moderate/severe credential classes and single subject preliminary credential classes for two years with three County Offices of Education. I was recently a member of Cal Lutheran University's graduate school of education advisory panel for four years. I have proven leadership abilities and experiences in the U.S. military and private sector in small businesses. I have strong management and leadership experience across settings and union experience as a member and state political candidate supported by every major union in my assembly district, along with strong budgetary and fiscal experience.

I have expertly and successfully evaluated AP biology, calculus, chemistry, foreign language, deaf and hard of hearing, and vision teachers, a braillist, nurses, psychologist, SLPs, OTs, and maintenance and operations positions that I have never personally held. I can expertly and successfully evaluate principals, business personnel, and all school related positions just as easily as a superintendent without have held those positions. I currently have the authority and ability to direct principals and all district staff -below the executive cabinetâ in the area of special education. I personally negotiate all special education settlement agreements and amounts (19 this recently ended school year) and present them in closed session to the school board. I have the educational and professional experience to lead, oversee, and administer an entire school district collaboratively with the classified, certificated, and administrative staff within the district.

Language Skills

Do you know any language other than English? No

Douglas County School District Online Application

Goeken, Kenneth - AppNo: 15262

Date Submitted: 1/3/2024

Professional References

	Reference 1	Reference 2
Name:	[REDACTED]	[REDACTED]
School/Org:	Stanislaus County Office of Education	Rocklin USD parent
Current Position:	Coordinator & Consultant	
Home Phone:		
Cell Phone:	[REDACTED]	[REDACTED]
Work Phone:		
Mailing Address:		
Email:	[REDACTED]	[REDACTED]
Relationship to Candidate:	former supervisor	professional
Years Known:	30	2
	Reference 3	Reference 4
Name:	[REDACTED]	[REDACTED]
School/Org:	Asst. Sup of the Whole Child	Exec. Dir. SELPA
Current Position:		
Home Phone:	[REDACTED]	[REDACTED]
Cell Phone:		
Work Phone:		
Mailing Address:	[REDACTED]	[REDACTED]
Email:	[REDACTED]	[REDACTED]
Relationship to Candidate:	Supervisor	colleague
Years Known:	6	2
	Reference 5	
Name:	[REDACTED]	
School/Org:	Superintendent Gonzales USD, retired	
Current Position:		
Home Phone:	[REDACTED]	
Cell Phone:		
Work Phone:		
Mailing Address:	[REDACTED]	
Email:	[REDACTED]	
Relationship to Candidate:	former supervisor	
Years Known:	2	

Referrals

How did you hear about employment with us?

EdJoin		
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Douglas County School District Online Application

Goeken, Kenneth - AppNo: 15262

Date Submitted: 1/3/2024

Additional Information

List any additional information which will help in determining your professional qualifications for a position.

My philosophy is that students should always be placed in the least restrictive environment. Inclusion is best started at preschool, TK, kindergarten, and first grade where all kids are working on the same social skills, academics, behaviors, and skills regardless of their program being general ed, special education mild/moderate or moderate/severe. The academic gap does not yet exist. It will grow larger come 3rd and 4th grade and above. Students with moderate/severe disabilities who are in the same classroom as their peers from kindergarten or first grade on are not seen as different nor unaccepted at the secondary level. The kids have all grown up together, and the students without disabilities know the students with disabilities simply as they are, Joe, Juan, Ji su, or Mohammed who they have grown up with their whole lives. They are usually more accepting of the students with moderate/severe special needs than if they just appear in their class at the secondary level.

I fully support and highly encourage full inclusion at least for a partial day in preschool and TK. Some believe students with moderate/severe disabilities are better in a highly structured and intensive special ed classroom in preschool and TK to make larger gains with the concentrated services and team of service providers. There is research to support this for students with Autism in an ABA program. I fully support and highly encourage full inclusion in kindergarten and first grade for the reasons stated above. I also support it in grades second to high school within the IEP process. I believe the parents/guardians as the educational rights holder individuals who will be with the student after high school and a school district's post-secondary/adult education program should make the ultimate decision of what they believe is best for their child. Some parents/guardians prefer full inclusion in a general education program, full time in a special day class mild/moderate, autism, emotional disturbed, or moderate/severe, or a combination of the two programs. For students in moderate/severe or specialized ED, Autism, or medically fragile programs, the CDE has indicator 5B wherein 40% of their school day needs to be in the general education environment. This includes passing periods, lunch, assemblies, etc., the entire school day. I support and uphold this 40% red line for a targeted percentage of our student population in every LEA. If a LEA fails to meet it, it is out of compliance on indicator 5b. It is not only lawful it is the right thing to do. Pros and cons are discussed within every student's IEP meeting and the team comes to the best decision at that point in time for the student along the continuum of placements along the least restrictive placement for that child.

A LEA's responsibility that often goes unmet and I believe Inclusive Schools tries to solve is the placement of students with disabilities in the general education setting requires LEAs, teachers, service providers, and staff to provide all of the necessary supports academically, behaviorally, medically, physically, safely, socially to include Tier I and Tier II level supports in all area which include differentiated instruction. Too often students are included but not provided the adequate supports in first instruction from the teacher of record, and/or co-teaching and true collaboration between the general education teacher and the various support service providers pushing into the classroom. If this support is not provided the students with disabilities will not be successful in the general education class, or not as successful as they could be. This is a concern with the *Endrew F. v. Douglas County*, the new US Supreme Court case from last year that is superseding or augmenting the *Rowley* standard by a previous US Supreme Court decision.

When it comes to students I filter everything through the following three questions. Is it legal? Is it safe and accessible for all students? Is it ethical? If the answer is no to any of the three than its no. If yes for all three then we can delve into the merits always keeping in mind the community and culture of both the community and the school.

I am ready to work with each and every classroom teacher if necessary. I will support staff at each and every school site in developing the appropriate school culture, programming, curriculum, and stakeholder engagement in any program adopted by the university. I am excellent in developing not just people but systems and organizations, bringing about systemic changes, and ensuring they take hold and endure. Giving respect in order to earn the students respect in return.

I believe in bell to bell instruction. It is up to teachers to make the materials and subject matter engaging and useful for the students. Every assignment and task has a purpose and there is no busy work. The students deserve timely and constructive feedback. Work should be challenging and rewarding, each student knowing he/she earned the grade he/she received in showing his/her competence throughout the course.

Douglas County School District Online Application

Goeken, Kenneth - AppNo: 15262

Date Submitted: 1/3/2024

Additional Information continued

Do you hold a current CDL (Commercial Drivers License) and if yes, what type of current CDL do you hold?

no

Disclosures

Contract Status

* Are you currently under contract?

Yes

If Yes, which district?

Stockton USD

If Yes, when does it expire?

June

When may your present employer be contacted?

yes

Professional Status

* Have you obtained tenure status in any other School District?

Yes

If Yes, where?

Ceres USD

When?

2007

* Have you ever been denied tenure?

No

If Yes, explain:

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

No

If Yes, explain:

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?

No

Name:

Position:

Relationship:

No

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

List any accommodations:

Douglas County School District Online Application

Goeken, Kenneth - AppNo: 15262

Date Submitted: 1/3/2024

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States?

Yes

* Have you ever been convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country?

No

Notice of Non-Discrimination

The Douglas County School District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation in admission to or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boys Scouts of America Equal Access Act. The District is an Equal Opportunity Employer. Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation, may grieve such matters using the adopted grievance procedures of the Douglas County School District. Such procedure shall provide for prompt and equitable resolution of complaints alleging acts of discrimination. The Superintendent of Douglas County School District has designated the following person to handle inquiries regarding student and employee non-discrimination policies: Executive Director of Human Resources **Adam Dedmon** 1638 Mono Avenue Minden, Nevada 89423 Phone: (775) 782-7177

Douglas County School District Online Application

Goeken, Kenneth - AppNo: 15262

Date Submitted: 1/3/2024

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated. I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

I, Kenneth Goeken, agree to all of the terms above.

I agree

State of Nevada

License for Educational Personnel

License No. 227631

This License Certifies That

Kenneth Goeken

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas :

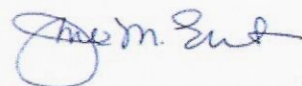
License	Grade Level	Original Endorsement Issue Date	Endorsements	License Issue Date	Expiration Date
Provisional - Secondary	7-12	08/29/2023	Social Studies	08/29/2023	08/29/2026
Provisional - Special Education	K-12	08/29/2023	Intellectual Disabilities	08/29/2023	08/29/2026
Provisional - Special Education	K-12	08/29/2023	Generalist	08/29/2023	08/29/2026
Provisional - Special Education	3-21 YRS	08/29/2023	Autism	08/29/2023	08/29/2026
Provisional - Special	K-12	10/18/2023	School Administrator	08/29/2023	08/29/2026

Provisions to be satisfied

Provisions	Required Due Date
Three (3) semester credits in a course on Parent Involvement and Family Engagement that has been approved by the Department and is consistent with NRS 392.457.	08/29/2026

Renewal Requirements

Renewal Requirements	Required Due Date
Pursuant to NRS 391.0347, a 3 semester credit course or 45 hours of approved professional development in Multicultural Education must be completed after the issuance date of this current license. The course or professional development must include the specific content outlined in NAC 391.067. No course taken prior to the issuance of this license will be accepted to satisfy this requirement.	08/29/2026
You may apply for a standard license once all outstanding provisions and renewal requirements have been satisfied.	08/29/2026



State Superintendent of Public Instruction

Dear Trustees,

January 3, 2024

I am excited to be applying for the Superintendentcy with Douglas County School District (DCSD).

At this point in my long career, I have reached a Level 5 leader as described by John Maxwell, respected and considered one of the “best bosses I’ve ever had” from staff I have worked with, served, led, supervised, and evaluated in every leadership and administrative position I have held. I am easily one of the top administrators you will find state wide at this point in my career. I have brought cultural and systemic change and equity of services and resources to every classroom, program, school site, department and division I have been a part of well before they became the watchwords of today. I have been able to collaboratively bring together individuals and groups that predecessors had not successfully been able to, and work together all rowing in the same direction through honesty, transparency, role modeling, evaluating and mentoring, vision, distributive leadership, giving respect and my time, and an open-door policy I have always led with honesty and integrity.

I am currently the director of admissions, attendance, & child welfare in Rocklin USD with an enrolment of 34,500. I have taught 4th grade to adult transition in eleven years as a contracted teacher. In addition, I have taught adults as a drill corporal in the U.S. Infantry, professor of political science and history at a private college for two years, and for three county offices single subject credential and Tier I & II mild/mod and moderate/severe credential for two years. I ran Gonzales USD’s teacher induction program my second school year there. I was a high school vice principal and summer school principal for over two years, and I have fourteen years of district office experience, 13 as a director, dir. III, senior dir., and highest paid dir. in multiple districts, along with being a part of three cabinets and acting assistant sup of the Whole Child Division whenever my boss was out of district.

I was the special education administrator of the year in 2014 for ACSA region XIII spending seven years in a Ventura County district as the director of special education. I was a member of Cal Lutheran University’s graduate school of education’s advisory panel for five years. I have proven leadership and training abilities and experiences in the U.S. military (eight years) and private sector in small businesses. In 2006 I ran for the California State Assembly, winning the primary and losing the general election with 42% of the vote to a three-term incumbent, because I believe in public service. I am prepared and ready to take my career to the next level within DCSD.

In addition to my five degrees culminating with a doctorate in education, and five credentials, in 2016-17 my district sponsored me in the Association of California School Administrators (ACSA) Personnel Academy at California Lutheran University (CLU). I have immense experience in secondary education along with experience in elementary and preschool education, knowing the need for vertical alignment, as secondary education cannot work in isolation. My responsibilities over my thirty-year career has covered every aspect of educational and student services, charter schools, preschool, and HR. I have more HR experience than the majority of HR assistant sups, I have worked with, when they were first hired into their positions. I have gathered years of experience working with maintenance and operations, transportation, business services, and every aspect of a school district as none of us work in isolation, but are all a part of the success or failure of every board initiative for the

students, staff, and community we serve whether in a district of 2,300 -- all hands-on deck taking on multiple tasks, assignments, and responsibilities across the district a part of community and city collaborations-- to my current of 34,100 student urban district.

My knowledge of the law, compliance, and systems is unapparelled. I have handled over 150 due process, federal court, OCR, CDE, uniform complaint, and Skelly cases and settlement agreements I have personally negotiated and presented in closed board session. I have personally negotiated a side letter with the union. I have been part of multiple negotiating teams for certificated and classified staff. I have overseen expulsions, intra and inter district transfers, SARB boards and truancy in multiple districts. I have supervised and evaluated administrative (entry level to principals and directors), certificated, and classified staff at all levels, classifications, job duties, and areas of responsibility.

You will not find a more diversified and qualified candidate in breadth and depth across life experiences, our educational system, and the management of systems and people, marshaling staff and resources, providing and living by a vision, and true leadership based not on politics, but honesty, integrity, and always doing the right thing for those I lead and serve regardless of the cost than myself. I am a role model for our immigrant and non-immigrant communities in today's current atmosphere as my grandfather emigrated at age 18 from Sao Jorge, Azores, living, breathing, and espousing true equity and removal of barriers and improving school culture and systems my entire career.

In sports terms, I am a franchise, veteran, future Hall of Fame player who will make an immediate impact on and off the field, in the locker room, and within the community. An immediate and long-term difference maker who wants to come to your franchise and brand to end his career in your jersey/district.

I only ask for the opportunity to interview with you and your team to elaborate on how I will be a vital and indispensable asset to your LEA and community. I am willing to sign a multi-year contract, providing professionalism, longevity, dependability, consistency, integrity, ethics, and bankability to the position of Superintendent with Douglas County School District.

Thank you for your time, and sincerely,

A solid black rectangular redaction box covering the signature area.

Dr. Kenneth Joseph Goeken

EDUCATION

- 2021 Ed.D of Education w/concentration in special education @ Northcentral University, San Diego
- 1995 M.A. in History w/concentration in International Relations, CSU Stanislaus
- 1991 B.A.s in Political Science and History, University of Rochester (NY)
- 1989 A.A., Modesto Junior College (CA)

CERTIFICATES & CREDENTIALS

Administrative Credential Tier II
Professional Clear Single Subj. Social Science Teaching Credential
Professional Clear Level II Educational Specialist Mild/Moderate & Moderate/Severe
CLAD –bilingual teaching permit–
NCLB Certification in Social Science and English

PROFESSIONAL EXPERIENCE

K - 12 ADMINISTRATION & TEACHING

Director of Admissions, Attendance, & Child Welfare, Stockton Unified SD (Enrollment 36,100) October 2023–Present

- Oversee the enrollment center, social services case managers, child welfare, attendance, outreach, and truancy cadre of staff.
- Approve or decline all intra & inter district and hardship requests.
- Oversee and handle SARB Board and all attendance and expulsions in the entire district as the sole administrator allowed to present expulsions to the school board in closed session (1 of my duties as a vice principal at Ripon HS in my first permanent administrative position).
- All parent/guardian, staff, board, and state complaints, questions, and concerns in these three areas come directly to me to handle and resolve satisfactorily within ed code and the law.

Site Supervisor –Expanded Learning Opportunity Program (ELOP), Turlock Unified SD (Enrollment 14,000+) June-July 2023

- Plan, coordinate, and implement the ELOP summer program across multiple sites grades TK-6 as the sites' aka principal/site supervisor.

Director of Special Education and Support Services, Rocklin Unified SD (Enrollment 13,600) April 2022-June 2023

- The sup said the program specialist team of 7 I hired, trained, and mentored is the best in the district in the 10 years he has been here per every administrator, teacher, and staff member he has heard from.
- Since taking over in April 2020, I lead the department is reducing our local encroachment by over half a million dollars as reported at our 9-21-22 board meeting through the hiring of more internal employees, reducing the use of non-public agencies, and reducing our legal bill because of my depth of knowledge and experience
- I have brought equity to the district September to December by getting the executive cabinet to:
 - allow all non-administrative employees²⁵⁶ in the main district office building to take 30, 45, or 60

- minutes lunches after over ten plus years of 60 minutes forced on all employees;
- allowed the two non-cabinet educational services division directors to park in the empty executive cabinet parking spaces –the other parking lot lacks spaces for all other employees
- increase the secondary moderate/severe teacher’s grocery budgets for functional skills cooking from \$250 annually to just under \$1,000 to 2,000 –they were spending their own money and asking parents for donations in violation of board policy
- Instrumental in ed services division moving from yearly inter-district approvals to TK, 4, 7, 9, & 12+ as state law allows approval for up to five years at a time.
- Led the new CIM (state monitoring process and our entrance into Targeted 3 for preschool.
- Established quarterly meetings between my office transportation and special ed as needed for better communication and collaboration, along with other relevant departments to move away from a silo mentality to a cooperative student centered and customer service model; and vertical alignment by my program specialists in their assigned areas of RSP, non-categorical, autism, ED, and mod/severe.
- Assisted in bringing state adopted primary & supplemental curriculum to every special ed teacher and student.
- Dealt with decreasing overall district enrollment coupled with increased special ed numbers with a high 90s percent qualification rate of all initial assessments.
- Offered letter of intent to return 3x in Feb ’23, position raised \$8,000 + 4.7% in salary for 2023-24

Senior Director of Special Education, Pleasanton USD (Enrollment 15,000) August 2020—April 2022

- Held monthly townhall, public sessions hosted by the special education PTA. Included my presentation, followed by over 90 minutes of peppered and directed live, unseen questions.
- Ability to direct principals in any and all areas of special education, just as all staff within the special education department.
- Monthly collaborative/consultative meetings with both the teacher’s union and CSEA.
- Weekly communications with the CDE on new and ongoing complaints and due process claims filed by the parental community.
 - My number one directive was to reduce the number of legal cases annually in the district.
 - I implemented a successful multi-pronged, multi-level approach.
- Worked with the general education lead in year one of our significant disproportionality of Hispanic students with a SLD eligibility.
- Lead & mentored a district leadership team of 1 assistant director, 5 program specialists, 2 resource specialists, and 3 clerical staff.
- Member of district steering committee with the teachers’ union.
- Lead the district through a CDE precedent setting decision in regards to COVID 19 pandemic.
- Freedom to negotiate all settlement agreements (19 for the school year 20-21) in totality on my own authority and present to the board in closed session. I also handled multiple federal tort claims, and a global settlement well in excess of a quarter of a million dollars.
- Reorganizing the program supervisors (5 new admin), school psychologists, and SIES staff --being the fourth senior director in five years due to the high stress level of the position—as prior turnover made it difficult to accomplish. Making systemic and organizational change is what I am exceptional at.

Director III of Special Education, Alisal Union SD (Enrollment 8,000) January 2019-February 2020

- Oversaw all of special education programs, curriculum, staffing, budget, transportation, and compliance preschool-6th grade across 12 schools and preschool programs (state, county, and district), and our county office of education placements.
- Built collaborative relationships with all in challenging not friendly to special ed culture

Director of Special Education, Health Services, & Preschool, Gonzales USD (Enrollment 2,500) December 2017-January 2019

- Oversaw all special education, health services, and preschool (general and special education) programs and issues within the school district and in out of district placements.
- Appointed to create and lead a district and community committee addressing student depression

and suicide.

Page 3 of 6, Dr. Ken

- Responsible for district wide mental health training of all employees
- Oversaw the teacher induction program in my second school year there.

Director of Special Education, Oxnard Union High School District (Enrollment 17,000)
July 2010–June 2017 ACSA Region XIII Special Education Administrator of the Year 2014

- Oversaw the special needs programs and staff which include 1,900 special needs students and over 300 special education staff members at six comprehensive high schools, an academy school, continuation high school, independent study high school, adult school, and two charter schools along with our students in county, non-public school, and residential placements.
- Envisioned and implemented systemic changes across all areas of the department over a seven year period.
- Managed a budget over a quarter million dollars, while saving the district over a million dollars in my tenure.
- Oversaw the district get out of significant disproportionality within two years –unheard of at the time.
- Ran monthly reports such as pupil counts and projected counts on which special education staff are hired and staffed at sites, and disseminate the information to different departments district-wide.
- Responsible for Human Resources (HR) duties in recruitment, interviewing, selecting and screening, hiring, and employing an appropriate number of certificated employees based on the special education pupil count. In addition, I collaborated with HR in regard to placements, evaluations and dismissals. All special education hires had to go through my office per the board.
 - I was the lead in negotiating a side agreement between the union and school district.
 - Member of two negotiating teams in regards to the para professional contract.
- Led and restructured the LEA Committee responsible for MediCal funds within the district.
- Member of Cal Lutheran University (CLU's) Graduate School of Education

Assistant Director of Special Education, Redwood City School District (Enrollment 10,000)
August 2009-June 2010

- I oversaw special education at eight of sixteen K-3, K-5, K-8, and 6-8 schools and the district's preschool program.

Summer School Principal & High School Vice Principal (Enrollment 1,000), Ripon High School
July 2007 –August 2009

- In charge of the adjunct duty process and supervision, attendance, cheerleading, custodial staff, in-school suspension, school safety, special education department, student discipline, and truancy – supervise truancy officer, run level two truancy (T2) meetings.
- The 504 site coordinator, English Language Acquisition Committee (ELAC) site coordinator, and Student Study Teams (SSTs) site coordinator.
- A member of the district level: administrative cabinet; budget committee; Student Attendance Review Board (SARB); and Discipline Review Board (DRB), and worked with the elementary schools –all K-8—on articulation of district wide curriculum.
- Made expulsion and SARB referrals, presented at expulsion panels and in closed session, evaluated classified and certificated staff, collaborated with Ripon Police Department and Fire Department, San Joaquin County Probation, and made presentations and answered questions at School Board meetings as needed/directed.
- I helped create and Co-Chair of our Campus Modernization Committee.
- Appointed by sup. to “spearhead” the process of a continuation hs application to the state.
- Supervised the running of summer school: attendance, budgets, checking the credentialing of teachers, curriculum, custodians, drivers' education, hiring and staff releases, grades, parent/guardian issues, registration, 504, migrant education, and special education, supervision and safety, staff observations, transcripts & 258s related to summer school, & worked with business services, food services, migrant education, maintenance, personnel, and transportation depts.

Vice-Principal for Special Education Summer School Program (13 sites county wide)
Stanislaus County Office of Education (SCOE) April --July 2001

Charter High School Teacher February-August 2020
 El Camino Real Charter High School

Teacher of Students with Emotional Disturbances (SH), Learning Handicaps (LH), Severely Handicaps (SH), Autism, ELD, Vocational Education, and general education.
 Stanislaus County Office of Education, Elk Grove USD, Ceres USD 1997-2007

COLLEGIATE EXPERIENCE

Cal Lutheran University Advisory Board for Graduate School of Education. 2013-2017

College & Post-Secondary Teaching

Instructor w/ Special Ed. Credential Program (Mild/Moderate and Mod./Severe Tier I & II Credential)
 Stanislaus County Office of Education 2006–2009

Political Science/History Instructor Humphreys College 1999--2002

Instructor w/ Impact Program. (Mild/Mod.) San Joaquin County Office of Education 2006-2007

Research Assistant for the Center for Community Study, University of Rochester 1989 --1991

Researcher for the School of Business at Calif. State Univ. Stanislaus 1994

MANAGEMENT

Restaurant Assistant Manager at Velvet Creamery restaurants, 1985 --1988
Nursery and Garden Shop Manager at L'il Guy Lumber, 1989

LEADERSHIP

Candidate for California State Assembly, 2006

- I ran a political campaign in both the primary and general elections. After winning the primary, in the general election I won 42% of the vote losing to the three-term incumbent.

U.S. Army and California National Guard, 1992 --1999

- Trained new soldiers in basic army skills and advanced infantry techniques.
- Provided counseling, discipline, evaluation, and mentoring to 1 to 200 soldiers as a Drill Corporal.
- As a team leader in an infantry line unit, I executed the various missions delegated to my team
- Supervised two soldiers in the operation of a military mailroom serving approximately 1,000 individuals.
- During the El Nino floods I participated in the FLOOD SUPPORT OPERATIONS and was awarded California's State Service Ribbon.

Staff Assistant to Congressman Gary Condit (non-paid), 1991 --1992

- Reconciled constituent problems with government agencies and departments and foreign embassies.
- Assisted in fund-raising activities.

Association of California School Administrators' (ACSA) Personnel Academy at California Lutheran University (CLU), August 2016—April 2017

AB 430 training for administrators and program improvement (PI) school district, 2008 –2009
Western Association of Schools and Colleges (WASC) Accrediting Commission for Schools
2009-2017

WASC visiting team member: Palo Alto Senior HS, Branham HS, Marina HS, Corona Del Mar HS, Beckman H.S., and Norco HS.

Revisit Chair Corona del Mar HS 2023-
Mt. Carmel HS (San Diego)

Randy Sprick's Behavior and RtI2, October 2010
6th Annual Superintendents Symposium, Washington D.C., December 2010
LRP's National Legal Conference, Phoenix Arz. and Orlando, FL, Kentucky 2011, 2014, 2019, & 2022
F3's Regional Bi-Annual Legal Conference 2007-2022

VOLUNTER & NON--PROFIT ORGANIZATIONS

Assistant Baseball and Basketball Coach for my children's teams, 2007-08 & 2012

Member of the American Legion, 1993 – Present

Delta Upsilon Fraternity, 1989 -- Present

I served as Scholarship Chairman and Social Chairman.

- I originated the annual Homeless for the Homeless charity at the University of Rochester. I notified and arranged for local news coverage, ran the event the days and nights of occurrence, and oversaw the release of funds to the local charity. This event is now in its twenty-seventh year as an annual charity drive at the university.

Stanislaus County 4-H Camp Committee, 1997 – 2002

I served as Vice-chairman: conducted committee meetings using parliamentary procedures.

Chaired the interview sub-committee: recruited the summer camp's director and staff.

- Presented a workshop on resume building and professional interviewing skills to 4-H members.
- Participated in formulation of camp budgets & outlays w/tens of thousands of dollars.

Kappa Delta Pi Honor Society, 2017 --2022

National Society of Leadership and Success 2020 –2022

Crew Team (UC Irvine) Trans-Valley All League Offensive Lineman (HUHS)

References

Dr. Jairo Arellano, Superintendent Trona Joint USD (my Alisa USD Immediate Supervisor), jimarequi@gmail.com Cell (805) 665-8540

John Cicinato, SCOE Consultant and Coordinator, jcicinato@stancoe.org Cell (209) 596-1302

Liz Modena, Superintendent GUSD retired, eamodena20@yahoo.com Cell (831) 917-2225

Dr. Gregory O'Brien, Superintendent Centinela Valley UHSD retired, Cell (951) 259-1729

Jeff Frase, Principal Ripon HS retired, jtfrase@gmail.com Cell (805) 910-0975

Kenyon Hopkins, Exec. Dir. Monterey Co. SELPA, khopkins@montereycoe.org Cell (831) 755-0342

Dr. Rocky Valles, Assistant Superintendent OUHSD, rocky.valles@ouhsd.k12.ca.us Cell (805) 444-8732

Mary Samples, Assistant Superintendent Ventura County SELPA retired, Cell (805) 207-6765

Amanda Dixon, parent special needs Rocklin USD, amanda6071@yahoo.com Cell (530) 852-2077



Northcentral University

ACADEMIC TRANSCRIPT

Name: Goeken, Kenneth Joseph

University ID: [REDACTED]

Address: [REDACTED]

SSN: [REDACTED]

Birthdate: [REDACTED]

Conferred Degree:	Transfer Credits	Earned Credits	Program Credits	GPA
07/20/2021 EDD-Special Education	0	54	54	3.89

Date	Course Title	Number	Credits	Grade	Points
09/25/2017	EDU-7101: Foundations for Doctoral Study in Education	EDU-7101	3	A	12
09/25/2017	EDU-7001: Advanced Scholarly Writing	EDU-7001	3	A	12
10/30/2017	SE-7000: Introduction to the Exceptional Student	SE-7000	3	A	12
12/18/2017	EDR-8200: Scholarly Literature Review	EDR-8200	3	A-	10.98
02/12/2018	SE-7001: Assessment in Special Education	SE-7001	3	A	12
04/02/2018	EDR-8203: Research Methods	EDR-8203	3	A	12
05/28/2018	SE-7002: Understanding Students with Specific Learning Disabilities	SE-7002	3	A	12
07/30/2018	EDR-8201: Statistics I	EDR-8201	3	A	12
09/03/2018	SE-7003: Characteristics of Students with Emotional and/or Behavioral Disorders	SE-7003	3	A	12
10/15/2018	EDR-8204: Advanced Qualitative Design and Measurement	EDR-8204	3	A-	10.98
12/10/2018	SE-7004: Characteristics of Students with Intellectual Disabilities	SE-7004	3	A	12
01/21/2019	EDR-8205: Advanced Quantitative Design and Measurement	EDR-8205	3	A-	10.98
03/18/2019	SE-7006: Teaching Strategies in Special Education	SE-7006	3	A	12
05/13/2019	CMP-9601E: Doctoral Comprehensive Assessment: Pre-Candidacy Prospectus	CMP-9601E	3	A	12
07/08/2019	DIS-9901A: Components of the Dissertation	DIS-9901A	3	A	12
09/30/2019	DIS-9902A: The Dissertation Proposal	DIS-9902A	3	B	9
12/30/2019	DIS-9903A: Institutional Review Board (IRB) and Data Collection	DIS-9903A	3	RD	0
04/13/2020	DIS-9903B: Institutional Review Board (IRB) and Data Collection Supplemental	DIS-9903B	3	RD	0
06/08/2020	DIS-9903C: Institutional Review Board (IRB) and Data Collection Supplemental	DIS-9903C	3	DR	NA
10/26/2020	DIS-9903C: Institutional Review Board (IRB) and Data Collection Supplemental	DIS-9903C	3	RD	0
12/28/2020	DIS-9903D: Institutional Review Board (IRB) and Data Collection Supplemental	DIS-9903D	3	A	12
02/22/2021	DIS-9904A: The Dissertation Manuscript and Defense	DIS-9904A	3	RD	0
05/24/2021	DIS-9904B: The Dissertation Manuscript and Defense Supplemental	DIS-9904B	3	A	12

This transcript of record is official if it bears the signature of the Registrar on a blue background with the name of the university in white type across the face of the document.


Jennifer Racer, University Registrar

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A SECURITY STATEMENT APPEARS WHEN PHOTOCOPIED



Northcentral University

Total Institutional:

Attempted
Credits

GPA Credits

CGPA

66

54

3.89

***** End of Transcript *****

Transcript Printed Date 10/28/2021 1:54:53 PM



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Jennifer Racar, University Registrar

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A SECURITY STATEMENT APPEARS WHEN PHOTOCOPIED



TRONA JOINT UNIFIED SCHOOL DISTRICT

83600 Trona Road • Trona, CA 93562 • 760 372-2861 Fax 760 372-4504
Jairo Arellano, Superintendent

March 14, 2023

Re: Dr. Kenneth Goeken

To Whom It May Concern:

It is a genuine pleasure to write this letter of recommendation on behalf of Dr. Kenneth Goeken. Having known Dr. Goeken on both a personal and professional level since 2010, and having worked directly with him as his immediate supervisor in the Alisal Union School District, I know I can honestly and professionally recommend him for any administrative position requiring strong fiscal, instructional, and compassionate leadership skills. He will include community members, parents, staff, and community agencies to enhance the educational program for the students. In addition, he demonstrates open and honest conversations to ensure support to enhance student achievement. Dr. Goeken and I originally worked together during my time in the Oxnard High School District, he was the Director of Special Education at the District level. I have always known and observed Dr. Kenneth Goeken to be hard-working, self-directed, innovative, and child-focused; he is a very highly respected administrator. I also witnessed firsthand his dedication to all of the students and communities with whom he works especially our Special Education students.

Dr. Kenneth Goeken is known as a man of great character and integrity. He is passionate about education and shares freely with other employees, students, and families the power behind education. Dr. Goeken exudes confidence, and he represents well the value of education. I would have to say his calm, compassionate approach to staff, students, and families has only strengthened over the years. He is truly cognizant of each community and is especially responsive to the needs of struggling families while assisting them in helping their students to understand the importance of school. He definitely has the respect and ear of many of our most struggling parents; they seek his wisdom and assistance in turning their children's lives around.

Dr. Goeken will not make decisions without having the data directly in front of him as he respects the value of having and understanding data while also appreciating the need for differentiated approaches to learning and instruction. He has experience and understands the latest research for improving the performance of exceptional students at every level. His focus is on assisting our students to be successful in their growth as learners, "If the children need it, then let's make it happen", he has commented many times. Dr. Goeken's organizational skills are flawless and he takes the necessary time to ensure everything is done well the first time. He knows how to utilize the resources available to him to ensure quality results. He is committed, without fail, to continuous improvement. I know Dr. Goeken will ensure a safe environment on all school districts' grounds to better serve the students and stakeholders.



TRONA JOINT UNIFIED SCHOOL DISTRICT

83600 Trona Road • Trona, CA 93562 • 760 372-2861 Fax 760 372-4504

Jairo Arellano, Superintendent

Dr. Goeken is well respected and has the natural ability to garner respect and trust within any community - he will be able to create trusting relationships with both the certificated and classified staff, as well as with the families of the students whom he will serve. Dr. Goeken embraces the moral obligation of public education and recognizes that we are here to serve the needs of our students and our community; he is a servant leader and takes his position as an agent of change very seriously. Knowing the power of education, Dr. Goeken's mission is to ensure that all parents and all students are aware of the need for a strong education in order to change and improve lives. He is about saving lives through education, hence, his leadership would benefit any school district.

Thank you for allowing me the opportunity to "brag" about the strong administrative qualities of my professional colleague, Dr. Kenneth Goeken. If you have any questions, please feel free to contact me at [REDACTED]

[REDACTED]



Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

May 19, 2022

To Whom It May Concern:

It is a pleasure to write this letter of recommendation for Mr. Kenneth Goeken in support of his application for a position within your organization. I have had the opportunity to work with Mr. Goeken during the through 2017-18 through 2019-2020 school years while he has served in the position of Director of Sped. Education/Health Services/Preschool for Gonzales Unified School District and Director III, Special Education for Alisal Union School District.

Mr. Goeken has participated in district training activities at the Monterey County SELPA during the years and he has applied the knowledge he has gained in leading his district's special education staff in compliant educational practices. Mr. Goeken has also provided a significant amount of hands-on technical support to his district's staff to ensure that the district objectives are implemented correctly.

In addition to the work done in support of his district, I have also collaborated with Mr. Goeken in committee and cabinet meetings at the SELPA level with the intent of developing policies and procedures. During our meetings at the SELPA Director's Cabinet, Mr. Goeken has demonstrated a thorough understanding of IEP procedures and educational regulations. From his participation in these meetings, it is clearly apparent that Mr. Goeken has knowledge of the programs offered within his school district, those available to the students throughout Monterey County, and the appropriateness of a placement being based on the student's needs.

Mr. Goeken is a supportive and visible administrator. As a Special Education Director, a few of his many duties include coordinating professional development, implementation of evidence based intervention programs, and supervision of the special education staff. While working with him, I have been impressed with his commitment to excellence. Mr. Goeken never loses sight of the needs of the students, staff, parents and the community in his efforts to provide quality education for all students.

From my experience working with Mr. Goeken, I believe that he has the skills to be an excellent candidate for district wide educational leadership positions at the Assistant Superintendent level. If selected for a position with your organization, you will get a leader who has a remarkable understanding of the current issues surrounding public education.

[Redacted Signature]

Executive Director
Monterey County SELPA

[Redacted Contact Information]

[REDACTED]
202 Pine Garden Lane
Pacific Grove, CA 93950

Email [REDACTED]
[REDACTED] 5

May 13, 2022

Letter of Recommendation for Kenneth Goeken:

In December 2017, I hired Ken Goeken to be part of the Gonzales Unified Administrative Team as the Director of Special Education & Health Services. Although I did not work with Ken for long, I was immediately impressed by his knowledge and abilities. His vast experience in Special Education allowed him to hit the ground running, immerse himself into the local SELPA and begin addressing the multiple needs of the Gonzales special education students served within the District and in the County Regional Programs.

During the short time that I worked with Ken, I found him to be extremely personable. He brought a new and fresh perspective to the district. In this case, there was definitely a benefit to bringing in an experienced district level administrator from outside of the district. Ken brought new programs and new ideas to Gonzales based on his previous experiences.

Ken had many opportunities to engage with parents at a variety of meetings; school site council meetings, Individual Education Plan meetings and Board Meetings. I was extremely impressed with the kind and gentle manner in which he addressed parental concerns and represented the district in every encounter. Ken was a true asset for Gonzales. He remained calm in the midst of chaotic exchanges. He was seen as credible and authentic and all who worked with him sensed his genuine concern and regard for finding the best outcome first for the students and then for the adults working with the students.

When Ken accepted the position in Gonzales, it meant moving from Southern California to our area. His wife and children remained behind and Ken commuted home on the weekends. This arrangement has not ever impeded his ability to participate and conduct district business. For the health of his family, Ken has been interested in finding a position closer to his family.

Ken will be an excellent candidate for any upper level district administrative position. He would also make a wonderful Superintendent should that opportunity present itself. He is a man of integrity. His decisions are based on what is best for the students and community he serves. It is a pleasure to recommend Kenneth Goeken for a position in your district.

Respectfully,

[REDACTED]

[REDACTED]

Former Superintendent of Gonzales Unified School District

April 27, 2023

[REDACTED]
[REDACTED]
Rocklin, CA 95677
[REDACTED]

RE: Dr. Ken J. Goeken, Ed.D.

To Whom it May Concern;

My name is [REDACTED] and our oldest son attends the Special Teaching Program (STP) at Sierra Elementary School in Rocklin California. He was diagnosed with autism at three years old; needless to say, we have become very close with our IEP team along the way.

I am the room parent for both my children's classes, an active PTC member, Site Council and Parental Advisory Committee member. I am personally involved in every aspect of Rocklin Unified School District because I love our schools and educators so much. They have given my son the BEST chance of success and Dr. Goeken is at the top of that list.

I had the pleasure of meeting Dr. Goeken during a major transition with the program. I was not only impressed by his professionalism, but his honesty, integrity, and natural passion for helping all the parents and students during this difficult time. He absolutely turned a stressful situation into a joyous, positive experience for everyone involved. In all my years of experience, I've never witnessed a Program Director show up on a school tour with donuts in hand. It was unexpected, appreciated, and completely above the call of duty; for him to even be in attendance, it showed to me that he truly cared.

Dr. Goeken has consistently made himself available for meetings, emails, and phone calls. There has not been one example of him not exceeding ALL my high expectations. He even took the time to personally meet with myself and my son's advocate from Alta Regional Medical Center. The support we have received from Dr. Goeken has been paramount. He is the true cornerstone of my child's development, and I couldn't commend his work more.

Please feel free to contact me for further affirmation.

Kind regards,

[REDACTED]
[REDACTED]

5/12/2022

To Whom It May Concern:

It is a pleasure to write this letter of reference for Mr. Ken Goeken. I had the privilege of serving as Mr. Goeken's mild/moderate student teaching supervisor through Chapman University College in the spring of 2002. I also served as Mr. Goeken's student teaching supervisor when he earned a moderate/severe credential in the SH Adult Transitions setting. In addition, Mr. Goeken worked under my supervision as an instructor in Stanislaus County Office of Education's Special Education Internship Program. He taught courses in both the mild/moderate and moderate/severe internship programs. Because of my dealings with him, I have been able to become quite familiar with Mr. Goeken's work habits and contributions to the educational community both specifically and in general.

There are a number of reasons why I believe that Mr. Goeken would be an indispensable asset to your organization, and during my interactions with him, I have made consistent observations of his qualities. First, Mr. Goeken was a very serious student, and as an instructor, he displayed the same seriousness. He is a high achiever who refuses to settle for mediocrity. On many occasions, he has asked me a number of high level questions related to education, and I have been thoroughly impressed with Mr. Goeken's collegiality and his life-long pursuit of knowledge. Second, Mr. Goeken conducts himself with the utmost professionalism. I appreciate Mr. Goeken's professional attitude; he does not complain and he positively affects everyone with whom he comes into contact. Further, Mr. Goeken is trustworthy, skillful in collaboration, and ardently strives to improve upon his professional practice. One cannot help but to like Mr. Goeken. Third, Mr. Goeken brings with him a wealth of prior experiences and knowledge from other fields such as international relations, history, economics, and political science. With his life experience, Mr. Goeken has become a multifaceted Renaissance man. Fourth, Mr. Goeken is a loyal individual. If one were to hire him, I am certain that Mr. Goeken would remain loyal to his employer. Fifth, Mr. Goeken is a tried and true educator and leader with strong initiative. For example, he was highly successful when he taught pre-algebra, algebra I, and algebra II. In his program for students with severe disabilities in Ceres, Mr. Goeken helped create the vocational education program which continues to flourish. Because of his strong leadership skills, effective communication, dedication, and organizational skills, I hired Mr. Goeken to teach my interns many courses. Out of numerous applicants, I chose Mr. Goeken to teach these courses due to his obvious abilities and trustworthiness.

Mr. Goeken is a definite winner. He was a super role-model for our interns, and if I were given the opportunity, I would hire Mr. Goeken in a full time position immediately and without any hesitation. His sheer skills and knowledge will serve your institution and community well.

Mr. Goeken will be an asset to any organization who hires him, and I proudly and without any
[REDACTED] ve any questions, please feel free to

Sincerely,

John [REDACTED]
SCO [REDACTED] and Coordinator

Administrative

For: **Goeken, Kenneth**

Sent On: 1/3/2024 1:26pm

Sent By:

Completed: 1/12/2024 4:09pm

Kenneth Goeken is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

Instructor

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

1/2002 to Present

In what capacity did you work with the applicant?

I supervised Dr. Goeken's student teaching assignment through his credential program. In the fall of 2006, I supervised Dr. Goeken as he served as an instructor in the special education internship program I directed.

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	
2. Professional Attitude					X	
3. Cooperation					X	
4. Emotional Composure					X	
5. Time Management					X	
6. Knowledge in Field of Work					X	
7. Planning and Preparation					X	
8. Problem-Solving Skills					X	
9. Initiative/Personal Motivation					X	
10. Interpersonal Relations					X	
11. Ability to Motivate Others					X	
12. Growth/Advancement Potential					X	
13. Stress Tolerance					X	
14. Communication Skills					X	

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

10

How would you describe this candidate's managing style?

Dr. Goeken is a critical thinker with excellent collaboration skills. He is approachable, thorough, and fair.

Administrative

For: **Goeken, Kenneth**
Sent By:

Sent On: 1/3/2024 1:26pm
Completed: 1/12/2024 4:09pm

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

Dr. Goeken was faced with numerous time demands from his teaching duties. He and I systematically discussed possible solutions, and he adeptly managed the curriculum and time well and met the demands of the internship program.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

Yes

* Do you know of any reason why the applicant should not be employed to work with children?

No

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

Not at this time.



DOUGLAS COUNTY SCHOOL DISTRICT APPLICANT HISTORY DISCLOSURE FORM

I, Dr. Ken J. Goeken am applying for employment with the **Douglas County School District** and make this disclosure pursuant to Chapter 391 of Nevada Revised Statutes, as amended by Assembly Bill 362 in the 2017 Legislative Session:

- I am currently employed by:

Employer Name	Dates of Employment	Employer Address (Street Address, City, State, Zip Code)	Employer Phone #	Employer Email
Douglas County SD	03/01/2024	1638 Mono Avenue, Minden, NV 89423		

Note: It is the prospective employee's responsibility to obtain and provide the information requested above.

- I [Am Am Not] am not currently employed in a position that involves direct contact with children.
- List all previous employment with any school or school district, or with any other entity or agency with which your employment involved:

Employer Name	Dates of Employment	Employer Address (Street Address, City, State, Zip Code)	Employer Phone #	Employer Email
Turlock USD	06/20/2023 07/28/2023	1574 E. Canal Dr., Turlock, CA 95380		cbyrd@turlock.k12.ca.us
El Camino Real Charter HS	02/28/2020 08/19/2020	5440 Valley Circle Blvd. Woodland Hills, CA 91367		m.dominguez@ecrchs.net

Note: It is the prospective employee's responsibility to obtain and provide the information requested above.

Pursuant to Chapter 391 of Nevada Revised Statutes, as amended by Assembly bill 362 during the 2017 Legislative Session:

- "Sexual Misconduct" means any act, including, without limitation, any verbal, nonverbal, written or electronic communication or physical contact with a child, regardless of the age of the child, that is designed to establish a romantic or sexual relationship with the child.
- "Sexual Offense" has the meaning ascribed to it in NRS 179D.097.

▪ **Have you ever:**

[Yes No] Been the subject of an investigation concerning an alleged sexual offense conducted by an employer, licensing agency, law enforcement agency, or other agency which provides child welfare services or child protective services, or a similar agency.

Note: An applicant is not required to provide this information if, after investigating the alleged violation, the employer or agency determined the allegations were false, unfounded, unsubstantiated, or inconclusive.

[Yes No] Been discharged, disciplined, or asked to resign from employment; had a contract not renewed, or resigned or otherwise terminated employment while an investigation concerning an alleged sexual offense was pending, or upon conclusion of an investigation where you were found to have committed a sexual offense.

[Yes No] Had a license or certificate suspended or revoked, or been required to surrender a license or certificate, while an investigation concerning an alleged sexual offense was pending, or upon conclusion of an investigation in which I was found to have committed the sexual offense.

If you answered "Yes" to any of the three questions above, you must provide details in the space below:

- Nothing in Chapter 391 of NRS shall be construed to:
 1. Prevent a board of trustees of a school district, governing body of a charter school, governing body of a university school for professional studies, or independent contractor from:
 - a. Conducting further investigations of a prospective employee; or
 - b. Requiring an applicant to submit additional information or authorizations beyond what is required by sections 8, 9 and 10 of Assembly Bill 362 during the 2017 Legislative Session.
 2. Prohibit a person or governmental entity from disclosing more information than is required by sections 8, 9 and 10 of Assembly Bill 362 during the 2017 Legislative Session.
 3. Relieve a person of a duty to report prescribed by NRS 432B.220 or any other provision of state or federal law.
- Any information collected pursuant to this form and Assembly Bill 362 during the 2017 Legislative Session is confidential and is not a public record in the meaning of NRS 239.010.

I hereby certify that I have answered all the above questions accurately to the best of my knowledge and ability. Pursuant to Chapter 391 of NRS as amended by Assembly Bill 362 in the 2017 Legislative Session, any applicant for employment who knowingly provides false information or willfully provides false information required above is: 1) subject to discipline, including, without limitation, suspension or revocation of the person's license pursuant to NRS Chapter 391, termination of employment or a civil penalty of not more than \$10,000 per violation, and 2) guilty of a misdemeanor.

Ken J. Goeken

Applicant Signature

Ken J. Goeken

Applicant Name (Please Print)

01/03/2024

Date

▪ **Authorization to Release Employment Information**

I hereby authorize all employers and former employers listed on this form to release to the Douglas County School District any and all information required by NRS Chapter 391 as amended by Assembly Bill 392 during the 2017 Legislative Session.

Ken J. Goeken

Applicant Signature

Ken J. Goeken

Applicant Name (Please Print)

01/03/2024

Date

Scott B Daley PhD



Contents:

1. Online Application
2. Attachment: Certificate
3. Attachment: Cover Letter
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6. Attachment: Transcripts p. 2
7. Attachment: Transcripts p. 3
8. Attachment: Transcripts p. 4
9. Attachment: Transcripts p. 5
10. Attachment: Transcripts p. 6
11. Attachment: Transcripts p. 7
12. Attachment: Transcripts p. 8
13. Reference Survey: Administrative
14. Reference Survey: Administrative
15. Reference Survey: Administrative
16. Form: Douglas County School District - Applicant History Disclosure Form

Prepared for: Adam Dedmon
Douglas County School District
Feb 2, 2024 6:43 PM

Douglas County School District Online Application

Daley, Scott - AppNo: 15255

Date Submitted: 1/3/2024

Personal Data

Name: Scott B Daley PhD
 (First) (Middle Initial) (Last) (Suffix)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: Scott Daley
 (First) (Middle Initial) (Last) (Suffix)

Email Address: [REDACTED]

Postal Address

Permanent Address

Number & Street: [REDACTED]
 Apt. Number: [REDACTED]
 City: [REDACTED]
 State/Province: [REDACTED]
 Zip/Postal Code: [REDACTED]
 Country: [REDACTED]
 Daytime Phone: [REDACTED]
 Home/Cell Phone: [REDACTED]

Present Address

Number & Street:
 Apt. Number:
 City:
 State/Province:
 Zip/Postal Code:
 Country:
 Phone Number:

Employment Desired

Open Vacancy Desired:	Date Last Submitted	Experience in Similar Positions
JobID: 3263 Administration: Superintendent at District Office	1/3/2024	25 years

Position Desired:	Experience in Similar Positions
Administration 1. Superintendent	-

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position	Employer Contact Information	Supervisor/Reference Contact Information
Liverpool Central School District Teacher of Technology	[REDACTED]	[REDACTED]
Date From - Date To: 01/2023 - 07/2024 (Total Yrs: 1)	Full or Part Time: Full	
Reason for Leaving:	Currently employed	
May we contact this employer?	No	
Responsibilities/Accomplishments at this Position	I teach two sections of Pre-Apprenticeship CTE (Career and Technical Education), one section of Design and Drawing for Production, and one section of Computer Integrated Manufacturing. This school year I was awarded as a New York State Master Teacher and I successfully completed my National Board Teaching Maintenance of Certification.	

Douglas County School District Online Application

Daley, Scott - AppNo: 15255

Date Submitted: 1/3/2024

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Syracuse City School District Teacher of Technology		725 Harrison Street Syracuse, NY 13210 315-435-4499			
Date From - Date To:	09/1999 - 07/2021 (Total Yrs: 22)	Full or Part Time:	Full		
Reason for Leaving:	Retired at age 55 with 31.5 years in school district				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Teacher of Technology, Design & Modeling, Automation & Robotics, and Energy & the Environment. Recognized on multiple occasions by Board of Education for extra-curricular initiatives; recipient of multiple education foundation grants; participated in Space Camp for Educators; earned initial National Board Teaching Certification.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Japanese Ministry of Education English Teacher		[REDACTED]			
Date From - Date To:	08/1996 - 08/1999 (Total Yrs: 3)	Full or Part Time:	Full		
Reason for Leaving:	Completed program				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Teacher of English at middle schools, high schools, and adult education centers. Conducted visits to elementary schools. Initiated and ran school International Center.				

Student Teaching

No student teaching information was entered.

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: West Genesee (Camillus, NY)

Graduation Status: H.S. Diploma

Highest Degree Attained: Ed.D/Ph.D/etc.

Colleges, Universities and Technical Schools Attended:

Douglas County School District Online Application

Daley, Scott - AppNo: 15255

Date Submitted: 1/3/2024

Name and location	Major area of study	Minor area of study	Degree
University of the People	Business Administration		MBA
North American Reformed Theological Seminary (Formerly known as)	Pastoral		M.Div.
Trinity Theological Seminary	Philosophy & Apologetics		Ph.D.
Syracuse University	Disability Studies		C.A.S
State University of New York at Oswego	Education		M.S.
State University of New York at Oswego	Education		B.S.

Overall GPA	Undergraduate 3.75/4	Graduate 3.89/4
Major GPA	3.75/4	3.89/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
Ed.D/Ph.D/etc.	106	Theology & Business Administration

List honors, awards or distinctions you have earned:
Magna Cum Laude

Licensure

Do you hold National Board for Professional Teaching Standards certification? **Yes**

Do you hold or anticipate a Nevada license? **License is anticipated**

How do you plan to obtain a Nevada license? I currently hold an out-of-state certification that will be transferred to Nevada.

Type	Date Anticipated	Expiration Date	Status
Elementary (K-8) (Professional)	mm/dd/yyyy		
Secondary (Career and Technical) (7-12) (Professional/Technology Education)	mm/dd/yyyy		
Secondary (Career and Technical) (7-12) (Professional/Carpentry)	mm/dd/yyyy		

Please list any other endorsements and/or verifications documented on your License(s):

- * Have you applied for a Nevada license? No
- * List the date you applied for licensure:
- * Have you received a deficiency statement? No
- If pending, date test taken
- * Have you passed the Basic Skills Exam? Yes
- * Have you passed the Content Area Exam? Yes

Douglas County School District Online Application

Daley, Scott - AppNo: 15255

Date Submitted: 1/3/2024

Licensure (cont.)

Do you hold a current out-of-state license? Yes

State	Type	License Number	Expiration Date	Current?
NY	Technology Education	843030981	NA	Yes

List your out-of-state certified teaching/administration fields:

Technology Ed. Vocational Technical Ed., Elementary Ed., Coordinator of Diversified Occupations

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district?

Yes

If Yes, what type of school district considered you Highly Qualified?

High School

No information entered on Highly Qualified Teacher Subject(s)/Method(s).

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

My personal experience of working for nine years as a skilled tradesman for the Facilities Planning Department at a large urban school district gave me a unique, behind-the-scenes, perspective on the daily operations of the district. During this period, I was attending college in the evenings with hopes of becoming a teacher. It was our former Superintendent, with whom I got to know well when I remodeled his office, who wrote my letter of recommendation to participate in the Japan Exchange and Teaching Program. Taking a year's leave from my position as a tradesman, I began my professional career as I went abroad to work for the Japanese Ministry of Education. This experience gave me a whole new paradigm as to what education looks like from a uniquely Japanese perspective. At the close of my one-year contract, I received stellar reviews and was asked if I would be interested in renewing for a second year. After learning that my employer in the States would not extend my leave of absence, I thoughtfully assessed the risks/benefits and chose to take the risk. My stay in Japan extended to a third year. During this time, I experienced working at all levels of their educational system, from k-12 to adult education. Upon returning to the States, I was immediately hired as a teacher of technology education where I continued to work until my retirement in 2021. In my 22-year tenure, I served in a variety of levels (elementary, middle, high school, and adult education), in an array of roles (Technology instructor, adult educational instructor, administrative substitute, curriculum writer, school treasurer, and coach). All of these experiences, including my flexibility and willingness to be uprooted, as well as my administrative graduate studies, make me a quality candidate for the position of Superintendent of Schools in Douglas County, Nevada.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. What personal characteristics define an excellent administrator?

In general, an excellent administrator is an educational leader with strong ethics, who is adept at assessing the strengths and weaknesses of individuals, programs, and processes, is an exceptional listener who motivates others, is highly organized and interpersonal, and holds an unyielding commitment to student growth. In particular, an excellent Superintendent for the Douglas County School District is a servant leader whose passion stems from an overarching sense of purpose. Such a leader understands organizational systems and structures and is keenly aware that he or she serves the will of the Board of Trustees; individuals who were elected by the citizens of

Douglas County School District Online Application

Daley, Scott - AppNo: 15255

Date Submitted: 1/3/2024

1. What personal characteristics define an excellent administrator?

Douglas County to represent their interests in their children's education.

2. From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?

In the age of information, technology is an indispensable tool of communication that students need proper exposure to, to be college and career-ready. That being said, technology should be used as a tool for specific applications (such as Excel software and 3-D printing hardware for example) to augment education but not as a crutch hampering it. Students today spend an overwhelming amount of screen time on their devices where they foster a "sound bite" mentality. This needs to be counterbalanced in schools by teaching students to think deeply about the subject matter. Technology itself will change and evolve, but critical thinking and problem-solving are fixed concepts that will serve our children for a lifetime. Educators and administrators, on the other hand, should leverage the tools of technology and AI to best support data-driven decisions to foster student growth. Having worked in Technology Education for 23 years to date, I offer a vast array of experience in adapting across multiple technological platforms (from Computer-Aided Design and Robotics to Computer Numeric Control Milling).

Language Skills

Do you know any language other than English? Yes

Language(s): Japanese (I have also studied Hebrew & Greek)
Oral Level: Polite
Written Level: Polite

Professional References

	Reference 1 of 3	Reference 2 of 3
Name:	[REDACTED]	[REDACTED]
School/Org:	Syracuse City School District	Syracuse City School District
Current Position:	Syracuse Teachers (Professional Development) Center Director	Director of Educator Effectiveness
Home Phone:		
Cell Phone:		
Work Phone:		
Mailing Address:		
Email:	[REDACTED]	[REDACTED]
Relationship to Candidate:	Immediate Supervisor	Former Principal
Years Known:	Approximately 6 years	Since around 2011

Douglas County School District Online Application

Daley, Scott - AppNo: 15255

Date Submitted: 1/3/2024

Professional References cont.

	Reference 3 of 3	
Name:	██████████	
School/Org:	Foresight Labs	
Current Position:	President	
Home Phone:		
Cell Phone:		
Work Phone:		
Mailing Address:		
Email:	██████████	
Relationship to Candidate:	Friend	
Years Known:	Approximately 40 years	

Referrals

How did you hear about employment with us?

Newspaper		
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Additional Information

List any additional information which will help in determining your professional qualifications for a position.

Do you hold a current CDL (Commercial Drivers License) and if yes, what type of current CDL do you hold?

Disclosures

Contract Status

* Are you currently under contract?

Yes

If Yes, which district?

Liverpool Central Schools

If Yes, when does it expire?

Non-tenured, renewable school year contract

When may your present employer be contacted?

Upon being selected as the primary candidate. Please notify first

Professional Status

* Have you obtained tenure status in any other School District?

Yes

If Yes, where?

Syracuse City Schools

When?

until retirement in 2021

* Have you ever been denied tenure?

No

If Yes, explain:

Douglas County School District Online Application

Daley, Scott - AppNo: 15255

Date Submitted: 1/3/2024

Disclosures continued

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

No

If Yes, explain:

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?

No

Name:

Position:

Relationship:

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

List any accommodations:

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States?

Yes

* Have you ever been convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

Douglas County School District Online Application

Daley, Scott - AppNo: 15255

Date Submitted: 1/3/2024

Legal Information continued

* Does your name appear on any Sex Offender Database in any state or country?

No

Notice of Non-Discrimination

The Douglas County School District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation in admission to or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boys Scouts of America Equal Access Act. The District is an Equal Opportunity Employer. Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation, may grieve such matters using the adopted grievance procedures of the Douglas County School District. Such procedure shall provide for prompt and equitable resolution of complaints alleging acts of discrimination. The Superintendent of Douglas County School District has designated the following person to handle inquiries regarding student and employee non-discrimination policies: Executive Director of Human Resources **Adam Dedmon** 1638 Mono Avenue Minden, Nevada 89423 Phone: (775) 782-7177

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated. I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

I, Scott Daley, agree to all of the terms above.

I agree

University of the
Education



State of New York
Department

Public School Teacher Certificate

This certificate, valid for service in the public schools, is granted to the person named below who has satisfied the requirements prescribed by the State Education Department.

SCOTT B. DALEY

Certification area: **TECHNOLOGY EDUCATION**

*Form: **PERMANENT**
(over)

Effective date: **09/01/98**

Certificate number: 843030981

Control number: **843030981**

Given under the authority of
the State Education Department

Charles C. Mackey, Jr.
Administrator, Teacher Certification

Richard P. Mills
Commissioner of Education

University of the
Education



State of New York
Department

Public School Teacher Certificate

This certificate, valid for service in the public schools, is granted to the person named below who has satisfied the requirements prescribed by the State Education Department.

SCOTT B. DALEY

Certification area: **COORDINATOR OF COOPERATIVE
WORK-STUDY PROGRAMS**

*Form: **PERMANENT**
(over)

Effective date: **09/01/98**

Certificate number: 843031981

Control number: **843031981**

Given under the authority of
the State Education Department

Charles C. Mackey, Jr.
Administrator, Teacher Certification

283

Richard P. Mills
Commissioner of Education

University of the
Education



State of New York
Department

Public School Teacher Certificate

This certificate, valid for service in the public schools, is granted to the person named below who has satisfied the requirements prescribed by the State Education Department.

SCOTT B. DALEY

Certification area: **CONSTRUCTION INDUSTRY AND BUILDING
MAINTENANCE (CARPENTRY)**

*Form: **PERMANENT**
(over)

Effective date: **09/01/98**

Certificate number: 843032981

Control number: **843032981**

Given under the authority of
the State Education Department

Arthur P. Mill
Commissioner of Education

Charles C. Mackey, Jr.
Administrator, Teacher Certification

University of the
Education



State of New York
Department

Public School Teacher Certificate

This certificate, valid for service in the public schools, is granted to the person named below who has satisfied the requirements prescribed by the State Education Department.

SCOTT B. DALEY

Certification area: **NURSERY, KINDERGARTEN & GRADES 1-6**

*Form: **PERMANENT**
(over)

Effective date: **09/01/98**

Certificate number: 843029981

Control number: **843029981**

Given under the authority of
the State Education Department

Arthur P. Mill
Commissioner of Education

Charles C. Mackey, Jr.
Administrator, Teacher Certification

Scott Daley
December 5, 2023
7755 Number 4 West Road
Fabius, New York, 13063

[REDACTED]

[REDACTED]

Douglas County School District
Attention: Board of Education
1638 Mono Avenue
Minden, Nevada 89423

Dear Douglas County School Board,

I am writing to express my strong interest in the Douglas County School District, school Superintendent position. My values, passion for education, commitment to fostering student success, vast experience, and proven track record of leadership make me an excellent candidate for this position. I offer over three decades of experience working in the public school system in a diversity of roles, from facilities planning to teaching and administration. I am seasoned in conceiving and building programs from the ground up through proven competencies in project and program management, administration, and human resource empowerment. Additionally, I exceed the minimum qualifications under the 2022 Nevada Revised Statutes Chapter 391 – Personnel NRS 391.110 (*The board of trustees of a school district may: (a) Employ any person the board of trustees determines is qualified to serve as the superintendent of schools of the school district. The Commission may require the superintendent of any school district to hold a master's degree. (b) Define the powers and fix the duties of the superintendent of schools. (c) Fix the salary of the superintendent of schools.*). Because of my commitment to lifelong learning, I would gladly pursue any further studies that the board deems indispensable for this position.

A little about my background in Technology Education in the State of NY: I teach Technology, which focuses on teaching students to be systematic thinkers and problem solvers. Technology courses range from hands-on woodshop to engineering and computer-based projects in both middle and high school. At the high school level, students can earn college credits for completing certain courses of study.

As a diligent, goal-oriented educator, the drive for professional learning never ceases. I am a 2023 recipient of both the New York State Master Teacher Program (NYSMTP) and the National Board for Professional Teaching Standards (NBPTS). The NYSMTP recognizes outstanding public-school STEM (Science, Technology, Engineering, and Mathematics) teachers who are educational leaders committed to sharing best practices and creating, engaging and inspiring learning environments. The NBPTS was designed to develop,

retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide through a rigorous process of reflection and examination. After receiving my initial National Board certification in 2014, I have served as a National Board Support Provider, training candidate teachers one-on-one to support their journey to certification.

Taping into one of my natural attributes, resourcefulness, I took a non-traditional journey to a college education. Working as a union carpenter, (after completing a four-year apprenticeship) my educational degrees were achieved by studying and taking classes in the evenings, where I developed a passion for teaching, in particular, vocational trades, while learning valuable lessons in time management and goal setting. In my journey, I have learned to value education highly and always look forward to the next challenge.

On a personal level, I am committed to conscientiously performing work responsibilities at the highest standard of integrity, competency, and dependability. With a resolute commitment to my goals, I strive for excellence in everything I do. Contrary to the general viewpoint most people hold toward New Yorkers, I was raised and reside in a rural, farming area of upstate New York.

I see the role of the Superintendent of Schools as one entrusted to serve the will of the Board. I am excited about the opportunity to apply for this position and welcome the chance for an interview, at which time I can answer further questions you may have. Thank you for considering my application. I look forward to the possibility of interviewing for the position of Superintendent of Schools in Douglas County.

Sincerely,

Scott Daley

SCOTT B. DALEY



EXPERIENCE

EDUCATOR OF TECHNOLOGY & CAREER AND TECHNICAL EDUCATION

STATE OF NEW YORK, LIVERPOOL HIGH SCHOOL (Jan 2023 – present)

- Instruct students in Computer-Integrated Manufacturing, Design & Drafting for Production, Career & Technical Education/Building Trades
- Successfully led over fifty students to earn college credit hours in engineering
- Collaboratively developed curriculum for a course in manufacturing

NEW YORK STATE ASSOCIATION OF REALTORS

BERKSHIRE HATHAWAY, SKANEATELES, NY OFFICE (2021 – present)

Serving Central New York as both a Listing and Purchasing Agent.

SYRACUSE PROFESSIONAL DEVELOPMENT CENTER

STATE OF NEW YORK, NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS (2019 – present)

National Board Cohort Facilitator for colleagues pursuing board certification

THEORIALLC DEVELOPMENT LLC.,

BUILDER/DEVELOPER, ONONADAGA COUNTY. NEW YORK (2007 – present)

Projects include land development and home construction

EDUCATOR OF TECHNOLOGY EDUCATION & PROJECT LEAD THE WAY

STATE OF NEW YORK, SYRACUSE CITY SCHOOL DISTRICT (1999 – 2021)

- Planned, instructed, and assessed Middle School students in Technology and Project Lead the Way
- Fostered student growth beyond the classroom walls by leading the Robotics Team to multiple state competitions and the Engineering Team to four national competitions; developed extra-curricular Martial Arts Program, Dance Team, Debate Team, and Guitar Club; initiated and hosted an annual district-wide Debate Competition, engaging students from eleven schools

- Served as Head Coach for Cross-Country and Track Teams and served as the Assistant Football Coach
- Served as a substitute for Principal and Vice Principal, School Treasurer, and Coordinator of Family and Community Engagement
- Published in ATLAS (Accomplished Teaching Learning and Schools); a National Board for Professional Teaching's platform used as a model of best practices for college teacher training
- Awarded and participated in Space Camp for Educators Scholarship in Huntsville, Alabama
- Developed and implemented Classroom Action Research studying the relationship between career awareness and academic success as part of a district pilot program which measurably led to student growth
- Participated in over 280 hours of In-service and postgraduate credits

TEACHER OF ENGLISH AS A FOREIGN LANGUAGE

JAPAN EXCHANGE AND TEACHING PROGRAM (JET) (1996 – 1999)

Supported the JET program & mission of promoting internationalization. Worked collaboratively with Japanese teachers in planning, instructing, and assessing public school students in English and Architecture at both the Middle and High School levels. Served as an adult English Conversation instructor at two community centers.

APPRENTICE AND JOURNEYMAN CARPENTER

UNITED BROTHERHOOD OF CARPENTERS, ONONDAGA COUNTY, NEW YORK (1984 –1996)

Worked as an apprentice and a journeyman carpenter with the facilities planning department of the Syracuse City School District. Concurrently pursued undergraduate and postgraduate education through the district's Career Ladder Program.

EDUCATION

UNIVERSITY OF THE PEOPLE

M.B.A., BUSINESS ADMINISTRATION (2022)

NORTH AMERICAN REFORMED SEMINARY (FORMERLY KNOWN AS)

M.Div., IN PASTORAL STUDIES

- Graduated Summa Cum Laude (2018)

TRINITY COLLEGE AND SEMINARY

Ph.D., IN PHILOSOPHY AND APOLOGETICS (2013)

SYRACUSE UNIVERSITY

C.A.S., IN DISABILITY STUDIES (2003)

OSWEGO STATE UNIVERSITY

M.S., IN EDUCATION

- Graduated Magna Cum Laude (1995)

B.S., IN EDUCATION (1993)

HONORS, BOARDS & CERTIFICATIONS

NEW YORK STATE MASTER TEACHER PROGRAM (Admitted in 2023)

NATIONAL BOARD FOR PROFESSIONAL TEACHING

CAREER & TECHNICAL EDUCATION (Admitted in 2014, Renewed in 2023)

ROCHESTER INSTITUTE OF TECHNOLOGY

PROJECT LEAD THE WAY- National Technology Curriculum (Certified 2012-15)

- Design and Modeling
- Automation and Robotics
- Energy and the Environment
- Green Architecture
- Science of Technology
- App Creators

PROJECT LEAD THE WAY (Online certified 2023)

- Computer Integrated Manufacturing
- Introduction to Engineering Design (Currently in progress)

NEW YORK STATE DEPARTMENT OF EDUCATION

Coordinator of Diversified Occupations; Technology Education; Vocational Technical Education; Elementary Education.

SYRACUSE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Honored four times for curricular and extra-curricular initiatives

NOMINATED FOR THE PRESIDENTIAL AWARD FOR MATHEMATICS AND SCIENCE TEACHING

STATE OF NEW YORK, SYRACUSE CITY SCHOOL DISTRICT (2014)

COMMUNITY SERVICE

HABITAT FOR HUMANITY

SYRACUSE NEW YORK, DUMAGUETE PHILIPPINES (1998-2002)

Organized and managed youth construction projects for local farms, home refabricating in the inner city, and home construction teams abroad.

MARTIAL ARTS ACADEMY FOUNDER AND INSTRUCTOR

FABIUS, LAFAYETTE, & SYRACUSE CITY SCHOOLS, NEW YORK (2009 – 2019)

Initiated a non-profit martial arts program to serve at-risk and adopted youth in the community

LANGUAGE SKILLS

JAPANESE, GREEK, HEBREW

STATE UNIVERSITY OF NEW YORK AT OSWEGO

OFFICIAL TRANSCRIPT

Date Issued: 11-JUN-97
GRAD

Page: 1

Record of: Scott B Daley



Issued To: Scott Daley



Registrar's Office
301A Culkin Hall
SUNY Oswego
Oswego, New York 13126

This information has been forwarded to you at the request of the student with the understanding that it will not be released to other parties. The Family Educational Rights and Privacy Act of 1974 prohibits release of this information without the student's written consent. Please return this material to us if you are unable to comply with the condition of release.

Course Level: Undergraduate
Only Admit: Fall 1991
Matriculated: Fall 1991

Degree(s) Awarded: Bachelor of Science 27-AUG-93
Major(s): Teacher Of Trade Subjects BS
Inst. Honors: Magna Cum Laude

SUBJ NO. COURSE TITLE CRED GRD PTS R

Institution Information Continued:

Fall 1992
VTE 312 Meth Of Teach Voc-Tech Subject 3.00 B 9.00
VTE 313 Evaluation Of Instruction 3.00 A 12.00
VTE 462 Observation Of Teaching 2.00 A 8.00
VTE 463 Demonstration Teaching 2.00 A 8.00
Ehrs: 10.00 GPA-Hrs: 10.00 Pts: 37.00 GPA: 3.70

SUBJ NO. COURSE TITLE CRED GRD PTS R

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

Onondaga CC

TRAN CRED Transfer credit 36.00 T
Ehrs: 36.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00

1992 Cazenovia College

TRAN CRED Transfer Credit 25.00 T
Ehrs: 25.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00

1992 Columbia College

TRAN CRED Transfer Credit 6.00 T
Ehrs: 6.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00

INSTITUTION CREDIT:

Fall 1991
VTE 310 OCCUP ANALYS 3.00 A 12.00
VTE 331 OCCUP CMP EX 15.00 S 0.00
VTE 332 OCCUP CMP EX 15.00 S 0.00
VTE 446 MAT&MEDIA/VT 3.00 B 9.00
Ehrs: 36.00 GPA-Hrs: 6.00 Pts: 21.00 GPA: 3.50

Spring 1992
VTE 311 Course Organization 3.00 A 12.00
Ehrs: 3.00 GPA-Hrs: 3.00 Pts: 12.00 GPA: 4.00

Spring 1993
VTE 307 Intro To Vocational-Tech Educ 3.00 A 12.00
VTE 314 Lab Organization & Management 3.00 A 12.00
VTE 448 Vocational Student Organizatns 3.00 A- 11.01
VTE 467 Mod In-Service Student Teaching 2.00 S 0.00
Ehrs: 11.00 GPA-Hrs: 9.00 Pts: 35.01 GPA: 3.89

***** TRANSCRIPT TOTALS *****				
	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	60.00	28.00	105.01	3.75
TOTAL TRANSFER	67.00	0.00	0.00	0.00
OVERALL	127.00	28.00	105.01	3.75
***** END OF TRANSCRIPT *****				

***** CONTINUED ON NEXT COLUMN *****

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STAMPED ENVELOPE.

Issue to: Scott Daley

Record of: Daley, Scott B

Level: Undergraduate Admitted: Fall 1991
Matriculated: Fall 1991
TRANSFER CREDIT ACCEPTED BY THE INSTITUTION
Onondaga CC Earned: 36.00 GPA Hrs: .00 Points: .00 GPA: .00
Cazenovia College
1992 Earned: 21.00 GPA Hrs: .00 Points: .00 GPA: .00
TRAN CRED Transfer Credit 21.00 T

INSTITUTION CREDIT

Fall 1991 Vocational Technical Education
Teacher Of Trade Subjects BS
VTE 310 OCCUP ANALYS 3.00 A
VTE 331 OCCUP CMP EX 15.00 S
VTE 332 OCCUP CMP EX 15.00 S
VTE 446 MAT&MEDIA/VT 3.00 B
Hrs Earned: 36.00 GPA Hrs: 6.00 Points: 21.00 GPA: 3.50

Spring 1992 Vocational Technical Education
Teacher Of Trade Subjects BS
VTE 311 Course Organization 3.00 A
Hrs Earned: 3.00 GPA Hrs: 3.00 Points: 12.00 GPA: 4.00

Fall 1992 Vocational Technical Education
Teacher Of Trade Subjects BS
VTE 312 Meth Of Teach Voc-Tech Subject 3.00 B
VTE 313 Evaluation Of Instruction 3.00 A
VTE 462 Observation Of Teaching 2.00 A
VTE 463 Demonstration Teaching 2.00 A
Hrs Earned: 10.00 GPA Hrs: 10.00 Points: 37.00 GPA: 3.70

	Hrs Earned	GPA Hrs	Points	GPA
TOTAL INSTITUTION GPA	49.00	19.00	70.00	3.68
TOTAL TRANSFER GPA	57.00	.00	.00	
OVERALL GPA	106.00	19.00	70.00	3.68

*****END OF TRANSCRIPT*****

STATE UNIVERSITY OF NEW YORK AT OSWEGO

OFFICIAL TRANSCRIPT

Record of: Scott B Daley

Date Issued: 11-JUN-97

Page: 1

Registrar's Office
301A Calkin Hall
SUNY Oswego
Oswego, New York 13126

Issued To: Scott Daley



Course Level: Graduate
Only Admits: Fall 1991
Matriculated: Spring 1994

Degree(s) Awarded: Master of Science in Education 25-AUG-95
Major(s): Vocational-Tech Educ MSED

Summer 1995
CPS 506 Psycholocal Findings: Learning 3.00 A- 11.01
Ehrs: 3.00 GPA-Hrs: 3.00 Pts: 11.01 GPA: 3.67

SUBJ NO. COURSE TITLE CRED GRD PTS R
INSTITUTION INFORMATION CONTINUED:

SUBJ NO. COURSE TITLE CRED GRD PTS R ***** TRANSCRIPT TOTALS *****
Earned Hrs GPA Hrs Points GPA

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:
1995 Drake University TOTAL INSTITUTION 24.00 24.00 88.02 3.66
TOTAL TRANSFER 6.00 0.00 0.00 0.00

TRAN CRED EDEX 151 Prevent Violence 3.00 T
TRAN CRED EDEX 150 Students Going Along 3.00 T
Ehrs: 6.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00
OVERALL 30.00 24.00 88.02 3.66
***** END OF TRANSCRIPT *****

INSTITUTION CREDIT:

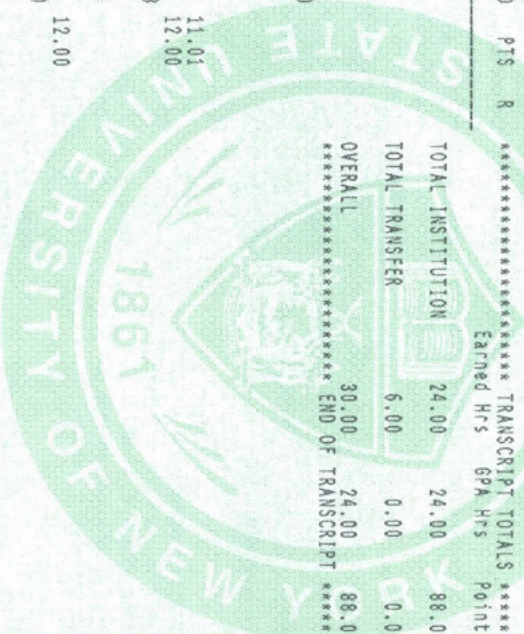
Spring 1994
VTE 500 Contemp Concepts Voc Tech 3.00 A- 11.01
VTE 582 Voc-Tech Curriculum Lab 3.00 A 12.00
Ehrs: 6.00 GPA-Hrs: 6.00 Pts: 23.01 GPA: 3.83

Summer 1994
VTE 510 Adult Learning in Voc-Tec Edu 3.00 A 12.00
Ehrs: 3.00 GPA-Hrs: 3.00 Pts: 12.00 GPA: 4.00

Fall 1994
VTE 555 Org & Dev Of Co-Op Work-Study 3.00 A 12.00
VTE 597 Research Meth VocTech Educ 3.00 A- 11.01
Ehrs: 6.00 GPA-Hrs: 6.00 Pts: 23.01 GPA: 3.83

Spring 1995
VTE 556 Oper Of Diversified Work-Study 3.00 B 9.00
VTE 598 Research In Voc-Tech Education 3.00 B+ 9.39
Ehrs: 6.00 GPA-Hrs: 6.00 Pts: 18.99 GPA: 3.16

***** CONTINUED ON NEXT COLUMN *****



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SYRACUSE UNIVERSITY
Office of the Registrar
Academic Transcript

Daley, Scott

Transcript Print Date: 06/30/2003

Graduate Record

Major: Disabilities Studies

Spring 2002-Non-Matriculated Graduate
Youth, Schooling & Pop. Cltr CFE662 3.0 B+
Attempted: 3.0 Earned: 3.0 GrPts: 9.9990 GPA: 3.333

Summer 2002-Non-Matriculated Graduate
Literacy, Disability & Inclusion CFE600 3.0 A
Attempted: 3.0 Earned: 3.0 GrPts: 12.0000 GPA: 4.000

Fall 2002-Disabilities Studies
Social Policy and Disability CFE688 3.0 B+
Attempted: 3.0 Earned: 3.0 GrPts: 9.9990 GPA: 3.333

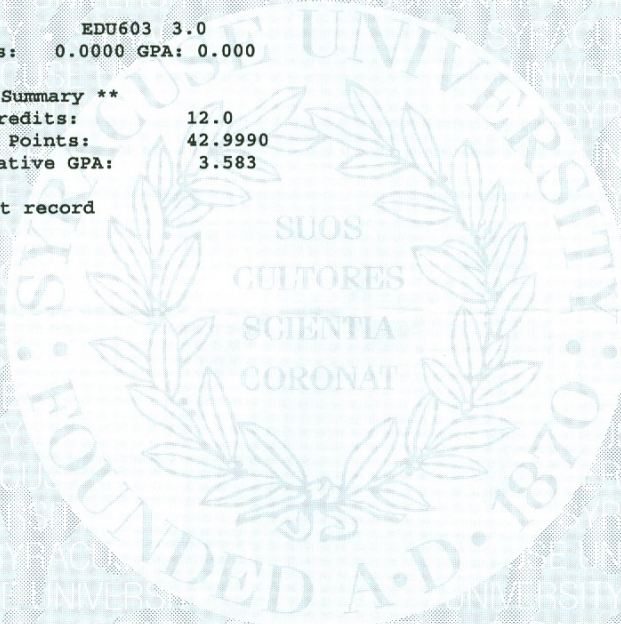
Spring 2003-Disabilities Studies
Legal Issues in Today's Clsrm EDU600 3.0 A-
Attempted: 3.0 Earned: 3.0 GrPts: 11.0010 GPA: 3.667

Summer 2003-Disabilities Studies
Intro to Qualitative Research EDU603 3.0
Attempted: 3.0 Earned: 0.0 GrPts: 0.0000 GPA: 0.000

**** Graduate Record Credit Summary ****

Total Units Earned:	12.0	GPA Credits:	12.0
Transfer Credit:	0.0	Grade Points:	42.9990
Other Credit:	0.0	Cumulative GPA:	3.583

End of Graduate Record
End of complete transcript record



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Maureen Breed

Interim University Registrar

TRINITY COLLEGE OF THE BIBLE AND TRINITY THEOLOGICAL SEMINARY

TRANSCRIPT OF ACADEMIC RECORD

4233 Medwel Drive
Newburgh, IN 47630-2528 USA
812-853-0611
www.trinitysem.edu



Scott Daley

Basis of Admission
M.S.Ed, 1995
Stat University of New York
Oswego, NY

Date of Birth: 2/3/1966

Student ID: 2060129485

Date Printed: 12/13/2010

Degree Program: DOCTOR OF RELIGIOUS STUDIES - EMPHASIS IN CHRISTIAN PHILOSOPHY AND APOLOGETICS

Course Number	Course Name	Credits	Grade	Completion Date
PH 766	CHRISTIAN THEISM AND THE PROBLEM OF EVIL	3.00	A-	5/15/2006
RW 800	RESEARCH WITHIN A CHRISTIAN WORLDVIEW	3.00	A-	8/31/2006
PH 799	COMPARATIVE ANALYSIS OF WORLDVIEWS	3.00	B+	1/10/2007
AP 842	HISTORY OF APOLOGETICS: CURRENT APPLICATIONS	3.00	A	1/16/2007
PH 834	SOCRATES TO KANT: ANALYSIS OF MORAL THEORIES I	3.00	A-	3/9/2007
PM 741	APPLIED RESEARCH IN THEOLOGY OF MINISTRY	3.00	A	3/23/2007
BS 718	CONTEMPORARY BIBLICAL HERMENEUTICS	3.00	B+	6/11/2007
PH 719	INQUIRY AND RESEARCH OF MAJOR WORLD RELIGIONS	3.00	B	11/21/2007
AP 840	CONTEMPORARY APOLOGETICS I	3.00	A	5/15/2008
BC 721	CONTEMPORARY ISSUES IN COUNSELING TEENS	3.00	A	10/27/2008
CM 765	DIFFICULT PEOPLE: CURRENT ISSUES AND STRATEGIES	3.00	A	12/29/2008
RW 80	DOCTOR OF RELIGIOUS STUDIES MAJOR WRITING PROJECT	6.00	PASS	7/19/2010
RW 991	MISSION OUTCOMES ASSESSMENT	0.00	PASS	8/18/2010

Enrollment Date: 1/6/2006

Award Date: 11/1/2010

Cumulative GPA: 3.70

Degree Earned: Doctor of Religious Studies - Emphasis in Christian Philosophy and Apologetics

Trinity Credits Earned 39

Transfer Credits 3

Total Semester Credits 42

Major Writing Project: "The Presbyterian Church of America Approaches to Discipleship in New York City and San Diego, California: A Mixed Methods Study"

End of Transcript

This student is in good standing unless otherwise indicated.

Registrar Linda L. Payne
Not valid unless signed by Registrar and stamped with raised seal.

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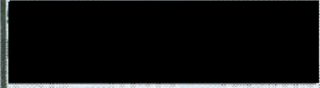
TRINITY COLLEGE OF THE BIBLE AND TRINITY THEOLOGICAL SEMINARY

TRANSCRIPT OF ACADEMIC RECORD

4233 Medwel Drive
Newburgh, IN 47630-2528 USA
812-853-0611
www.trinitysem.edu



Scott Brian Daley



Date of Birth: 2/3/1966

Student ID: 2060129485

Date Printed: 5/15/2013

Degree Program: DOCTOR OF PHILOSOPHY VIA SECOND DOCTORAL PRIVILEGE

Course Number	Course Name	Credits	Grade	Completion Date
LM 900	LIFE / MINISTRY EXPERIENCE PORTFOLIO	0.00	PASS	2/1/2013

Trinity Credits Earned 0

Total Semester Credits 0

Enrollment Date: 12/11/2012

Award Date: 2/1/2013

Cumulative GPA:

Degree Earned: Doctor of Philosophy via Second Doctoral Privilege

End of Transcript

This student is in good standing unless otherwise indicated.

Associate Registrar

Brenda J. Martin

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THE NORTH AMERICAN REFORMED SEMINARY OFFICIAL ACADEMIC TRANSCRIPT



THE NORTH AMERICAN REFORMED SEMINARY

P.O. Box 3435, Sumter, SC 29151 www.tnars.net

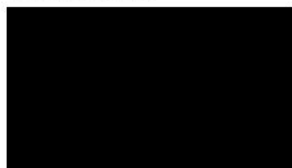
Student Name: Scott Daley

Page 1 of 3

Student ID:

Date of Birth:

Address:



Issued to: Scott Daley

Degree Program: Master of Divinity

Date Enrolled: 10/29/2010

Course ID	Course Title:	Grade:	Credits:	Quality Points:
Transfer Credit				
Institution Credit				
THE501	Preaching	A	3.00	12.00
BS521	New Testament Theology	A	6.00	24.00
BS520	Old Testament Theology	A	3.00	12.00
BS512	Biblical Studies	A	3.00	12.00
HS510	History of the Church	A	3.00	12.00
TH345	Systematic Theology I	A	6.00	24.00
TH346	Systematic Theology II	A	3.00	12.00
TH320	Westminster Standards	A	6.00	24.00
TH330	Ethics	A	3.00	12.00
HS501	The Reformation	A	3.00	12.00
BS480	Biblical Languages	A	12.00	48.00
TH510	Practical Divinity	A	6.00	24.00
TH640	Spiritual Warfare	A	6.00	24.00
AP501	Apologetics	A	6.00	24.00
BS690	Master's Thesis	A	6.00	24.00

End of Transcript

Total Credits: 75.00

Cumulative Quality Points: 300.00

Cumulative GPA: 4.00

Registrar: John A. McDonald

Date Issued: 05/18/2018

THE NORTH AMERICAN REFORMED SEMINARY OFFICIAL ACADEMIC TRANSCRIPT

Official Transcript Requires Signature of Registrar and Official Seminary Seal

THE NORTH AMERICAN REFORMED SEMINARY OFFICIAL ACADEMIC TRANSCRIPT

Student Name: Scott Daley

Page 2 of 3

Student ID:

Date of Birth:

Address:



Degree Awarded: Master of Divinity

Major:

Date Conferred: 05/18/2018

Registrar: John A McDonald

Date Issued: 05/18/2018

In accordance with The Family Educational Rights and Privacy Act of 1974, as amended, transcripts may not be released to a third party without the written consent of the student.



The North American Reformed Seminary is an affiliate institution of the Association of Reformed Theological Seminaries.

THE NORTH AMERICAN REFORMED SEMINARY OFFICIAL ACADEMIC TRANSCRIPT

Official Transcript Requires Signature of Registrar and Official Seminary Seal

The North American Reformed Seminary
P.O. Box 3435, Sumter, SC 29151
www.tnars.net

Transcript Key



The North American Reformed Seminary is an affiliate institution of the Association of Reformed Theological Seminaries.

GRADING SYSTEM

A	4.00
B	3.00
C	2.00
D	1.00
F	0.00

Transcript Validation: An official transcript is only valid when it bears the signature of the registrar and official seminary seal. A transcript is official only if it is received in a sealed envelope and opened only by the official who is to make use of it.

In accordance with The Family Educational Rights and Privacy Act of 1974, as amended, transcripts may not be released to a third party without the written consent of the student.



UNIVERSITY OF THE PEOPLE

Office of the Registrar
595 E. Colorado Blvd. Suite 623
Pasadena, CA 91101
Tel. (626) 264-8880
www.uopeople.edu

Official Academic Transcript

Page 1 of 3

Student Name: Scott Daley
Issue date: April 19, 2022

Student name: Scott Daley
Address: [Redacted]
Student ID: [Redacted]
Birth date: [Redacted]
Enrollment date: 6/18/2020

Degree Awarded: Master
Academic Program: Business Administration
Date Conferred: March 30, 2022
Transfer Credits Allowed: N/A
Honors: N/A

Courses taken as a non-degree seeking student

		Repeated	Grade	Credit	G-Pts	A-Crds	E-Crds	GP-Crds	GPA
November 2019									
Course	Title								
BUS 5112	Marketing Management		A	3	12.000				
Term					12.00	3	3	3	4.00
Cumulative					12.00	3	3	3	4.00
January 2020									
Course	Title								
BUS 5110	Managerial Accounting		A	3	12.000				
Term					12.00	3	3	3	4.00
Cumulative					24.00	6	6	6	4.00
April 2020									
Course	Title								
BUS 5113	Organizational Theory and Behavior		A	3	12.000				
Term					12.00	3	3	3	4.00
Cumulative					36.00	9	9	9	4.00

In accordance with U.S.C. 4816(a)(1) The Family Educational Rights and Privacy Act of 1974 you are hereby notified that this information is provided upon the condition that you, your agents, or employees will not permit any other party access to this record without consent of the student. Alteration of this transcript may be a criminal offense.

This is a true transcript for 299 for the degree awarded on the face of the transcript. It bears the seal and signature of the designated officers of University of the People.

Scott Daley

Shaina Fidd





UNIVERSITY OF THE PEOPLE

Office of the Registrar
595 E. Colorado Blvd. Suite 623
Pasadena, CA 91101
Tel. (626) 264 8880
www.uopeople.edu

Official Academic Transcript
Page 2 of 3

Student Name: Scott Daley
Issue date: April 19, 2022

Transfer Credit Recognized

University	Term	Title	Course	Credit
University of the People	November 2019	Marketing Management	BUS 5112	3
University of the People	January 2020	Managerial Accounting	BUS 5110	3
University of the People	April 2020	Organizational Theory and Behavior	BUS 5113	3

Master of Business Administration

Course	Title	Repeated	Grade	Credit	G-Pts	A-Crds	E-Crds	GP-Crds	GPA
June 2020									
BUS 5111	Financial Management		A	3	12.000				
Term					12.00	3	3	3	4.00
Cumulative					12.00	3	3	3	4.00
September 2020									
BUS 5115	Business Law, Ethics and Social Responsibility		A-	3	11.010				
Term					11.01	3	3	3	3.67
Cumulative					23.01	6	6	6	3.84
November 2020									
BUS 5114	Management Information Systems and Technology		A	3	12.000				
Term					12.00	3	3	3	4.00
Cumulative					35.01	9	9	9	3.89
January 2021									
BUS 5116	Operations Management		A	3	12.000				
Term					12.00	3	3	3	4.00
Cumulative					47.01	12	12	12	3.92

In accordance with U.S.C. 4381(a)(1) (The Family Educational Rights and Privacy Act of 1974) you are hereby notified that this information is provided upon the condition that you, your agents, or employees will not permit any other party access to this record without consent of the student. Alteration of this transcript may be a criminal offense.

This is a true transcript for the degree and credit award on the face of the transcript it bears the seal and signature of the designated officers of University of the People

Scott Daley

Shaina Fidd





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Official Academic Transcript

Page 3 of 3

Student Name: Scott Daley

Issue date: April 19, 2022

		Repeated	Grade	Credit	G-Pts	A-Crds	E-Crds	GP-Crds	GPA
April 2021									
Course	Title								
BUS 5117	Strategic Decision Making and Management		A	3	12.000				
Term					12.00	3	3	3	4.00
Cumulative					59.01	15	15	15	3.93
June 2021									
Course	Title								
BUS 5611	Managing Projects and Programs		A	3	12.000				
Term					12.00	3	3	3	4.00
Cumulative					71.01	18	18	18	3.94
September 2021									
Course	Title								
BUS 5411	Leading in Today's Dynamic Contexts		A-	3	11.010				
Term					11.01	3	3	3	3.67
Cumulative					82.02	21	21	21	3.91
November 2021									
Course	Title								
BUS 5511	Human Resource Management		A	3	12.000				
Term					12.00	3	3	3	4.00
Cumulative					94.02	24	24	24	3.92
January 2022									
Course	Title								
BUS 5910	Management Capstone		A-	3	11.010				
Term					11.01	3	3	3	3.67
Cumulative					105.03	27	27	27	3.89

No entries below this point

In accordance with U.S.C. 4386 (The Family Educational Rights and Privacy Act of 1974) you are hereby notified that this information is provided upon the condition that you, your agents, or employees will not permit any other party access to this record without consent of the student. Alteration of this transcript may be a criminal offense.

This is a true transcript for Scott Daley for the degree and date award on the face of the transcript. It bears the seal and signature of the designated officers of University of the People.

Shaina Lidd



Administrative

For: **Daley, Scott**

Sent On: 1/3/2024 12:43pm

Sent By:

Completed: 1/3/2024 3:01pm

Scott Daley is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

Technology Teacher

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

1982- 2023

In what capacity did you work with the applicant?

Construction/ trades

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	
2. Professional Attitude					X	
3. Cooperation					X	
4. Emotional Composure					X	
5. Time Management					X	
6. Knowledge in Field of Work					X	
7. Planning and Preparation					X	
8. Problem-Solving Skills					X	
9. Initiative/Personal Motivation					X	
10. Interpersonal Relations					X	
11. Ability to Motivate Others					X	
12. Growth/Advancement Potential					X	
13. Stress Tolerance					X	
14. Communication Skills					X	

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

10

How would you describe this candidate's managing style?

Highly organized, works well with a wide variety of people, good listener with a great way positively effecting those around him.

Administrative

For: **Daley, Scott**
Sent By:

Sent On: 1/3/2024 12:43pm
Completed: 1/3/2024 3:01pm

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

Scott worked as a teacher in Japan. He was faced with the obstacle of linguistics and a new culture. Scott learned the language, and nuances of the culture to attain a high level of success, and acceptance.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

* Do you know of any reason why the applicant should not be employed to work with children?

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

Yes

No

Anyone that's ever worked with Scott would be a good reference.

Administrative

For: **Daley, Scott**

Sent On: 1/3/2024 12:20pm

Sent By:

Completed: 1/9/2024 12:55pm

Scott Daley is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

Technical Education Teacher

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

08/2011-06/2013

In what capacity did you work with the applicant?

[Redacted]

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	
2. Professional Attitude					X	
3. Cooperation					X	
4. Emotional Composure					X	
5. Time Management					X	
6. Knowledge in Field of Work					X	
7. Planning and Preparation					X	
8. Problem-Solving Skills					X	
9. Initiative/Personal Motivation					X	
10. Interpersonal Relations					X	
11. Ability to Motivate Others					X	
12. Growth/Advancement Potential					X	
13. Stress Tolerance					X	
14. Communication Skills					X	

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

9

How would you describe this candidate's managing style?

Mr. Daley is creative, thoughtful and a problem solver. He was dedicated to students' success thus he collaborative in his interactions with others on the team and school. He is a strong communicator with an attitude that seeks "win-win" outcomes. Mr. Daley seeks the best for others thus he is compassionate and dedicated to best for students and staff alike. Mr. Daley has a positive and peaceful demeanor.

Administrative

For: **Daley, Scott**

Sent By:

Sent On: 1/3/2024 12:20pm

Completed: 1/9/2024 12:55pm

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

Middle schoolers are not always the easiest group of students to engage. None the less, Mr. Daley focused his attention on creating interactive and stimulating lessons/activities for the students. He was always willing to communicate with parents and/or call the grade level team together to discuss how they could best support the students' success.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

* Do you know of any reason why the applicant should not be employed to work with children?

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

Yes

No

Administrative

For: **Daley, Scott**

Sent On: 1/3/2024 9:50am

Sent By:

Completed: 1/3/2024 10:12am

Scott Daley is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

National Board for Professional Teaching Standards Facilitator

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

2017-Current

In what capacity did you work with the applicant?

Scott Daley has provided professional learning for educators within the Syracuse City School District through the Syracuse Teacher Center since 2017 for both potential NBCT candidates and Action Research. His work is exemplary, and he goes above and beyond on everything he does to assist other educators and promote teacher leaders.

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	exemplary
2. Professional Attitude					X	exemplary
3. Cooperation					X	exemplary
4. Emotional Composure					X	exemplary
5. Time Management					X	exemplary
6. Knowledge in Field of Work					X	exemplary
7. Planning and Preparation					X	exemplary
8. Problem-Solving Skills					X	exemplary
9. Initiative/Personal Motivation					X	exemplary
10. Interpersonal Relations					X	exemplary
11. Ability to Motivate Others					X	exemplary
12. Growth/Advancement Potential					X	exemplary
13. Stress Tolerance					X	exemplary
14. Communication Skills					X	exemplary

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

10

How would you describe this candidate's managing style?

He is extremely knowledgeable and yet is able to relate to educators and students at every level. He is able to break work into manageable and scaffold with supports to facilitate learning and strong relationships. He is role model that demonstrates strong

Administrative

For: **Daley, Scott**

Sent By:

Sent On: 1/3/2024 9:50am

Completed: 1/3/2024 10:12am

How would you describe this candidate's managing style?

practices and yet is able to build trust while building upon strengths with a growth mindset. He promotes teacher leaders and is collegial and professional in all manners.

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

During Scott's Action Research project, the data he collected indicated that students in the middle school classes he taught were not college and career minded. Upon further assessment, Scott determined that it would be valuable to contact local stakeholders in the community to provide expertise and knowledge of how the skills students were gaining through their education, would help prepare them for future endeavors. These community members showcased skills, built relationships and supported students in opportunities that they hadn't considered available to them as the kids in our city are rated as the poorest within the nation. Scott's vision and ability to create an instructional program in collaboration with stakeholders made all the difference.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

Yes

* Do you know of any reason why the applicant should not be employed to work with children?

No

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?



DOUGLAS COUNTY SCHOOL DISTRICT APPLICANT HISTORY DISCLOSURE FORM

I, Scott Daley am applying for employment with the **Douglas County School District** and make this disclosure pursuant to Chapter 391 of Nevada Revised Statutes, as amended by Assembly Bill 362 in the 2017 Legislative Session:

- I am currently employed by:

Employer Name	Dates of Employment	Employer Address (Street Address, City, State, Zip Code)	Employer Phone #	Employer Email
Liverpool Central School District	01/12/2023	District Office 195 Blackberry Road Liverpool, NY		wmartin@lcsd.org

Note: It is the prospective employee's responsibility to obtain and provide the information requested above.

- I [Am Am Not] am not currently employed in a position that involves direct contact with children.
- List all previous employment with any school or school district, or with any other entity or agency with which your employment involved direct contact with children.

Employer Name	Dates of Employment	Employer Address (Street Address, City, State, Zip Code)	Employer Phone #	Employer Email
Syracuse City School District	09/02/1999 07/25/2021	725 Harrison Street Syracuse, NY 13210		humanresources@scsd.org

Note: It is the prospective employee's responsibility to obtain and provide the information requested above.

Pursuant to Chapter 391 of Nevada Revised Statutes, as amended by Assembly bill 362 during the 2017 Legislative Session:

- "Sexual Misconduct" means any act, including, without limitation, any verbal, nonverbal, written or electronic communication or physical contact with a child, regardless of the age of the child, that is designed to establish a romantic or sexual relationship with the child.
- "Sexual Offense" has the meaning ascribed to it in NRS 179D.097.

▪ **Have you ever:**

[Yes No] Been the subject of an investigation concerning an alleged sexual offense conducted by an employer, licensing agency, law enforcement agency, or other agency which provides child welfare services or child protective services, or a similar agency.

Note: An applicant is not required to provide this information if, after investigating the alleged violation, the employer or agency determined the allegations were false, unfounded, unsubstantiated, or inconclusive.

[Yes No] Been discharged, disciplined, or asked to resign from employment; had a contract not renewed, or resigned or otherwise terminated employment while an investigation concerning an alleged sexual offense was pending, or upon conclusion of an investigation where you were found to have committed a sexual offense.

[Yes No] Had a license or certificate suspended or revoked, or been required to surrender a license or certificate, while an investigation concerning an alleged sexual offense was pending, or upon conclusion of an investigation in which I was found to have committed the sexual offense.

If you answered "Yes" to any of the three questions above, you must provide details in the space below:

- Nothing in Chapter 391 of NRS shall be construed to:
 1. Prevent a board of trustees of a school district, governing body of a charter school, governing body of a university school for professional studies, or independent contractor from:
 - a. Conducting further investigations of a prospective employee; or
 - b. Requiring an applicant to submit additional information or authorizations beyond what is required by sections 8, 9 and 10 of Assembly Bill 362 during the 2017 Legislative Session.
 2. Prohibit a person or governmental entity from disclosing more information than is required by sections 8, 9 and 10 of Assembly Bill 362 during the 2017 Legislative Session.
 3. Relieve a person of a duty to report prescribed by NRS 432B.220 or any other provision of state or federal law.
- Any information collected pursuant to this form and Assembly Bill 362 during the 2017 Legislative Session is confidential and is not a public record in the meaning of NRS 239.010.

I hereby certify that I have answered all the above questions accurately to the best of my knowledge and ability. Pursuant to Chapter 391 of NRS as amended by Assembly Bill 362 in the 2017 Legislative Session, any applicant for employment who knowingly provides false information or willfully provides false information required above is: 1) subject to discipline, including, without limitation, suspension or revocation of the person's license pursuant to NRS Chapter 391, termination of employment or a civil penalty of not more than \$10,000 per violation, and 2) guilty of a misdemeanor.

Scott Daley

Applicant Signature

Scott Daley

Applicant Name (Please Print)

01/03/2024

Date

▪ **Authorization to Release Employment Information**

I hereby authorize all employers and former employers listed on this form to release to the Douglas County School District any and all information required by NRS Chapter 391 as amended by Assembly Bill 392 during the 2017 Legislative Session.

Scott Daley

Applicant Signature

Scott Daley

Applicant Name (Please Print)

01/03/2024

Date

Superintendent Interview Process.

Prior to their interview, each candidate will be given a list of questions and criteria for their answer and explanation. Prior to the Special Meeting held on February 6, 2024, at the Douglas High School Media Center at 4:00 p.m., the Board shall be provided with packets for each applicant, which shall include their application materials and answer and explanations. Each Board Member shall use the packet to assess the candidate by rating the following:

- Reading through each application;
- Reading through the list of questions and criteria;
- Reading through the candidate's answer and explanation;
- Determining, on a screening spreadsheet, how they rate the candidate, from 0.1 – 3.0;
- Notating the total rate given to the candidate in each particular category;
- Bringing each candidate's results to the Special Board Meeting for their own consideration;
- Asking each candidate two questions based on their review of the candidate's packet.

Each Board Member shall deliver its ratings to General Counsel and Acting Superintendent for tallying, and the top three (3) candidates will be notified for attendance at the Special Meeting. The Board shall then conduct its interviews of each of the three (3) respective candidates, whereby the same formal opening question will be asked of each candidate, thereafter each Board Member may ask their two specific questions of each candidate, and then each candidate will be able to provide a closing statement.

The Board shall then vote for which of the three candidates they wish to become the new Superintendent, with each Board Member receiving one vote. The candidate with the most votes will receive a motion by a Board Member to appoint said candidate as Superintendent, and through a majority vote by the Board, the candidate shall be appointed. Should the candidate not receive a majority vote by the Board, the Board shall discuss how to move forward.

Should the Board appoint a new Superintendent, the candidate will be recognized and introduced as the next superintendent of DCSD, and the Board shall agendize the negotiation of his or her employment contract. Should the Board not vote in a new Superintendent, it shall discuss continuing the process.

Applicant Evaluation Criteria.

Rate the Applicant 0.1 – 3.0 (you can use decimals).

1. Hiring Criteria, Degrees, Endorsements, Years of Service. (Weight: 16 Points).

- a. Endorsements.
- b. Degrees.
- c. Years of Administrative Experience at the School or District level.
- d. Varied Positions at Each Level.
- e. The application is completely filled out.
- f. The application includes a resume and at least two references.
- g. The application includes proper spelling and grammar.
- h. The application does not have holes in dates of employment.
- i. The information in the application is consistently reported from section-to-section.
- j. The application lists direct supervisors for each position.

2. Experience in Leadership and Administration (Weight: 17 Points).

- a. Able to administer District programs, activities, and operations in accordance with Federal and State laws.
- b. Able to follow the direction of the Board of Trustees.
- c. Responds well to oversight and can track progress and outcomes.
- d. Can communicate effectively and continuously and report on all matters within the District.
- e. Able to execute the mission, objectives, goals, and directives of the Board of Trustees.
- f. Able to implement the Board's Bylaw's, Policies, and Administrative Regulations.
- g. Able to work with Board Members to ensure all duties are carried out as required.
- h. Able to identify obstacles and problems, articulate issues, and find adequate solutions.
- i. Can develop, present, receive approval for, and carry out a District Strategic Improvement Plan.
- j. Is knowledgeable in the principles and practices of public administration.
- k. Able to participate in shared decision making.
- l. Able to effectively manage the District and its resources on behalf of and consistent with the direction of the Board.
- m. Able to supervise, oversee, and provide leadership to the District's schools, its staff and administration, and its students.

- n. Can regularly visit school sites to provide supervision and guidance to school principals.
- o. Able to determine staffing needs and execute as necessary.
- p. Able to solicit applicants and conduct interviews.
- q. Able to hire, Oversee, Evaluate, Discipline, and Terminate Staff and Administration.
- r. Able to manage and oversee professional training and development.

3. Experience in Policy, Regulatory, and Law Compliance (Weight: 16 Points).

- a. Able to oversee and ensure compliance with the legal requirements of the District.
- b. Is knowledgeable in Federal and State Education, Discrimination, and Disability Statutes.
- c. Can work with legal counsel to review and revise Policies and Administrative Regulations.
- d. Can work with District staff, administrators, and legal counsel to prepare and file all reports as required by Federal and State statutes, and/or NV Department of Education.
- e. Can draft Administrative Regulations to assist General Counsel and Board in execution of Policies.

4. Successful Evaluations, Professional Development, Letters of Recommendation, Surveys, Respect and Cooperation, Disposition and Temperament (Weight: 17 Points).

- a. Can be held accountable for District objectives, goals, and directives.
- b. Able to receive input, criticism, and praise effectively and in a humble manner.
- c. Able to attend regular conferences and trainings, attend courses and research topics.
- d. Able to lead and organize training for staff, administration, and Board.
- e. Strives for the continuous improvement of students, staff, and District metrics.
- f. Responds to and resolves conflicts and difficult or sensitive inquires with respect and transparency.
- g. Represents the District as a direct appointment of the Board of Trustees.
- h. Demonstrates confidence, initiative, self-direction, and motivation.
- i. Listens to what District teachers and staff have to say.
- j. Able to assist Board Officers in the development of each agenda.
- k. Able to work with an Executive Secretary to prepare meetings.
- l. Able to attend and participate in all meetings of the Board of Trustees as required.
- m. Able to communicate regularly and respectfully with community members, parents, and civic organizations.

- n. Able to work with other Districts to accomplish tasks and receive insight and guidance.
- o. Able to coordinate with Board President on media inquires and contact media outlets.
- p. Able to promote a positive image of the District to the community and parent base.

5. Field and Human Resource Experience (Weight: 16 Points).

- a. Able to draft template documents.
- b. Understands the grant application process and gives guidance and direction when needed.
- c. Able to evaluate administrators, teachers, and support staff.
- d. Able to manage programs and personnel.
- e. Able to analyze data and information and prepare comprehensive reports.
- f. Able to negotiate agreements.

6. Fiscal Responsibility (Weight: 17 Points).

- a. Able to oversee the fiscal activities comparable to this District.
- b. Able to understand, present, and explain in detail an annual budget.
- c. Able to continuously manage a budget and adapt as necessary.
- d. Able to direct the application, receipt, and implementation of grants and funding.
- e. Able to draft, analyze, and implement budgets.

7. BONUS: Familiarity with Douglas County School District (Weight: 1 Point).

- a. Able to articulate common issues among DCSD.
- b. Able to discuss goals to tackle common issues.



DOUGLAS COUNTY SCHOOL DISTRICT

Updated: December 2023

DCSD SCREENING FORM

Date of Screening:

January 18, 2024

Position to Be Filled:

Superintendent

Summary of All Screeners

Notice of Non-Discrimination: The Douglas County School District is an equal opportunity employer and does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation.

Rating Scale	Job Related Knowledge, Skills, and Abilities (Please Enter Specific Criteria)						
3= Above Average 2= Average 1= Below Average 0= None	1. Hiring criteria; degrees, endorsements, years of service					4. Letters of recommendation; survey and letters	
	2. Experience in leadership and administration					5. HR exp (data, grants, evaluation, negotiation)	
	3. Policy, regulatory, and law compliance experience					6. Fiscal responsibility	

WEIGHT (5-100)	#1			#2			#3			#4			#5			#6			Total		Candidate Type
	16	17	16	17	16	17	16	17	16	17	16	17	16	17	99						
Applicant Name	Rating 0-3	Weight 5-100	Sub- total	Rating 0-3	Weight 5-100	Sub- total	Rating 0-3	Weight 5-100	Sub- total	Rating 0-3	Weight 5-100	Sub- total	Rating 0-3	Weight 5-100	Sub- total	Rating 0-3	Weight 5-100	Sub- total	Total	%	
Dennis Holmes	2.6	16	42	2.6	17	44	2.5	16	39	2.6	17	43	2.5	16	40	2.8	17	47	256	86%	
Darren Johnson	2.5	16	40	2.4	17	41	2.3	16	37	2.6	17	44	2.4	16	38	2.5	17	43	242	82%	
John Ramirez Jr	2.0	16	32	2.1	17	36	2.1	16	34	1.1	17	19	2.5	16	40	2.2	17	38	197	66%	
Kenneth Goeken	1.9	16	30	1.9	17	33	2.0	16	32	2.2	17	37	1.9	16	30	1.7	17	28	190	64%	
Howard Hughes	2.0	16	33	2.1	17	36	1.9	16	30	1.4	17	24	2.0	16	32	1.8	17	30	185	62%	
Jarrold Bordi	2.0	16	32	2.0	17	34	1.4	16	23	2.0	17	34	1.9	16	30	1.6	17	28	181	61%	
Scott Daley	1.9	16	30	1.9	17	33	1.6	16	26	2.0	17	35	1.6	16	26	1.8	17	30	180	61%	
Katherine Edgerton	1.9	16	30	1.5	17	26	1.3	16	21	2.3	17	40	1.8	16	29	1.6	17	27	171	58%	
Donald Deavilla	1.2	16	19	1.2	17	20	1.2	16	19	1.4	17	23	0.9	16	14	0.9	17	15	110	37%	

E = External Candidate
I = Internal Candidate

Interview Recommendations:

		Average scores from all 7 trustees, sorted highest to lowest.	Interview Date	Completed
			Interview Date	Completed
			Interview Date	Completed
			Interview Date	Completed



DOUGLAS COUNTY SCHOOL DISTRICT

Updated: December 2023

DCSD SCREENING FORM

Date of Screening: **January 19, 2024**

Position to Be Filled: **Superintendent**

Screener: Dickerson

Notice of Non-Discrimination: The Douglas County School District is an equal opportunity employer and does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation.

Rating Scale	Job Related Knowledge, Skills, and Abilities (Please Enter Specific Criteria)			
3= Above Average	1. Hiring criteria; degrees, endorsements, years of service	4. Letters of recommendation; survey and letters		
2= Average	2. Experience in leadership and administration	5. HR exp (data, grants, evaluation, negotiation)		
1= Below Average	3. Policy, regulatory, and law compliance experience	6. Fiscal responsibility		
0= None				

WEIGHT (5-100)	#1			#2			#3			#4			#5			#6			Total		Candidate Type
	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Total	%	
																			99		
Darren Johnson	2.3	16	37	2.3	17	39	1.8	16	29	2.3	17	39	2.3	16	37	2.25	17	38	219	74%	
Dennis Holmes	2.5	16	40	2.5	17	43	2.5	16	40	2.5	17	43	2.5	16	40	2.75	17	47	252	85%	
Donald Deavilla	1.0	16	16	1.8	17	31	0.8	16	13	1.3	17	22	0.8	16	13	1.25	17	21	116	39%	
Howard Hughes	2.3	16	37	2.3	17	39	1.8	16	29	2.8	17	48	1.8	16	29	2.75	17	47	228	77%	
Jarrod Bordi	2.0	16	32	2.3	17	39	2.0	16	32	1.8	17	31	2.0	16	32	2.25	17	38	204	69%	
John Ramirez Jr	2.0	16	32	2.3	17	39	3.0	16	48	1.8	17	31	3.0	16	48	3.00	17	51	249	84%	
Katherine Edgerton	1.8	16	29	2.0	17	34	1.5	16	24	2.8	17	48	1.8	16	29	2.25	17	38	201	68%	
Kenneth Goeken	1.8	16	29	2.0	17	34	1.8	16	29	2.0	17	34	1.8	16	29	2.25	17	38	193	65%	
Scott Daley	1.8	16	29	2.0	17	34	2.5	16	40	2.8	17	48	2.5	16	40	2.50	17	43	233	78%	

E = External Candidate
I = Internal Candidate

Interview Recommendations:

	Interview Date	Completed



DOUGLAS COUNTY SCHOOL DISTRICT

Updated: December 2023

DCSD SCREENING FORM

Date of Screening: **January 16, 2024**

Position to Be Filled: **Superintendent**

Screener: Englekirk

Notice of Non-Discrimination: The Douglas County School District is an equal opportunity employer and does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation.

Rating Scale	Job Related Knowledge, Skills, and Abilities (Please Enter Specific Criteria)			
3= Above Average	1. Hiring criteria; degrees, endorsements, years of service	4. Letters of recommendation; survey and letters		
2= Average	2. Experience in leadership and administration	5. HR exp (data, grants, evaluation, negotiation)		
1= Below Average	3. Policy, regulatory, and law compliance experience	6. Fiscal responsibility		
0= None				

WEIGHT (5-100)	#1			#2			#3			#4			#5			#6			Total		Candidate Type
	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Total	%	
																			94		
Applicant Name	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Total	%	
Darren Johnson	2.0	16	32	2.0	17	34	1.5	16	24	2.5	15	38	2.0	15	30	2.20	15	33	191	68%	
Dennis Holmes	2.4	16	38	1.8	17	31	1.7	16	27	2.0	15	30	1.7	15	26	2.20	15	33	185	65%	
Donald Deavilla	1.0	16	16	1.0	17	17	1.0	16	16	1.5	15	23	1.0	15	15	1.00	15	15	102	36%	
Howard Hughes	1.0	16	16	1.5	17	26	1.5	16	24	1.5	15	23	2.0	15	30	1.70	15	26	144	51%	
Jarrod Bordi	2.0	16	32	1.5	17	26	1.5	16	24	2.5	15	38	1.5	15	23	1.70	15	26	167	59%	
John Ramirez Jr	2.8	16	45	2.5	17	43	2.8	16	45	1.0	15	15	2.8	15	42	2.50	15	38	227	80%	
Katherine Edgerton	1.5	16	24	1.5	17	26	1.0	16	16	2.5	15	38	1.5	15	23	1.20	15	18	144	51%	
Kenneth Goeken	1.5	16	24	1.5	17	26	1.5	16	24	2.5	15	38	1.0	15	15	1.70	15	26	152	54%	
Scott Daley	1.0	16	16	1.0	17	17	1.0	16	16	1.5	15	23	1.0	15	15	1.00	15	15	102	36%	

E = External Candidate
I = Internal Candidate

Interview Recommendations:

	Interview Date	Completed



DOUGLAS COUNTY SCHOOL DISTRICT

Updated: December 2023

DCSD SCREENING FORM

Date of Screening: **January 18, 2024**
 Screener: **Glikerson**

Position to Be Filled: **Superintendent**

Notice of Non-Discrimination: The Douglas County School District is an equal opportunity employer and does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation.

Rating Scale	Job Related Knowledge, Skills, and Abilities (Please Enter Specific Criteria)					
3= Above Average	1. Hiring criteria; degrees, endorsements, years of service	4. Letters of recommendation; survey and letters				
2= Average	2. Experience in leadership and administration	5. HR exp (data, grants, evaluation, negotiation)				
1= Below Average	3. Policy, regulatory, and law compliance experience	6. Fiscal responsibility				
0= None						

WEIGHT (5-100)	#1			#2			#3			#4			#5			#6			Total		Candidate Type
	16			17			16			17			16			17			99		
Applicant Name	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Total	%	
Darren Johnson	2.5	16	40	3.0	17	51	3.0	16	48	3.0	17	51	3.0	16	48	3.00	17	51	289	97%	
Dennis Holmes	2.5	16	40	3.0	17	51	2.0	16	32	3.0	17	51	2.5	16	40	3.00	17	51	265	89%	
Donald Deavilla	1.0	16	16	1.0	17	17	1.0	16	16	1.5	17	26	0.5	16	8	0.50	17	9	91	31%	
Howard Hughes	2.0	16	32	2.0	17	34	2.0	16	32	1.0	17	17	2.0	16	32	1.00	17	17	164	55%	
Jarrold Bordi	2.0	16	32	2.5	17	43	2.0	16	32	2.0	17	34	2.5	16	40	1.00	17	17	198	66%	
John Ramirez Jr	1.0	16	16	1.0	17	17	1.0	16	16	1.0	17	17	1.5	16	24	1.50	17	26	116	39%	
Katherine Edgerton	2.0	16	32	2.0	17	34	2.0	16	32	2.0	17	34	2.5	16	40	2.00	17	34	206	69%	
Kenneth Goeken	2.0	16	32	2.5	17	43	3.0	16	48	2.5	17	43	2.5	16	40	2.50	17	43	248	83%	
Scott Daley	1.0	16	16	1.0	17	17	1.0	16	16	1.0	17	17	1.0	16	16	1.00	17	17	99	33%	

E = External Candidate
 I = Internal Candidate

Interview Recommendations:

	Interview Date	Completed



DOUGLAS COUNTY SCHOOL DISTRICT

Updated: December 2023

DCSD SCREENING FORM

Date of Screening: **January 19, 2024**

Position to Be Filled: **Superintendent**

Screener: Jansen

Notice of Non-Discrimination: The Douglas County School District is an equal opportunity employer and does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation.

Rating Scale	Job Related Knowledge, Skills, and Abilities (Please Enter Specific Criteria)					
3= Above Average	1.	Hiring criteria; degrees, endorsements, years of service	4.	Letters of recommendation; survey and letters		
2= Average	2.	Experience in leadership and administration	5.	HR exp (data, grants, evaluation, negotiation)		
1= Below Average	3.	Policy, regulatory, and law compliance experience	6.	Fiscal responsibility		
0= None						

WEIGHT (5-100)	#1			#2			#3			#4			#5			#6			Total		Candidate Type
	16			17			16			17			16			17			99		
Applicant Name	Rating 0-3	Weight 5-100	Sub- total	Rating 0-3	Weight 5-100	Sub- total	Rating 0-3	Weight 5-100	Sub- total	Rating 0-3	Weight 5-100	Sub- total	Rating 0-3	Weight 5-100	Sub- total	Rating 0-3	Weight 5-100	Sub- total	Total	%	
Darren Johnson	2.5	16	40	2.0	17	34	2.5	16	40	2.5	17	43	2.0	16	32	2.50	17	43	231	78%	
Dennis Holmes	3.0	16	48	3.0	17	51	2.0	16	32	2.0	17	34	2.5	16	40	3.00	17	51	256	86%	
Donald Deavilla	1.5	16	24	1.0	17	17	0.5	16	8	1.0	17	17	1.0	16	16	0.50	17	9	91	30%	
Howard Hughes	2.5	16	40	2.0	17	34	2.0	16	32	1.5	17	26	1.5	16	24	2.50	17	43	198	67%	
Jarrod Bordi	2.0	16	32	1.0	17	1	0.0	16	0	1.5	17	26	1.5	16	24	1.00	17	17	99	33%	
John Ramirez Jr	3.0	16	48	3.0	17	51	3.0	16	48	2.0	17	34	3.0	16	48	3.00	17	51	280	94%	
Katherine Edgerton	1.5	16	24	1.0	17	17	0.5	16	8	2.0	17	34	1.5	16	24	1.00	17	17	124	42%	
Kenneth Goeken	2.0	16	32	1.5	17	26	1.5	16	24	2.0	17	34	1.5	16	24	1.50	17	26	165	56%	
Scott Daley	3.0	16	48	3.0	17	51	2.5	16	40	2.5	17	43	2.5	16	40	3.00	17	51	273	92%	

E = External Candidate
I = Internal Candidate

Interview Recommendations:

Applicant Name	Rating	Weight	Sub-total	Total	%	Interview Date	Completed



DOUGLAS COUNTY SCHOOL DISTRICT

Updated: December 2023

DCSD SCREENING FORM

Date of Screening: **January 19, 2024**

Position to Be Filled: **Superintendent**

Screener: Kangas

Notice of Non-Discrimination: The Douglas County School District is an equal opportunity employer and does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation.

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3= Above Average	1. Hiring criteria; degrees, endorsements, years of service	4. Letters of recommendation; survey and letters				
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1= Below Average	3. Policy, regulatory, and law compliance experience	6. Fiscal responsibility				
0= None						

WEIGHT (5-100)	#1			#2			#3			#4			#5			#6			Total		Candidate Type
	Rating	Weight	Sub-total	Rating	Weight	Sub-total	Rating	Weight	Sub-total	Rating	Weight	Sub-total	Rating	Weight	Sub-total	Rating	Weight	Sub-total	Total	%	
																			99		
Applicant Name	0-3	5-100		0-3	5-100		0-3	5-100		0-3	5-100		0-3	5-100		0-3	5-100				
Darren Johnson	3.0	16	48	3.0	17	51	2.5	16	40	3.0	17	51	3.0	16	48	3.00	17	51	289	97%	
Dennis Holmes	3.0	16	48	3.0	17	51	3.0	16	48	2.5	17	43	3.0	16	48	3.00	17	51	289	97%	
Donald Deavilla	1.0	16	16	1.0	17	17	1.0	16	16	1.0	17	17	1.0	16	16	1.00	17	17	99	33%	
Howard Hughes	2.0	16	32	3.0	17	51	2.0	16	32	2.0	17	34	3.0	16	48	2.00	17	34	231	78%	
Jarrod Bordi	3.0	16	48	3.0	17	51	2.0	16	32	3.0	17	51	2.5	16	40	2.00	17	34	256	86%	
John Ramirez Jr	1.0	16	16	2.0	17	34	1.0	16	16	1.0	17	17	2.0	16	32	1.00	17	17	132	44%	
Katherine Edgerton	3.0	16	48	2.5	17	43	2.0	16	32	3.0	17	51	2.0	16	32	2.00	17	34	240	81%	
Kenneth Goeken	2.0	16	32	2.0	17	34	3.0	16	48	2.5	17	43	3.0	16	48	2.00	17	34	239	80%	
Scott Daley	1.0	16	16	1.0	17	17	1.0	16	16	1.0	17	17	1.0	16	16	1.00	17	17	99	33%	

E = External Candidate
I = Internal Candidate

Interview Recommendations:

	Interview Date	Completed



DOUGLAS COUNTY SCHOOL DISTRICT

Updated: December 2023

DCSD SCREENING FORM

Date of Screening: **January 18, 2024**

Position to Be Filled: **Superintendent**

Notice of Non-Discrimination: The Douglas County School District is an equal opportunity employer and does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation.

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3= Above Average	1. Hiring criteria; degrees, endorsements, years of service	4. Letters of recommendation; survey and letters				
2= Average	2. Experience in leadership and administration	5. HR exp (data, grants, evaluation, negotiation)				
1= Below Average	3. Policy, regulatory, and law compliance experience	6. Fiscal responsibility				
0= None						

WEIGHT (5-100)	#1			#2			#3			#4			#5			#6			Total		Candidate Type
	16			17			16			17			16			17			99		
Applicant Name	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Rating 0-3	Weight 5-100	Sub-total	Total	%	
Darren Johnson	3.0	16	48	3.0	17	51	3.0	16	48	3.0	17	51	3.0	16	48	3.00	17	51	297	100%	
Dennis Holmes	2.0	16	32	2.0	17	34	3.0	16	48	3.0	17	51	2.9	16	46	3.00	17	51	262	88%	
Donald Deavilla	1.0	16	16	1.0	17	17	3.0	16	48	1.5	17	26	0.5	16	8	0.00	17	0	115	39%	
Howard Hughes	2.3	16	37	2.3	17	39	2.5	16	40	0.0	17	0	2.5	16	40	1.00	17	17	173	58%	
Jarrold Bordi	1.5	16	24	2.0	17	34	1.0	16	16	1.0	17	17	2.0	16	32	2.00	17	34	157	53%	
John Ramirez Jr	1.0	16	16	1.0	17	17	1.0	16	16	0.0	17	0	2.0	16	32	1.50	17	26	107	36%	
Katherine Edgerton	1.3	16	21	0.5	17	9	0.5	16	8	2.0	17	34	2.3	16	37	1.00	17	17	125	42%	
Kenneth Goeken	2.0	16	32	2.6	17	44	2.3	16	37	2.0	17	34	2.3	16	37	0.00	17	0	184	62%	
Scott Daley	2.5	16	40	2.5	17	43	1.0	16	16	2.5	17	43	1.0	16	16	1.00	17	17	174	59%	

E = External Candidate
I = Internal Candidate

Interview Recommendations:

	Interview Date	Completed

Dennis Holmes
10717 Hunters Woods Place
Las Vegas, NV 89134
holmesdhh5@gmail.com
307.299.1150

To Douglas County School District,

My name is Dennis Holmes. I am contacting you regarding your Superintendent vacancy for Douglas County Schools. During the past five years I have worked as the Associate Superintendent for Instructional Support. The main stay of my role was managing a \$140 million-dollar general fund and \$210 million-dollar overall budget along with the oversight of many departments. During my career of over 30 years I have been able to experience every facet of teaching, learning and leadership. I am knowledgeable in many areas due to the opportunities I have experienced in my in-depth career which includes teaching grades one through twelve. I also have devoted many hours working with and for the Board of Campbell County School District.

I have a deep understanding of what it takes to be successful in any leadership role. I have recently retired as the Associate Superintendent for Instructional Support in Gillette, WY. I served in this role for five years. I worked closely with and delivered oversight for the following:

- Finance Department
- Transportation
- Buildings and Grounds (Maintenance)
- Business IT
- Nutrition
- Accounting
- Warehouse (Purchasing)
- Legal Issues
- Legislative interactions and testimonials.

I have coordinated and testified to legislative issues regarding education with the Wyoming Legislation and managed the District's School Resource Officers. I created and implemented the Crisis Plan for the Campbell County School District of 8,700 students. My success has been centered around my ability to create and sustain positive relationships with students, staff, parents, community members and other foundational stakeholders.

While working for Campbell County School District in Gillette, WY, I obtained funding for building a new aquatic center for \$39 million dollars, which is currently being constructed. I also secured funding for a dated rural elementary school that is currently in the design phase. Prior to my most recent position as an Associate Superintendent, I was a high school principal for 12 years at Billings Senior High in Billings, MT and at Thunder Basin High School in Gillette, WY. I have held other leadership positions since 2002 including the role as an Assistant Principal. I have a good understanding of financial management, supervision and working with a team. Our general fund budget in Campbell County was \$140 million and the overall budget was near \$210 million including grants and non-guaranteed funds.

Over my 30 plus years in education, I have developed sound leadership skills in many areas due to the vast and diverse nature of my most recent and past responsibilities. My successful teaching experience includes teaching Health Enhancement K-12 and Adaptive PE. I successfully opened a brand-new high school, Thunder Basin High School, with eleven-hundred students and eighty-five staff in Gillette, WY. Throughout my career I have had numerous opportunities to support student learning by supporting classroom teachers and believe that data-driven instruction produces results best for all learners. I believe in a shared leadership style which has been effective for me throughout my career.

My wife and I relocated to Las Vegas in June of 2023. I am ready to begin a new career as the Superintendent for the Douglas County School District, a position which I am thoroughly qualified for. I am a hard-working dedicated person with high integrity and values. My references will speak to my character, work ethic and indicate a superior performance.

I look forward to discussing employment opportunities. I believe in wearing professional attire to work on a daily basis and am eager to work hard. I will complete all duties as prescribed.

Dennis Holmes

DENNIS HOLMES

**CANDIDATE FOR HIRE AS SUPERINTENDENT OF
SCHOOLS FOR DOUGLAS COUNTY
JANUARY 1, 2024**

ENTRY PLAN SUPERINTENDENT

2024

EMPOWER... PREPARE... INSPIRE... CONNECT

OVERVIEW

THE FIRST DISTRICT OFFICE FOR DOUGLAS COUNTY SCHOOLS WAS BUILT IN 1908 AND WAS THE FIRST OFFICIAL SCHOOL IN THE COUNTY. SINCE THEN, THE NUMBER OF SCHOOLS HAS INCREASED TO TWELVE AND STUDENTS HAVE AND WILL CONTINUE TO BENEFIT FROM AN OUTSTANDING EDUCATIONAL SYSTEM THROUGHOUT DOUGLAS COUNTY.

I TAKE PRIDE IN BEING AN HONEST, TRANSPARENT PERSON OF INTEGRITY WHO IS NOT AFRAID TO LISTEN/ADDRESS CONCERNS.

I BELIEVE IN CELEBRATING SUCCESS. I UNDERSTAND THE IMPORTANCE OF ESTABLISHING A PERSONAL CONNECTION WITH ALL BUILDING STAKEHOLDERS, PARENTS, COMMUNITY MEMBERS, AND STUDENTS. I WILL STRIVE TO VISIT EACH SCHOOL ON A REGULAR BASIS AND MAKE CONNECTIONS TO GROW AND FOSTER POSITIVE RELATIONSHIPS.

SUPERINTENDENT **HOLMES'** ENTRY PLAN GOALS

- ESTABLISH POSITIVE WORKING RELATIONSHIPS WITH BOARD MEMBERS, STAFF AND STAKEHOLDERS THROUGH SCHEDULED PERSONAL MEETINGS
- CONTINUE TO LEARN HOW THE DOUGLAS COUNTY SCHOOL SYSTEM WILL BEST SERVE **ALL** STUDENTS
- LISTEN/COLLABORATE WITH STAKEHOLDERS REGARDING THE SUCCESS OF THE DOUGLAS COUNTY SCHOOL SYSTEM

PHASE ONE

- ESTABLISH COLLABORATIVE WORKING RELATIONSHIP WITH PRINCIPALS, STAFF AND LEADERSHIP TEAM
- HEAR HOW THE DOUGLAS COUNTY SCHOOLS SERVE ALL STUDENTS
- INVESTIGATE HOW THE 2022-2027 STRATEGIC PLAN SUCCESSFULLY SERVES ALL STUDENTS
- INVESTIGATE AND UNDERSTAND THE NEVADA EDUCATIONAL FUNDING AND SB 231

PHASE TWO

- ANALYZE FEEDBACK FROM PERSONAL AND TEAM MEETINGS
- CONTINUE TO LEARN ABOUT STUDENT SUCCESS
- CONTINUE TO LEARN ABOUT BUDGET AND HOW STUDENT LEARNING IS SUPPORTED

PHASE THREE

- RETURN TO THE 2022-2027 STRATEGIC PLAN WITH UNWAVERING COMMITMENT AND DEDICATION TO THE IMPLEMENTATION OF OUR STRATEGIC PLAN
- PLAN AHEAD FOR THE 2027-2032 STRATEGIC PLAN
- WORK WITH DOUGLAS COUNTY SCHOOL BOARD
- MONITOR AND ANALYZE BUDGET

PERSONAL GOALS

- CONTINUE TO FOSTER POSITIVE TRUSTING RELATIONSHIPS WITH ALL STAKEHOLDERS
- IDENTIFY STRENGTHS AND AREAS OF OPPORTUNITIES FOR GROWTH (BOTH STAFF AND STUDENTS)
- BUILD UPON THE ESTABLISHED FOUNDATION FOR STUDENT IMPROVEMENT
- RALLY ALL STAKEHOLDERS TOWARDS ACHIEVING OUR GOALS THROUGH COMMITMENT, COLLABORATION, AND OPEN COMMUNICATION
- ENDORSE PHILOSOPHY OF CONTINUOUS IMPROVEMENT
- CONTINUE TO SEEK PERSONAL AND PROFESSIONAL GROWTH AND EXPAND ON OVER 33 YEARS OF EDUCATIONAL EXPERIENCE
- CONTINUE TO TEACH/LEAD/LEARN

DENNIS HOLMES

SUCCESS IN EDUCATION

IT IS ALL ABOUT THE STUDENTS

- SUCCESSFUL TEACHING EXPERIENCES, AT RISK TO HONORS STUDENTS
- SUCCESSFUL LEADERSHIP EXPERIENCES
- SUCCESSFULLY OPENED A BRAND NEW HIGH SCHOOL
- PROMOTION TO ASSOCIATE SUPERINTENDENT OF CAMPBELL COUNTY SCHOOLS (8,700 STUDENTS)
- SECURED FUNDING FOR A NEW \$39 MILLION DOLLAR NATATORIUM
- SECURED FUNDING FOR A NEW RURAL ELEMENTARY SCHOOL
- LEGAL AND LEGISLATIVE EXPERIENCE THROUGH IN-PERSON TESTIMONY AND DIRECT INTERACTIONS
- CONFIDENCE IN CONFLICT RESOLUTION AND SOLID KNOWLEDGE OF ALL FEDERAL LAWS INCLUDING IDEA AND SECTION 504, TITLE I, TITLE IX, FERPA, FAPE AND HR LAWS

DENNIS HOLMES

I BELIEVE THE VAST EXPERIENCES I HAVE HAD IN EDUCATION, FROM SUCCESSFULLY TEACHING FIRST GRADE, SUCCESSFULLY LEADING A TITLE I HIGH SCHOOL, TO OVERSEEING A \$210 MILLION DOLLAR BUDGET QUALIFY ME AS YOUR LEADER.

WALK WITH ME...

DENNIS HOLMES, SUPERINTENDENT

THANK YOU

PROFESSIONAL REFERENCES:

DR. ALEX AYERS, SUPERINTENDENT, CCSD 307-689-9130
AAYERS@CCSD.K12.WY.US

KIRBY EISENHAUER, DEPUTY SUPERINTENDENT, CCSD 307-689-3833
KEISENHAUER@CCSD.K12.WY.US

DR. LARRY REZNICEK, HR DIRECTOR, CCSD 307-689-1109
LREZNICEK@CCSD.K12.WY.US

MICHELLE BRANDON, EXECUTIVE ASSISTANT, CCSD 307-299-8627
MBRANDON@CCSD.K12.WY.US

LONNIE ROBERTSON, COLLEAGUE, CCSD 406-860-7913
LROBERTSON@CCSD.K12.WY.US

STATE OF NEVADA LICENSE FOR EDUCATIONAL PERSONNEL 2023-2026

DENNIS HOLMES

State of Nevada License for Educational Personnel

License No. 224867

This License Certifies That

Dennis L Holmes

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas :

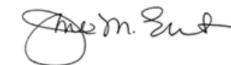
License	Grade Level	Original Endorsement Issue Date	Endorsements	License Issue Date	Expiration Date
Provisional - Special	K-12	04/27/2023	School Administrator	04/27/2023	04/27/2026

Provisions to be satisfied

Provisions	Required Due Date
Three (3) semester credits in a course on Parent Involvement and Family Engagement that has been approved by the Department and is consistent with NRS 392.457.	04/27/2026

Renewal Requirements

Renewal Requirements	Required Due Date
Pursuant to NRS 391.0347, a 3 semester credit course or 45 hours of approved professional development in Multicultural Education must be completed after the issuance date of this current license. The course or professional development must include the specific content outlined in NAC 391.067. No course taken prior to the issuance of this license will be accepted to satisfy this requirement.	04/27/2026
You may apply for a standard license once all outstanding provisions have been satisfied.	04/27/2026



State Superintendent of Public Instruction



Caryn Harper <charper@dcsd.k12.nv.us>

Re: Douglas County School District Superintendent of Schools

1 message

John Ramirez <equityinus@gmail.com>

Tue, Dec 19, 2023 at 8:37 AM

To: Caryn Harper <charper@dcsd.k12.nv.us>

Cc: Adam Dedmon <adedmon@dcsd.k12.nv.us>

Thank you for your response.

I will complete the application through the link you provided.

John Ramirez, Jr.

On Dec 19, 2023, at 8:03 AM, Caryn Harper <charper@dcsd.k12.nv.us> wrote:

Good Morning Mr. Ramirez,

Thank you for your interest in the Superintendent position at Douglas County School District. In order to apply, we will need you to utilize our application process on our website. You can access this from the following link: <https://www.dcsd.net/careers/employment>
Please let me know if you have any questions.

Thank you,



CARYN HARPER

Executive Secretary to the Superintendent & Board of Trustees

Douglas County School District • District Office 7am-4pm

● charper@dcsd.k12.nv.us

● p: 775•782•5134 xt.1621

● dcsd.net

----- Forwarded message -----

From: **Susan Jansen** <sjansen@dcsd.k12.nv.us>

Date: Mon, Dec 18, 2023 at 1:03 PM

Subject: Fwd: Douglas County School District Superintendent of Schools

To: Caryn Harper <charper@dcsd.k12.nv.us>

Sent from my iPhone

Begin forwarded message:

From: David Burns <dburns@dcsd.k12.nv.us>

Date: December 18, 2023 at 11:26:38 AM PST

To: John Ramirez <equityinus@gmail.com>

Cc: Susan Jansen <sjansen@dcsd.k12.nv.us>, Dwight Englekirk <dengleki@dcsd.k12.nv.us>

Subject: Re: Douglas County School District Superintendent of Schools

Received, thank you.

On Mon, Dec 18, 2023, 9:41 AM John Ramirez <equityinus@gmail.com> wrote:

Dear Board members,

Attached please find my cover letter and resume for the position of Superintendent of Schools, Douglas County School District.

I am excited to engage in next steps. Please let me know if you need anything from me.

Best regards,

John Ramirez, Jr.

This message and its contents are confidential. If you received this message in error, do not use or rely upon any information contained in this email. Instead, please inform the sender and then delete it.

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December 18, 2023

Douglas County School District
Board of Education
1638 Mono Ave
Minden, NV 89423
Schaumburg, IL 60173

Dear Douglas County School District Board of Education:

It is with great pleasure and enthusiasm that I submit my application for the position of Superintendent of the Douglas County School District. During my professional career, I have served as a superintendent, executive leader, site administrator, and teacher. These positions afforded me the opportunity to direct and manage all phases of the educational system.

I currently serve as a consultant to several organizations under a company I founded 5 years ago, Equity In US. The goal of this LLC is to provide consulting services to schools and districts throughout the United States. For example, we have written the school plan for an organization and have taken it through an affirmative approval process. Within one year, we have developed a 5-year budget, Board Policies, Student and Staff Handbooks, Local Control and Accountability Plan (LCAP), and negotiated a building lease agreement to house their school. I am also providing coaching and professional development to both the board and the leadership team.

I also had the pleasure of serving as the Superintendent of Stockton Unified School District. SUSD serves over 37,000 students, 5,000 certificated and classified staff members, an \$851 million budget, and 8 bargaining units. During my tenure we provided an academic, fiscal, facilities, and safety audit to provide the district a clear direction. As a result, we saw an 8% growth in graduation rates and a 160% increase in redesignation rates in one year, an unprecedented growth in the history of SUSD. We successfully settled all 8 bargaining unit contracts, all of which were expired for multiple years, another unprecedented feat.

I served as the Executive Vice President for The Foundation for Hispanic Education (TFHE) where I led the alignment of the content curriculum to develop new academic benchmark assessments, including for English Language Development (ELD). We successfully graduated 98% of our students with 100% enrolled in a post-secondary institution. When I began, TFHE had a 10% structural deficit. After leading the settlement of the first union contract, we were able to include staffing ratios and a consistent program designed for all three schools, resulting in a 10% raise, a balanced budget, and a 10% reserve. We also secured a \$31.5 million facility grant to build a permanent building.

As the Superintendent of the Alisal Union School District, I was responsible for the effective operation of the district. Under my leadership, the District exited State oversight one year early, eliminated an 11% structural deficit, reached a 20% budget reserve during the great recession of California, settled 2 separate contracts with each bargaining unit, built a new school \$500,000 under budget, updated all Board Policies, drew new district boundaries, adopted new language arts and math curriculum, regained oversight of the Migrant Program, and created an Educational

Services Department which resulted in an 11% increase in English Language Arts, 19% gain in mathematics, a 70-point API growth, and received 3 Gold Ribbons. We completed a Facility Master Plan, a district audit 4-years into my tenure, and passed a \$70-million bond, months after my tenure was completed.

I welcome the opportunity to meet with you to discuss how together we can continue to drive the Douglas County School District towards excellence.

Respectfully,

A handwritten signature in blue ink, appearing to read "John Ramirez, Jr.", written in a cursive style.

John Ramirez, Jr.

JOHN RAMIREZ, JR.

EXPERIENCED SUPERINTENDENT | STRATEGIC LEADER | ORGANIZATIONAL LEADERSHIP & MANAGEMENT | CURRICULUM, HUMAN RESOURCES & BUDGETARY EXPERT

A performance-driven, forward-thinking, dynamic and accomplished leader of 30 years with broad experience in education, governing board relations, communications, human resources and fiscal management fields; A creative problem solver, with a proven record of creating successful strategic and operational improvement with large and diverse teams; Recognized as a strategic and operational leader among government, nonprofit organizations, foundations, business leaders and community partners regionally, statewide and nationally; Specialized in engaging culturally and linguistically diverse populations.

AREAS OF EXPERTISE

- Administrative, Curriculum, Fiscal, and Personnel Management
 - Governance and Board Relations
 - Program Design and Development
 - Educational Policy Advocacy
 - Student, Parent and Community Engagement
 - Bond and Fund Development
 - Team Building and Leadership
 - Experience Working with Community Stakeholders
 - Record of Engaging Diverse Communities
 - Fluent in Spanish and English
 - Increasing Enrollment and ADA
 - Equity for English Learners and Special Needs Students
-

PROFESSIONAL EXPERIENCE

EquityIn

Educational Consultant, CEO

San Jose, California

January 2018-Present

- Interim and Long-term Executive Leadership Roles
- Board Governance
- Strategic Planning
- Curriculum and Assessment Alignment
- College and Career Readiness
- Human Resources Administration
- Budget Alignment
- Strategic Support/Growth Strategy for Companies
- Community and Family Engagement

Stockton Unified School District

Superintendent

Stockton, California

February 2021-July 2022

- Served as the Chief Executive Officer of a TK-12 District with 37,000+ students, 5,000+ certificated and classified staff, \$851 million budget, and 8 Bargaining Units
- Utilized WestEd to conduct a curriculum audit
- 8% growth in graduation rates, 160% increase in EL redesignation rates, unprecedented growth in the District's history
- SUSD was the only District in San Joaquin County not using hybrid model during the pandemic until my arrival
- Negotiated all eight Bargaining Unit contracts in one year, unprecedented in the District's history
- Completed nearly \$30 million in budget reductions
- Utilized FCMAT to conduct an audit of the District finances and began to address findings
- Utilized Total School Solutions to provide a facilities audit
- Completed a safety audit
- Addressed finding from 2021 Civil Grand Jury Report
- Obtained State approval to redirect one-time ESSR funds to critical facilities projects, including the building of much need Science and CTE classrooms
- Completed the District Office building for less than \$4 million, original budget was over \$22 million (The building sat for years after purchase because of lack of funds)

**Nevada State High School
Executive Director**

**Henderson, Nevada
August 2019- December 2019**

- Served as the Executive Director for a high school Charter School Organization with 900 students, 6 school sites, and 25 certificated and classified staff members
- Managed School Analytics, improved data accuracy from 20% to 88%, exponentially improved student graduation
- 98% graduation rate at minimum grade 13 as shown by ACT score or completion of transferable college level course work
- Focused on monitoring student progress through a real college experience beginning full-time in 11th grade
- Coordinated support strategy, creative development, and execution of school instructional programs
- Managed partnerships with local and online colleges to ensure students were able to complete the goal of achieving an AA or 60 college credits upon high school graduation
- Created site budgets aligned to student achievement and staff support to assure completion of AA or 60 college credits
- Oversaw compliance, SPED, 504, EL, and support/intervention for students below grade level
- Managed state and local testing
- Managed enrollment, recruitment, and retention
- Oversaw maintenance of school facilities and leases, current and potential
- Oversaw school safety plans

**Eureka Inclusive Charter School
Founding Executive Director**

**San Jose, California
2018-2019**

- Serve as Founding Executive Director for a TK-6 Charter Management Organization
- Petition development and revision
- Developed a 5-year budget with growing reserve
- Instructional program development and design
- Board recruitment and development
- Staff and student recruitment
- Collaboration with SJUSD and SCCOE

**The Foundation for Hispanic Education (TFHE)
Executive Vice-President/CEO**

**San Jose, California
2016-2018**

- Served as the Executive Vice President for a 9-12 grade Charter Management Organization with 1,100 students and over 100+ certificated and classified staff
- Aligned Curriculum to State and new local benchmark assessments
- 98% graduation rate
- 100% of graduates enrolled in post-secondary institutions
- Aligned Budget to Instructional Program and created a sustainable budget moving forward
- Eliminated the Structural Deficit
- Created a Student Services Department
- Created counselor and Special Education departments
- Hired the first Director of Special Education and reduced out sourcing services
- Worked with counselors and principals to create and monitor master schedules
- Successfully renewed the Charter Petitions for two schools
- Reached a settlement on the first Collective Bargaining Agreement for all three schools
- Began to develop processes and policies in all areas of compliance
- Began to develop processes and policies to assure compliance in the area of Human Resources, specifically as they pertain to credentials
- Developed Partnerships with Local Community Colleges and Universities
- Developed the structures for the first Career Pathways
- Secured a \$31.5 million Charter School Facilities Program grant to modernize and build new facilities for Luis Valdes Leadership Academy

**Alisal Union School District (AUSD)
Superintendent**

**Salinas, California
2010 – 2016**

- Served as the Chief Executive Officer for K-6 grade district with 9,000 students and over 800+ certificated and classified staff.
- Improved student achievement, 11% ELA, 19% Mathematics, 70-point API growth
- 3 Gold Ribbon Awards
- All 12 Schools reached Safe Harbor 2015

- Effectively managed \$100 million budget with 10% reserve utilizing prudent and collaborative fiscal management
- Maintained professional and collaborative relationship with Board of Trustees, established new vision, board goals and policies
- Effectively led District out of State Intervention one year early in partnership with the California Department of Education
- Established student-centered culture, restructured instructional program resulting in 10% increase in test scores
- Developed LCAP with CCSS implementation, community engagement and student achievement as focus
- Facilitate collective bargaining contracts with Certificated and Classified Staff
- Implemented the AUSD Labor-Management Initiative to develop a shared decision-making process
- Oversaw district facilities and technology master plan, built new school \$500,000 under budget, redrew attendance and Trustee boundaries
- Established partnerships with parents and families, elected officials, neighboring districts, law enforcement, Rotary and business community
- Utilized data-driven evaluative processes to review district performance and progress
- Amplified district's communications and public relations strategies to inform the community about AUSD
- Implemented 1:1 technology at new school with savings from construction, 1:1 continues by grade level across the District (AUSD has a 1:3 student to computer ratio)

Visalia Unified School District (VUSD)

Visalia, CA

Area Administrator

2008-2010

- Educational leader in VUSD in Tulare County spanning 214 square miles with over 32,000 students in 25 elementary schools, a newcomer language center, four middle schools, four comprehensive high schools, continuation high school, adult school, charter schools, and a school that serves orthopedic handicapped students
- Supervised and Evaluated 5 Principals and served as a member of the Superintendent's Cabinet
- Responsible for curriculum development and corresponding assessments
- Led district in improving student achievement
- Led efforts to establish the Visalia Technical Education Center, new dependent Charter High School
- Revised Career Technical Education (CTE) course outlines, restructured CTE budgets to align to CTE Plan and workforce investment

Sequoia High School, Visalia Unified School District

Visalia, CA

Principal

2006-2008

- Served as the Instructional Leader for comprehensive alternative education high school
- Oversaw a positive WASC Review
- Aligned SPSA to Alternative Schools Accountability Model and restructured categorical budgets to align to SPSA
- Developed a school culture focused on Alternative Instructional Practices with Social structures similar to that of a Traditional High School
- Provided organizational and management support to school personnel, including strategic planning and increased parental and community engagement, especially too hard to reach families from low-income, monolingual Spanish speaking communities

Alisal High School, Salinas Union High School District

Salinas, CA

Principal

2005-2006

- Principal of comprehensive high school, serving as instructional leader and supervisor of daily operations for 2500+ students, 110 certificated and 40 classified staff
- Developed 9th Grade Academy, ELD Academy and Alternative Education programs
- Ensured the successful implementation of all district testing, providing in-service training, supervising test security, and monitoring district test data
- Active participant in District negotiations team for certificated and classified collective bargaining
- Worked collaboratively with two other certified administrators and a leadership team of classified administrators to manage a full range of district programs from curriculum and instruction to safety and crisis management and public relations
- Established district initiatives including Response to Intervention, creation and implementation of a collaboration model of curriculum alignment and review, and a positive behavior support model for behavior management and intervention

El Sausal Middle School, Salinas Union High School District

Salinas, CA

Principal

2000-2005

- Responsible for overall management of middle school of 1000+ students
- Supervised and evaluated 50 Certificated and 20 Classified Staff

- Implemented a school-wide system of teacher-led subject-area curriculum committees to study achievement data, review curriculum, and recommend professional development
- Improved the API Score from 413 to 632 in 5 years
- Increased School Ranking from 1:3 to 2:9
- Aligned Budget to SPSA – continued to see academic growth after loss of over \$1 million dollars in grant funds
- Implemented high quality extracurricular programs that embrace the arts, music, and culture
- Established a positive school climate that embraces healthy lifestyles

Martin Luther King, Jr. Middle School, Monterey Peninsula Unified School District

Monterey, California

Principal

1998-2000

- Established an exemplary educational program that met the needs of a highly diverse student body
- Grew 49 API Points in the First Year of the Accountability Act
- Managed and supervised 40 Certificated and 20 Classified Staff
- Accountable for fiscal management, budget development, curriculum/program development, administration and public relations for the school
- Oversaw the alignment of curriculum to State standards
- Established school-wide Advisory Program that fostered a positive environment
- Organized Crisis Team, which developed procedures for reacting to a variety of potential school-wide crises
- Developed Student Assistance Model, a problem-solving team for at-risk students
- Established new computer lab: selected hardware and software, set up teacher training, integrated computer classes into master schedule, assisted with writing computer curriculum

Martin Luther King, Jr. Middle School, Monterey Peninsula Unified School District

Monterey, California

Assistant Principal

1997-1998

- Evaluated and monitored teacher performance using walk-through and formal assessment instruments for 10 Certificated and 15 Classified Staff
- Provided leadership in establishing and maintaining a positive school-wide climate through regular positive interactions with stakeholders
- Supported Parent Teacher Association, supervised school activities and served as an LEA and DELAC representative, actively participated in IEP meetings
- Led the implementation of the School-Wide Discipline Plan

Loma Vista Elementary School, Salinas City School District

Salinas, California

Teacher/Counselor

1995-1997

- Differentiated instruction for diverse 5-6th grade students
- Initiated creative writing in all content areas to strengthen reading/writing skills
- Utilized effective individual and classroom management techniques
- Established an inclusive and positive learning environment for students and families
- Assisted Student Services Department in creating a counseling department to serve the needs of at-risk youth

Cambridge Rindge & Latin School, Cambridge Public Schools

Cambridge, MA

Counselor

1994-1995

- Freshman and Senior English sections; Counselor for at-risk students
- Utilized effective individual and classroom management techniques
- Established an inclusive and positive learning environment for students and families

EDUCATION

San Jose State University, San Jose, CA
Clear Professional Administrative Services Credential
2001

San Jose State University, San Jose, CA
Clear Pupil Personnel Services Credential
1996

Harvard University, Cambridge, MA

Master of Education – Human Development and Psychology
1995

Santa Clara University, Santa Clara, CA
Bachelor of Arts – History
Minor – Ethnic Studies
1994

RECOGNITIONS

- 2010 Commendation, City of Salinas
- Region 10 ACSA 2005 Administrator of the Year
- 2004 Alisal Betterment Association Educator of the Year

PROFESSIONAL LEADERSHIP TRAINING

- Stanford University Principals Academy
- ACSA Principals Academy – UCLA
- Walk Through Training
- CMSi Audit Training
- ACSA Curriculum and Instruction Academy
- New Teacher Center Principal Training
- CMSi – External Evaluator II/USP
- Advanced Walk Through Training
- AB 75 Training
- ACSA Leading the Leaders

COMMUNITY PARTICIPATION

- 1993-1994 Salinas City School District, Trustee
- 2001-2005 New Teacher Center, Advisory Board
- 2005 Steinbeck Rotary, Member
- 2009 Visalia Breakfast Rotary, Member
- 2009 Tulare County Hispanic Leadership Network, Founder
- 2012-2016 Educational Leaders of Monterey County, Founder
- 1998-Present Association of California School Administrators (ACSA), Member
- 2000-Present California Association of Latino Superintendents and Administrators (CALSA), Member
- 2018-2020 Visalia Ballers, Basketball Coach

REFERENCES

[REDACTED]

[REDACTED]

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[REDACTED]

Mr John Ramirez Jr

[REDACTED]

[REDACTED]

[REDACTED]

Contents:

1. Online Application
2. Attachment: Cover Letter
3. Attachment: Resume
4. Attachment: Transcripts
5. Attachment: Transcripts p. 2
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7. Attachment: Transcripts p. 4
8. Reference Letter: Reference Letter
9. Reference Letter: Reference Letter p. 2
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11. Reference Letter: Reference Letter p. 4
12. Reference Letter: Reference Letter p. 5
13. Reference Letter: Reference Letter p. 6
14. Reference Letter: Reference Letter p. 7
15. Reference Letter: Reference Letter p. 8
16. Reference Letter: Reference Letter p. 9
17. Reference Survey: Administrative

Prepared for: Adam Dedmon
Douglas County School District
Feb 2, 2024 4:58 PM

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/22/2024

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Nevada State High School Executive Director		233 N Stephanie St Henderson, NV 89074 7025079918		[REDACTED]	
Date From - Date To:	08/2019 - 12/2019 (Total Yrs: .5)	Full or Part Time:	Full		
Reason for Leaving:	Returned to California				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Managed School Analytics, improved data accuracy from 20% to 88%, exponentially improved student graduation 98% graduation rate at minimum grade 13 as shown by ACT score or completion of transferable college level course work Focused on monitoring student progress through a real college experience beginning full-time in 11th grade Coordinated support strategy, creative development, and execution of school instructional programs Managed partnerships with local and online colleges to ensure students were able to complete the goal of achieving an AA or 60 college credits upon high school graduation Created site budgets aligned to student achievement and staff support to assure completion of AA or 60 college credits Oversaw compliance, SPED, 504, EL, and support/intervention for students below grade level Managed state and local testing Managed enrollment, recruitment, and retention Oversaw maintenance of school facilities and leases, current and potential Oversaw school safety plans				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
The Foundation for Hispanic Education Executive Vice President		14271 Story Road San Jose, CA 95127 4085855022		[REDACTED]	
Date From - Date To:	07/2016 - 07/2018 (Total Yrs: 2)	Full or Part Time:	Full		
Reason for Leaving:	Took another position				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	Aligned Curriculum to State and new local benchmark assessments 98% graduation rate 100% of graduates enrolled in post-secondary institutions Aligned Budget to Instructional Program and created a sustainable economic plan moving forward Eliminated the Structural Deficit Created a Student Services Department Created counselor and Special Education departments Hired the first Director of Special Education and reduced out sourcing services Worked with counselors and principals to create and monitor master schedules Successfully renewed the Charter Petitions for two schools Reached a settlement on the first Collective Bargaining Agreement for all three schools Began to develop processes and policies in all areas of compliance Began to develop processes and policies to assure compliance in the area of Human Resources, specifically as they pertain to credentials				

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/22/2024

Experience Continued

Responsibilities/ Accomplishments at this Position continued...	Developed Partnerships with Local Community Colleges and Universities Developed the structures for the first Career Pathways Secured a \$31.5 million Charter School Facilities Program grant to modernize and build new facilities for Luis Valdes Leadership Academy
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Previous Position Held	Employer Contact Information	Supervisor/Reference Contact Information	
Alisal Union School District Superintendent	155 Bardin Road Salinas, CA 93905 8317535700	[REDACTED]	[REDACTED]
Date From - Date To:	03/2010 - 06/2016 (Total Yrs: 6)	Full or Part Time:	Full
Reason for Leaving:	Took another position		
May we contact this employer?	Yes		
Responsibilities/ Accomplishments at this Position	Served as the Chief Executive Officer for K-6 grade district with 9,000 students and over 800+ certificated and classified staff. Improved student achievement, 11% ELA, 19% Mathematics, 70-point API growth 3 Gold Ribbon Awards All 12 Schools reached Safe Harbor 2015 Effectively managed \$100 million budget with 10% reserve utilizing prudent and collaborative fiscal management Maintained professional and collaborative relationship with Board of Trustees, established new vision, board goals and policies Effectively led District out of State Intervention one year early in partnership with the California Department of Education Established student-centered culture, restructured instructional program resulting in 10% increase in test scores Developed LCAP with CCSS implementation, community engagement and student achievement as focus Facilitate collective bargaining contracts with Certificated and Classified Staff Implemented the AUSD Labor-Management Initiative to develop a shared decision-making process Oversaw district facilities and technology master plan, built new school \$500,000 under budget, redrew attendance and Trustee boundaries Established partnerships with parents and families, elected officials, neighboring districts, law enforcement, Rotary and business community Utilized data-driven evaluative processes to review district performance and progress Amplified district's communications and public relations strategies to inform the community about AUSD Implemented 1:1 technology at new school with savings from construction, 1:1 continues by grade level across the District (AUSD has a 1:3 student to computer ratio)		

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/22/2024

Student Teaching

	First	Second
School	NA	
Location		
School Phone #		
School Year		
Grade Level(s)/ Subject Area(s)		
Taught		
Name and Phone of Cooperating Teacher		
Name and Phone of Additional Cooperating Teacher		
Name and Phone of University Supervising Contact		
Academic Grade Received		

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Alisal High School
Graduation Status: H.S. Diploma

Highest Degree Attained: MA/MS/etc.

Colleges, Universities and Technical Schools Attended:

Name and location	Major area of study	Minor area of study	Degree
Santa Clara University	History		BA
Harvard University	Human Development & Psychology		MEd
San Jose State University	School Administration		Administrative Services Credential
San Jose State University	School Counseling		Pupil Personnel Services Credential

	Undergraduate	Graduate
Overall GPA	/4	/4
Major GPA	/4	/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
MA/MS/etc.		

List honors, awards or distinctions you have earned:

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/22/2024

Licensure

Do you hold National Board for Professional Teaching Standards certification?

No

Do you hold or anticipate a Nevada license?

License is anticipated

How do you plan to obtain a Nevada license?

I currently hold an out-of-state certification that will be transferred to Nevada.

Type	Date Anticipated	Expiration Date	Status
Specialized Education Personnel (Administrator of a Program/School Counselor)	mm/dd/yyyy		

Please list any other endorsements and/or verifications documented on your License(s):

* Have you applied for a Nevada license?

* List the date you applied for licensure:

* Have you received a deficiency statement?

If pending, date test taken

* Have you passed the Basic Skills Exam?

* Have you passed the Content Area Exam?

Do you hold a current out-of-state license? Yes

State	Type	License Number	Expiration Date	Current?
C				

List your out-of-state certified teaching/administration fields:

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district?

No

If Yes, what type of school district considered you Highly Qualified?

No information entered on Highly Qualified Teacher Subject(s)/Method(s).

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

I have over 30 years of experience in education. My experience includes serving in the capacity of a teacher, principal, district level administrator, and superintendent. I have also led two charter organizations and have consulted with numerous school districts and charter organizations in my capacity as the founder and CEO of an LLC.

In my capacity as an educator, I focus on building teams that are centered on student achievement aimed at helping learners graduate prepared for today's job market. I have led a middle school from being one of the lowest achieving schools in the state of California to being the highest achieving Title 1 school in the county. I have also led a school district that was taken over by the state of California for its low achievement to becoming the highest Title 1 school district in the county and one of the top achieving Title 1 districts in the state, receiving three Gold Ribbons for outstanding achievement.

The opportunity to lead the Douglas County School District as superintendent is exciting because there is a strong alignment between my

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/22/2024

1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

areas of expertise and the needs of the district. Although Douglas is setting the bar in Nevada with respect to achievement, about half of the students in the district are not meeting the state standards. My experience with turning school districts into high achievers matches well with the district's need for increased achievement. Initiating an audit of the instructional program and budget will highlight the changes needed to positively impact student achievement.

Establishing clear grade level expectations in the core content areas, especially Language Arts and Mathematics and sharing those grade level expectations with students, parents and the community is essential to creating a community focused on improvement. Centering instructional pedagogy around research proven practices specific to Douglas County students will allow teachers and school leaders to concentrate on improving their practice and thus yielding higher levels of achievement and ultimately, graduating students prepared for post-secondary education programs and the job market.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. What personal characteristics define an excellent administrator?

An excellent administrator is defined by their commitment to the building and development of a team that will drive improved results. An excellent administrator will be immersed in the community, guided by the objective of giving every student the opportunity to excel. They should have a strong understanding of the local and regional industry with the purpose of aligning education programs to the skills needed to be successful in the workforce and the post-secondary institutions that are tasked to further prepare graduates for today's economy.

The disconnect between education and industry continues to challenge the success of our graduates and the future of our country. We must prepare students to compete in the current job market and the workplace ecosystem that is yet to be defined. A strong administrator is in touch with industry partners that are at the forefront of the skills needed for graduates to be successful and they must continue to innovate and bring those changes to the education system that they lead. Without improvement in the content and delivery of instruction, our community will not develop the workforce needed to grow. Instead, we will continue to bring in employees from other states and countries to fill our vacancies. Strong leaders in the education system are needed to prevent this from continuing to plague our country.

2. From your point of view, how important is technology in education? What technology-related skills can you contribute to a school district?

The importance of technology in education goes without mention. The challenge is the lack of alignment of the instructional program to industry and the job market. The technology companies provide a myriad of online courses to prepare future employees in their respective fields and beyond. For example, Google offers IT certificates that can be incorporated into the high school course catalog by building a collaborative partnership with industry. Pairing industry courses with dual enrollment courses provides access and pathways to students in areas where it otherwise would be challenging. The K-12 system should cease to continue to build career pathways without industry partner expertise. Industry leaders are content experts and should be working with schools to guide students in the right direction. Not all jobs in the future require a four-year degree and we have known this for decades.

Furthermore, building capacity through content delivery in the primary and middle grades is a crucial component to long-term comprehensive outcomes. Programs such as Project Lead the Way can assist educators in teaching students the foundational skills needed for engineering, computer science and the medical field. I am not advocating for a specific program, instead differentiating how access to technology can occur under a successful K-12 model. K-12 teachers cannot be expected to be content experts in fields that they have not worked in, instead they should be supported in closing the access gap that exists for many communities.

Douglas County School District Online Application

Ramirez, John - AppNo: 15248

Date Submitted: 1/22/2024

Language Skills

Do you know any language other than English? Yes

Language(s): Spanish

Oral Level:

Written Level: Fluent

Professional References

	Reference 1 of 3	Reference 2 of 3
Name:	[REDACTED]	[REDACTED]
School/Org:	Stockton Unified School District	Stockton Unified School District
Current Position:	Board Member	Board Member
Home Phone:	[REDACTED]	[REDACTED]
Cell Phone:	[REDACTED]	[REDACTED]
Work Phone:	[REDACTED]	
Mailing Address:		
Email:	[REDACTED]	[REDACTED]
Relationship to Candidate:	Supervisor	Supervisor
Years Known:	4	4

Referrals

How did you hear about employment with us?

County Regional Office Web Site

Additional Information

List any additional information which will help in determining your professional qualifications for a position.

Do you hold a current CDL (Commercial Drivers License) and if yes, what type of current CDL do you hold?

Disclosures

Contract Status

* Are you currently under contract?

No

If Yes, which district?

If Yes, when does it expire?

When may your present employer be contacted?

Professional Status

* Have you obtained tenure status in any other School District?

Yes

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/22/2024

Disclosures continued

If Yes, where?

Salinas Union High School District

When?

2003

* Have you ever been denied tenure?

No

If Yes, explain:

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

Yes

If Yes, explain:

District bought out my contract

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?

No

Name:

Position:

Relationship:

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

List any accommodations:

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States?

Yes

* Have you ever been convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/22/2024

Legal Information continued

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country?

No

Notice of Non-Discrimination

The Douglas County School District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation in admission to or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boys Scouts of America Equal Access Act. The District is an Equal Opportunity Employer. Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation, may grieve such matters using the adopted grievance procedures of the Douglas County School District. Such procedure shall provide for prompt and equitable resolution of complaints alleging acts of discrimination. The Superintendent of Douglas County School District has designated the following person to handle inquiries regarding student and employee non-discrimination policies: Executive Director of Human Resources **Adam Dedmon** 1638 Mono Avenue Minden, Nevada 89423 Phone: (775) 782-7177

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated. I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

Douglas County School District Online Application

Ramirez , John - AppNo: 15248

Date Submitted: 1/22/2024

I, John Ramirez , agree to all of the terms above.

I agree

December 18, 2023

Douglas County School District
Board of Education
1638 Mono Ave
Minden, NV 89423
Schaumburg, IL 60173

Dear Douglas County School District Board of Education:

It is with great pleasure and enthusiasm that I submit my application for the position of Superintendent of the Douglas County School District. During my professional career, I have served as a superintendent, executive leader, site administrator, and teacher. These positions afforded me the opportunity to direct and manage all phases of the educational system.

I currently serve as a consultant to several organizations under a company I founded 5 years ago, Equity In US. The goal of this LLC is to provide consulting services to schools and districts throughout the United States. For example, we have written the school plan for an organization and have taken it through an affirmative approval process. Within one year, we have developed a 5-year budget, Board Policies, Student and Staff Handbooks, Local Control and Accountability Plan (LCAP), and negotiated a building lease agreement to house their school. I am also providing coaching and professional development to both the board and the leadership team.

I also had the pleasure of serving as the Superintendent of Stockton Unified School District. SUSD serves over 37,000 students, 5,000 certificated and classified staff members, an \$851 million budget, and 8 bargaining units. During my tenure we provided an academic, fiscal, facilities, and safety audit to provide the district a clear direction. As a result, we saw an 8% growth in graduation rates and a 160% increase in redesignation rates in one year, an unprecedented growth in the history of SUSD. We successfully settled all 8 bargaining unit contracts, all of which were expired for multiple years, another unprecedented feat.

I served as the Executive Vice President for The Foundation for Hispanic Education (TFHE) where I led the alignment of the content curriculum to develop new academic benchmark assessments, including for English Language Development (ELD). We successfully graduated 98% of our students with 100% enrolled in a post-secondary institution. When I began, TFHE had a 10% structural deficit. After leading the settlement of the first union contract, we were able to include staffing ratios and a consistent program designed for all three schools, resulting in a 10% raise, a balanced budget, and a 10% reserve. We also secured a \$31.5 million facility grant to build a permanent building.

As the Superintendent of the Alisal Union School District, I was responsible for the effective operation of the district. Under my leadership, the District exited State oversight one year early, eliminated an 11% structural deficit, reached a 20% budget reserve during the great recession of California, settled 2 separate contracts with each bargaining unit, built a new school \$500,000 under budget, updated all Board Policies, drew new district boundaries, adopted new language arts and math curriculum, regained oversight of the Migrant Program, and created an Educational

Services Department which resulted in an 11% increase in English Language Arts, 19% gain in mathematics, a 70-point API growth, and received 3 Gold Ribbons. We completed a Facility Master Plan, a district audit 4-years into my tenure, and passed a \$70-million bond, months after my tenure was completed.

I welcome the opportunity to meet with you to discuss how together we can continue to drive the Douglas County School District towards excellence.

Respectfully,

A handwritten signature in blue ink, appearing to read "John Ramirez, Jr.", written in a cursive style.

John Ramirez, Jr.

JOHN RAMIREZ, JR.

EXPERIENCED SUPERINTENDENT | STRATEGIC LEADER | ORGANIZATIONAL LEADERSHIP & MANAGEMENT | CURRICULUM, HUMAN RESOURCES & BUDGETARY EXPERT

A performance-driven, forward-thinking, dynamic and accomplished leader of 30 years with broad experience in education, governing board relations, communications, human resources and fiscal management fields; A creative problem solver, with a proven record of creating successful strategic and operational improvement with large and diverse teams; Recognized as a strategic and operational leader among government, nonprofit organizations, foundations, business leaders and community partners regionally, statewide and nationally; Specialized in engaging culturally and linguistically diverse populations.

AREAS OF EXPERTISE

- Administrative, Curriculum, Fiscal, and Personnel Management
 - Governance and Board Relations
 - Program Design and Development
 - Educational Policy Advocacy
 - Student, Parent and Community Engagement
 - Bond and Fund Development
 - Team Building and Leadership
 - Experience Working with Community Stakeholders
 - Record of Engaging Diverse Communities
 - Fluent in Spanish and English
 - Increasing Enrollment and ADA
 - Equity for English Learners and Special Needs Students
-

PROFESSIONAL EXPERIENCE

EquityIn

Educational Consultant, CEO

San Jose, California

January 2018-Present

- Interim and Long-term Executive Leadership Roles
- Board Governance
- Strategic Planning
- Curriculum and Assessment Alignment
- College and Career Readiness
- Human Resources Administration
- Budget Alignment
- Strategic Support/Growth Strategy for Companies
- Community and Family Engagement

Stockton Unified School District

Superintendent

Stockton, California

February 2021-July 2022

- Served as the Chief Executive Officer of a TK-12 District with 37,000+ students, 5,000+ certificated and classified staff, \$851 million budget, and 8 Bargaining Units
- Utilized WestEd to conduct a curriculum audit
- 8% growth in graduation rates, 160% increase in EL redesignation rates, unprecedented growth in the District's history
- SUSD was the only District in San Joaquin County not using hybrid model during the pandemic until my arrival
- Negotiated all eight Bargaining Unit contracts in one year, unprecedented in the District's history
- Completed nearly \$30 million in budget reductions
- Utilized FCMAT to conduct an audit of the District finances and began to address findings
- Utilized Total School Solutions to provide a facilities audit
- Completed a safety audit
- Addressed finding from 2021 Civil Grand Jury Report
- Obtained State approval to redirect one-time ESSR funds to critical facilities projects, including the building of much need Science and CTE classrooms
- Completed the District Office building for less than \$4 million, original budget was over \$22 million (The building sat for years after purchase because of lack of funds)

**Nevada State High School
Executive Director**

**Henderson, Nevada
August 2019- December 2019**

- Served as the Executive Director for a high school Charter School Organization with 900 students, 6 school sites, and 25 certificated and classified staff members
- Managed School Analytics, improved data accuracy from 20% to 88%, exponentially improved student graduation
- 98% graduation rate at minimum grade 13 as shown by ACT score or completion of transferable college level course work
- Focused on monitoring student progress through a real college experience beginning full-time in 11th grade
- Coordinated support strategy, creative development, and execution of school instructional programs
- Managed partnerships with local and online colleges to ensure students were able to complete the goal of achieving an AA or 60 college credits upon high school graduation
- Created site budgets aligned to student achievement and staff support to assure completion of AA or 60 college credits
- Oversaw compliance, SPED, 504, EL, and support/intervention for students below grade level
- Managed state and local testing
- Managed enrollment, recruitment, and retention
- Oversaw maintenance of school facilities and leases, current and potential
- Oversaw school safety plans

**Eureka Inclusive Charter School
Founding Executive Director**

**San Jose, California
2018-2019**

- Serve as Founding Executive Director for a TK-6 Charter Management Organization
- Petition development and revision
- Developed a 5-year budget with growing reserve
- Instructional program development and design
- Board recruitment and development
- Staff and student recruitment
- Collaboration with SJUSD and SCCOE

**The Foundation for Hispanic Education (TFHE)
Executive Vice-President/CEO**

**San Jose, California
2016-2018**

- Served as the Executive Vice President for a 9-12 grade Charter Management Organization with 1,100 students and over 100+ certificated and classified staff
- Aligned Curriculum to State and new local benchmark assessments
- 98% graduation rate
- 100% of graduates enrolled in post-secondary institutions
- Aligned Budget to Instructional Program and created a sustainable budget moving forward
- Eliminated the Structural Deficit
- Created a Student Services Department
- Created counselor and Special Education departments
- Hired the first Director of Special Education and reduced out sourcing services
- Worked with counselors and principals to create and monitor master schedules
- Successfully renewed the Charter Petitions for two schools
- Reached a settlement on the first Collective Bargaining Agreement for all three schools
- Began to develop processes and policies in all areas of compliance
- Began to develop processes and policies to assure compliance in the area of Human Resources, specifically as they pertain to credentials
- Developed Partnerships with Local Community Colleges and Universities
- Developed the structures for the first Career Pathways
- Secured a \$31.5 million Charter School Facilities Program grant to modernize and build new facilities for Luis Valdes Leadership Academy

**Alisal Union School District (AUSD)
Superintendent**

**Salinas, California
2010 – 2016**

- Served as the Chief Executive Officer for K-6 grade district with 9,000 students and over 800+ certificated and classified staff.
- Improved student achievement, 11% ELA, 19% Mathematics, 70-point API growth
- 3 Gold Ribbon Awards
- All 12 Schools reached Safe Harbor 2015

- Effectively managed \$100 million budget with 10% reserve utilizing prudent and collaborative fiscal management
- Maintained professional and collaborative relationship with Board of Trustees, established new vision, board goals and policies
- Effectively led District out of State Intervention one year early in partnership with the California Department of Education
- Established student-centered culture, restructured instructional program resulting in 10% increase in test scores
- Developed LCAP with CCSS implementation, community engagement and student achievement as focus
- Facilitate collective bargaining contracts with Certificated and Classified Staff
- Implemented the AUSD Labor-Management Initiative to develop a shared decision-making process
- Oversaw district facilities and technology master plan, built new school \$500,000 under budget, redrew attendance and Trustee boundaries
- Established partnerships with parents and families, elected officials, neighboring districts, law enforcement, Rotary and business community
- Utilized data-driven evaluative processes to review district performance and progress
- Amplified district's communications and public relations strategies to inform the community about AUSD
- Implemented 1:1 technology at new school with savings from construction, 1:1 continues by grade level across the District (AUSD has a 1:3 student to computer ratio)

Visalia Unified School District (VUSD)

Visalia, CA

Area Administrator

2008-2010

- Educational leader in VUSD in Tulare County spanning 214 square miles with over 32,000 students in 25 elementary schools, a newcomer language center, four middle schools, four comprehensive high schools, continuation high school, adult school, charter schools, and a school that serves orthopedic handicapped students
- Supervised and Evaluated 5 Principals and served as a member of the Superintendent's Cabinet
- Responsible for curriculum development and corresponding assessments
- Led district in improving student achievement
- Led efforts to establish the Visalia Technical Education Center, new dependent Charter High School
- Revised Career Technical Education (CTE) course outlines, restructured CTE budgets to align to CTE Plan and workforce investment

Sequoia High School, Visalia Unified School District

Visalia, CA

Principal

2006-2008

- Served as the Instructional Leader for comprehensive alternative education high school
- Oversaw a positive WASC Review
- Aligned SPSA to Alternative Schools Accountability Model and restructured categorical budgets to align to SPSA
- Developed a school culture focused on Alternative Instructional Practices with Social structures similar to that of a Traditional High School
- Provided organizational and management support to school personnel, including strategic planning and increased parental and community engagement, especially too hard to reach families from low-income, monolingual Spanish speaking communities

Alisal High School, Salinas Union High School District

Salinas, CA

Principal

2005-2006

- Principal of comprehensive high school, serving as instructional leader and supervisor of daily operations for 2500+ students, 110 certificated and 40 classified staff
- Developed 9th Grade Academy, ELD Academy and Alternative Education programs
- Ensured the successful implementation of all district testing, providing in-service training, supervising test security, and monitoring district test data
- Active participant in District negotiations team for certificated and classified collective bargaining
- Worked collaboratively with two other certified administrators and a leadership team of classified administrators to manage a full range of district programs from curriculum and instruction to safety and crisis management and public relations
- Established district initiatives including Response to Intervention, creation and implementation of a collaboration model of curriculum alignment and review, and a positive behavior support model for behavior management and intervention

El Sausal Middle School, Salinas Union High School District

Salinas, CA

Principal

2000-2005

- Responsible for overall management of middle school of 1000+ students
- Supervised and evaluated 50 Certificated and 20 Classified Staff

- Implemented a school-wide system of teacher-led subject-area curriculum committees to study achievement data, review curriculum, and recommend professional development
- Improved the API Score from 413 to 632 in 5 years
- Increased School Ranking from 1:3 to 2:9
- Aligned Budget to SPSA – continued to see academic growth after loss of over \$1 million dollars in grant funds
- Implemented high quality extracurricular programs that embrace the arts, music, and culture
- Established a positive school climate that embraces healthy lifestyles

Martin Luther King, Jr. Middle School, Monterey Peninsula Unified School District
Principal

Monterey, California
1998-2000

- Established an exemplary educational program that met the needs of a highly diverse student body
- Grew 49 API Points in the First Year of the Accountability Act
- Managed and supervised 40 Certificated and 20 Classified Staff
- Accountable for fiscal management, budget development, curriculum/program development, administration and public relations for the school
- Oversaw the alignment of curriculum to State standards
- Established school-wide Advisory Program that fostered a positive environment
- Organized Crisis Team, which developed procedures for reacting to a variety of potential school-wide crises
- Developed Student Assistance Model, a problem-solving team for at-risk students
- Established new computer lab: selected hardware and software, set up teacher training, integrated computer classes into master schedule, assisted with writing computer curriculum

Martin Luther King, Jr. Middle School, Monterey Peninsula Unified School District
Assistant Principal

Monterey, California
1997-1998

- Evaluated and monitored teacher performance using walk-through and formal assessment instruments for 10 Certificated and 15 Classified Staff
- Provided leadership in establishing and maintaining a positive school-wide climate through regular positive interactions with stakeholders
- Supported Parent Teacher Association, supervised school activities and served as an LEA and DELAC representative, actively participated in IEP meetings
- Led the implementation of the School-Wide Discipline Plan

Loma Vista Elementary School, Salinas City School District
Teacher/Counselor

Salinas, California

1995-1997

- Differentiated instruction for diverse 5-6th grade students
- Initiated creative writing in all content areas to strengthen reading/writing skills
- Utilized effective individual and classroom management techniques
- Established an inclusive and positive learning environment for students and families
- Assisted Student Services Department in creating a counseling department to serve the needs of at-risk youth

Cambridge Rindge & Latin School, Cambridge Public Schools
Counselor

Cambridge, MA
1994-1995

- Freshman and Senior English sections; Counselor for at-risk students
- Utilized effective individual and classroom management techniques
- Established an inclusive and positive learning environment for students and families

EDUCATION

San Jose State University, San Jose, CA
 Clear Professional Administrative Services Credential
 2001

San Jose State University, San Jose, CA
 Clear Pupil Personnel Services Credential
 1996

Harvard University, Cambridge, MA

Master of Education – Human Development and Psychology
1995

Santa Clara University, Santa Clara, CA
Bachelor of Arts – History
Minor – Ethnic Studies
1994

RECOGNITIONS

- 2010 Commendation, City of Salinas
- Region 10 ACSA 2005 Administrator of the Year
- 2004 Alisal Betterment Association Educator of the Year

PROFESSIONAL LEADERSHIP TRAINING

- Stanford University Principals Academy
- ACSA Principals Academy – UCLA
- Walk Through Training
- CMSi Audit Training
- ACSA Curriculum and Instruction Academy
- New Teacher Center Principal Training
- CMSi – External Evaluator II/USP
- Advanced Walk Through Training
- AB 75 Training
- ACSA Leading the Leaders

COMMUNITY PARTICIPATION

- 1993-1994 Salinas City School District, Trustee
- 2001-2005 New Teacher Center, Advisory Board
- 2005 Steinbeck Rotary, Member
- 2009 Visalia Breakfast Rotary, Member
- 2009 Tulare County Hispanic Leadership Network, Founder
- 2012-2016 Educational Leaders of Monterey County, Founder
- 1998-Present Association of California School Administrators (ACSA), Member
- 2000-Present California Association of Latino Superintendents and Administrators (CALSA), Member
- 2018-2020 Visalia Ballers, Basketball Coach

REFERENCES

[REDACTED]

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Harvard University Graduate School of Education
Cambridge Massachusetts 02138

Ramirez, John Jr

ID number: [REDACTED]

Report date: 20-May-2010

Page 1 of 1

Course	Description	Grade	Units	Course	Description	Grade	Units
ENTERED WITH DEGREE OF:							
B.A. (Santa Clara Univ.) 1994							
Fall Semester 1994-95							
H310	Alter. to Violence: Creating Peaceful School Communities	A	2.00				
H330	Prob. of Children & Adol. A Dev. Perspec. on Risk & Resilience	A	4.00				
H340	Anthropology and Education	A	4.00				
T125	Education for Social and Political Change	A	4.00				
T620	Graduate Writing						
Spring Semester 1994-95							
DIV- 2920	Confronting Racism	A-	4.00				
H310	Violence Prev. as Peace-making: Strat. for Curr., Counsel., & Change	A	2.00				
H315	Sch., Fam., & Neighborhood Prev Intervent for Children & Adol @ Risk	A	4.00				
Full Year 1994-95							
H380	Child & Adolesec. Pract.: Developmental Analysis	A	8.00				
Master of Education in Risk and Prevention - Adolescents, awarded June 1995							
END OF TRANSCRIPT							

Gayle Merveth

Registrar

OFFICIAL ACADEMIC TRANSCRIPT

Santa Clara University
CEEB Code: 4851



Name : John Ramirez
Student ID : [REDACTED]
Address : [REDACTED]
United States



Print Date : 2010-05-12
Send To : John Ramirez

Degree : Bachelor of Arts
Confer Date : 1994-06-11
Plan : History
Ethnic Studies Minor

----- Degrees Awarded -----
----- Transfer Credits -----

Transfer Credit from HARKNELL COLLEGE
Applied Toward Undergraduate Arts & Sciences Program
TRCR 1 Transfer Credit 24.00 CR
Course Trans GPA: 0.000 Transfer Totals : 0.00

----- Beginning of Undergraduate Record -----
Fall 1990-91 (1990-09-19 to 1990-12-07)

Course	Description	Attempted	Earned	Grade	Points
Program : Undergraduate Arts & Sciences					
Plan : Undeclared Arts & Sciences Major					
ECON	2 Prin Economics II	4.00	4.00 D		4.000
ENGL	2 Comp & Rhetoric II	4.00	0.00 W		
MATH	9 Precalculus	2.00	2.00 C		4.000
POLI	2 Intro to Comp Pol	4.00	4.00 C		8.000
TERM GPA :		1.600	14.00	10.00	16.000
CDM GPA :		1.600	14.00	10.00	16.000
Winter 1990-91 (1991-01-03 to 1991-03-22)					

Course	Description	Attempted	Earned	Grade	Points
Program : Undergraduate Arts & Sciences					
Plan : Undeclared Arts & Sciences Major					
ENGL	2 Comp & Rhetoric II	4.00	4.00 D-		2.800
ETHN	20 Chicano Culture	4.00	4.00 R-		14.800
MATH	11 Calc An Geom I	4.00	4.00 C-		6.800
PHIL	12 Early Modern	4.00	4.00 C		8.000
TERM GPA :		2.030	16.00	16.00	32.400
CDM GPA :		1.860	30.00	50.00	48.400
Spring 1990-91 (1991-04-02 to 1991-06-13)					

Course	Description	Attempted	Earned	Grade	Points
Program : Undergraduate Arts & Sciences					
Plan : Undeclared Arts & Sciences Major					
ENGL	140 Chicano Literature II	5.00	5.00 C		10.000
HIST	162 Modern Mexico	5.00	5.00 B		15.000
POLI	25 Intro to Incl Rel	4.00	4.00 C-		6.800
TERM GPA :		2.270	14.00	14.00	31.800
CDM GPA :		2.010	44.00	64.00	80.200
Academic Probation					
Winter 1991-92 (1992-01-06 to 1992-03-20)					

Course	Description	Attempted	Earned	Grade	Points
Program : Undergraduate Arts & Sciences					
Plan : Undeclared Arts & Sciences Major					
Returned					
CHEM	1 Environmental Chemistry	4.00	4.00 C		8.000
MATH	8 Intro Statistics	4.00	4.00 C		8.000
RELG	5 Amer. Catholicism	4.00	4.00 B+		13.200
RELG	97 Amer. Catholicism	4.00	4.00 B-		10.800
TERM GPA :		2.500	16.00	16.00	40.000

AN OFFICIAL SIGNATURE IS WHITE WITH A BURGUNDY BACKGROUND

REJECT DOCUMENT IF SIGNATURE BELOW IS DISTORTED



Monica Loyce Augustin, University Registrar

Santa Clara University
CEEB Code: 4851



Name : John Ramirez
Student ID : [REDACTED]
Address : [REDACTED]
United States

CUM GPA : 2.150 CUM TOTALS : 60.00 80.00 120.200
 Spring 1991-92 (1992-03-30 to 1992-06-11)
 HIST 137 Russia II 5.00 5.00 B+ 16.500
 RELS 196 Cath Church in Latin Am 5.00 5.00 B 15.000
 TERM GPA : 3.100 TERM TOTALS : 15.00 15.00 46.500

Course : Accepted Earned Grade Points
 Program : Undergraduate Arts & Sciences
 Plan : Undeclared Arts & Sciences Major
 ENGL 36 Chicano Literature 4.00 4.00 A 16.000
 HIST 81 Chicano in the Sw 4.00 4.00 A- 14.800
 PHIL 13 Modern & Contemp 4.00 4.00 B- 10.800
 POLI 30 Intro to Pol Theory 4.00 0.00 W 0.000
 TERM GPA : 3.470 TERM TOTALS : 16.00 12.00 41.600
 CUM GPA : 2.380 CUM TOTALS : 76.00 92.00 161.800

Course : Accepted Earned Grade Points
 Program : Undergraduate Arts & Sciences
 Plan : History Major
 ENGL 27 Contemporary Novel 4.00 4.00 B+ 13.200
 HIST 61 Lat Am Inds & Cong 4.00 4.00 B 12.000
 HIST 64 Central America 4.00 4.00 B+ 13.200
 PHIL 11 Classical & Medieval 4.00 4.00 B- 10.800
 TERM GPA : 3.080 TERM TOTALS : 16.00 16.00 49.200
 CUM GPA : 2.510 CUM TOTALS : 92.00 108.00 211.000

Course : Accepted Earned Grade Points
 Program : Undergraduate Arts & Sciences
 Plan : History Major
 HIST 196 U S - Mexico Relations 5.00 5.00 A 20.000
 HIST 138 Life & Theology of King 4.00 4.00 B 12.000
 HIST 13 Western Civ Modern 5.00 5.00 A- 18.500
 HIST 189 California 5.00 5.00 B- 13.500
 TERM GPA : 3.370 TERM TOTALS : 19.00 19.00 64.000
 CUM GPA : 2.720 CUM TOTALS : 126.00 142.00 371.500

Course : Accepted Earned Grade Points
 Program : Undergraduate Arts & Sciences
 Plan : History Major
 HIST 122 State & Church Mid Ages 5.00 5.00 B 15.000
 POLI 153 Ethnic Politics 5.00 5.00 A- 18.500
 SPAN 100 Advanced Spanish I 5.00 5.00 B 15.000
 TERM GPA : 3.230 TERM TOTALS : 15.00 15.00 48.500
 CUM GPA : 2.780 CUM TOTALS : 141.00 157.00 370.000

Course : Accepted Earned Grade Points
 Program : Undergraduate Arts & Sciences
 Plan : History Major
 HIST 100 Historical Methods 5.00 5.00 B 15.000
 TERM GPA : 3.230 TERM TOTALS : 15.00 15.00 48.500
 CUM GPA : 2.780 CUM TOTALS : 141.00 157.00 370.000

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Monica Loyce Augustin, University Registrar

OFFICIAL ACADEMIC TRANSCRIPT

Santa Clara University
CEEB Code: 4851



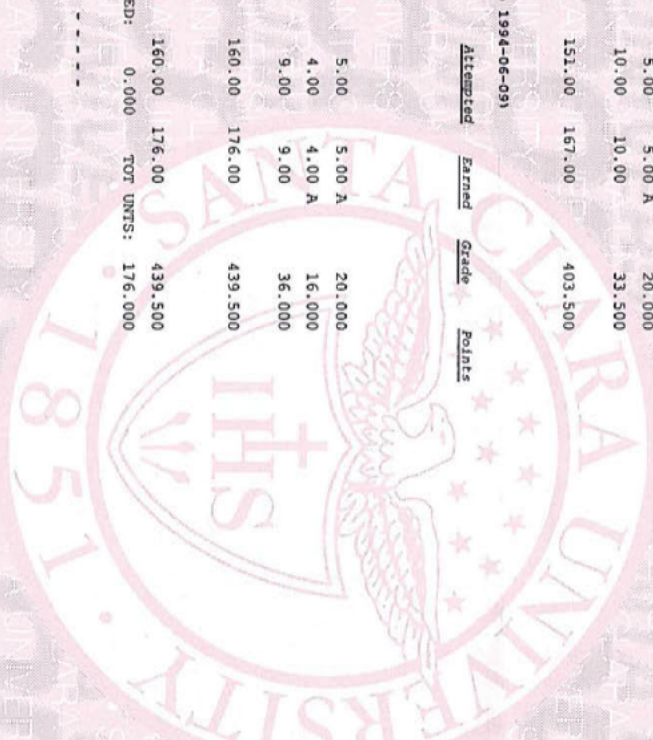
Name : John Ramirez
Student ID: [REDACTED]
Address : [REDACTED]
United States

Program : Undergraduate Arts & Sciences
Plan : History Major
Plan : Political Science Minor
HIST 171 Revol Conted & Const 5.00 5.00 B- 13.500
HIST 196 Sem: Latin Amer History 5.00 5.00 A 20.000
TERM GPA : 3.350 TERM TOTALS : 10.00 10.00 33.500
CDM GPA : 2.820 CDM TOTALS : 151.00 167.00 403.500

Spring 1993-94 (1994-03-28 to 1994-06-09)

Course	Description	Attempted	Earned	Grade	Points
Program : Undergraduate Arts & Sciences					
Plan : Ethnic Studies Minor					
ETHN 199	Chicano Nov Hist Percep	5.00	5.00 A		20.000
THTR 23	Chicano Theatre	4.00	4.00 A		16.000
TERM GPA :	4.000	TERM TOTALS :	9.00		36.000
CDM GPA :	2.990	CDM TOTALS :	160.00		439.500
Undergraduate Career Totals					
CDM GPA :	2.890	CDM TOTALS :	160.00		439.500
TRN CRED :	24.000	TST CRED :	0.000	OTH CRED :	0.000
			TOT UNTS :	176.000	

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Monica Loyce Augustin, University Registrar

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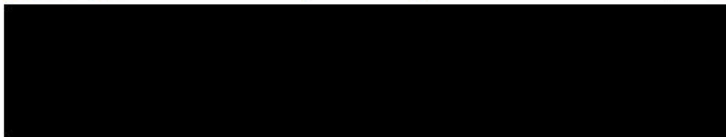
June 7, 2022

To Whom It May Concern,

I am pleased to provide my strong recommendation for Mr. John Ramirez, Jr. for senior district leadership. During Mr. Ramirez's tenure as Superintendent of Stockton Unified School District (SUSD), Stockton Unified has seen unprecedented increases in student achievement – with gains in ELA and Math. Mr. Ramirez has been a long-standing champion of equity and standards-based instruction and possesses a unique skillset to address the technical challenges of implementing high-quality teaching and learning; and the adaptive needs of building and leading effective teams comprised of a diverse set of district and community stakeholders. As a result, the District showed improvement in EL Redesignation and Graduation Rates.

Always grounded in the latest research, Mr. Ramirez leads with integrity centered by the belief that every child can and must get the educational opportunities they deserve. Mr. Ramirez was tasked with the monumental effort of initiating major reductions. He also led the rehiring and restructuring of departments as new funding became available. Mr. Ramirez led the application and approval of the allocation of over \$120 million to increase science labs at Stagg, Edison, Franklin and Chavez and over \$50 million specifically to Stagg in facility improvements. Mr. Ramirez also led the opening of the first Family Resource Center and the planning for several more sites for the 22-23 school year. He brought labor partners to the table, helping inject calm and confidence to quickly develop solutions. Therefore, the District reached settlement agreements with all Bargaining Units. Mr. Ramirez was instrumental in the implementation of the financial, academic, and safety reviews

What I most respect about Mr. Ramirez is his willingness to initiate difficult conversations that leadership demands. Whether around the need for more integrated systems for schools around budgeting and hiring, or inadequate supports for students' social-emotional health, Mr. Ramirez has often been the only voice to name an unspeakable truth. His rare blend of abilities will make Mr. Ramirez an exceptional addition to any district's senior leadership team. Thank you, and should you have further questions, please contact me at ceciliamendez@stocktonusd.net.





ADMINISTRATIVE OFFICE
1205 East Market Street Salinas, CA 93905
(831)753-5700 • FAX (831)753-5709

Board of Trustees
Noemi Armenta
Maricela Cruz
Guadalupe Guzman
Adella Lujan
Estrella Thoeni

October 1, 2020

To Whom It May Concern:

I am pleased to write this letter of recommendation for Mr. John Ramírez, Jr. As the senior member of the Board of Trustees (December, 2010-2015) of the Alisal Union School District (AUSD), I have had the unique opportunity to work with Mr. Ramírez in his capacity as district Superintendent.

Mr. Ramírez took the helm of AUSD in March of 2010, during a time of political turmoil. It was during that time that the State Board of Education imposed a State Trustee to govern the district; the elected Board of Trustees was relieved of its authority and placed in an advisory role. Keeping the District focused on student achievement during such political division was challenging, yet the District continued to experience significant accomplishments, largely because of the leadership of Mr. Ramírez.

As a leader, Mr. Ramírez demonstrates the skills and characteristics of a successful Superintendent. His communication skills are outstanding and he is very effective at building consensus in a group. In the 2013-14 school year, we were able to work through the development of a Local Control Accountability Plan (LCAP). Mr. Ramírez ensured broad community input and personally led several community meetings.

Mr. Ramírez has developed strong relationships with the community, and he has also developed and maintained good relationships with other key stakeholders, including teachers, classified staff, and our local bargaining units. In 2013-14, we settled contracts with both the Alisal Teachers' Association, and the California School Employees' Association. Mr. Ramírez' strong interpersonal communication skills have eliminated much of the mistrust that was often present during contract negotiations, and replaced it with constructive dialogue.

AUSD has a balanced budget with solid 10% reserve. Mr. Ramírez' understanding of school finance and budget challenges, which are essential to support the District's growth and development, is strong and beneficial.

We continue to grow in enrollment, and, most importantly, in student achievement. In 2010, AUSD was considered the lowest-achieving school district in California. Today, while maintaining one of the highest percentages of English Learner (EL) students in the state – nearly 80%, we are the most successful Title I district in Monterey County. Mr. Ramírez demonstrates his strong belief in public education and understands the challenges that face it. He recognizes

that public schools must succeed in providing the highest quality of educational services to meet the needs of all students.

As a Board Member, I have always found Mr. Ramírez to be a good listener. While others may speak swiftly in the heat of a discussion, Mr. Ramírez listens and considers. Where there is disagreement, he makes a conscientious effort to fully understand the opinions of others.

Over the years, Mr. Ramírez has demonstrated the breadth of his leadership qualities throughout times of great challenge and times for great celebration. I believe he has the skills and experience which make him an excellent candidate for your organization; he is committed, supportive, caring, and effective. I therefore recommend him to you without reservation. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

A large black rectangular redaction box covers the signature and name of the sender. The redaction consists of three stacked horizontal bars of varying lengths, completely obscuring the text underneath.



OFFICE OF THE SUPERINTENDENT
1205 East Market Street Salinas, CA 93905
(831)753-5700 • FAX (831)753-5709

Board of Trustees
Noemí Armenta
Maricela Cruz
Guadalupe Guzmán
Adella Lujan
Estrella Thoeni

September 23, 2015

Re: Letter of Recommendation for John Ramírez, Jr.

To Whom It May Concern:

Please allow me to introduce myself. My name is [REDACTED] and I am currently [REDACTED] of the Alisal Union School District (AUSD) and I am pleased to write this letter of recommendation for Superintendent John Ramírez, Jr. In order to help you gauge Mr. Ramírez strengths, I would like to share with you a little bit of background.

AUSD had suffered several years of controversial decision-making by the previous Board majority and the community felt it was time for a change. In the elections of November 2013, I was one of three Board candidates elected by our community to bring stability to our District and redefine Board/Superintendent roles.

Mr. Ramírez has served as Superintendent of the Alisal Union School District since March 26, 2010. To his credit, it was Mr. Ramírez, who during the recent Great Recession, managed to keep the District financially stable and focused on our students through rough financial and political turmoil. Mr. Ramírez is passionate about education and ensuring that all students receive the quality education to which they are entitled. With Mr. Ramírez at the helm, our students have demonstrated significant and substantial academic growth. With over 70% English Learner students in the District, we boasted the highest achievement of all Title I schools in the county; 757 API.

As Board President, I have worked with Mr. Ramírez in the planning of our board meeting agendas. Generally, we meet several days in advance of the posting of the board agenda to clarify the items to be discussed, plan for the meeting and revise the agenda as may be necessary. Mr. Ramírez is a good listener and I have always found him to be cordial and respectful even in times when we have differing opinions. Our Board meetings during my tenure as Board President have been free of controversy and turmoil, in part, due to Mr. Ramírez working well with all Board members, our labor unions and our community.

As we were a new Board majority, Mr. Ramírez set up training for the Board to include the Brown Act and Board Roles and Responsibilities. With his assistance, one Board member has completed the Masters in Board Governance Program sponsored by the California School Boards Association, and three members are currently enrolled.

Mr. Ramírez has assembled a strong administrative team at the District Office level. He stays abreast of current educational policies, trends and best practices and has brought to the Board's attention other similar school districts with demonstrated academic success and has developed models to implement best practices in our District. Mr. Ramírez has developed a successful mentoring program for our principals, job-alike training for our classified employees, and mentoring and support for our teaching staff. Mr. Ramírez believes in continuous improvement and, to that end, in December 2014 we contracted WestEd who completed a district-wide audit and gave a positive review. Mr. Ramírez developed an action plan to address recommendations from the WestEd audit.

Mr. Ramírez was responsible for the implementation of our Local Control Accountability Plan (LCAP) and Common Core State Standards. The Monterey County Office of Education praised the District for its LCAP process. Throughout the process, Mr. Ramírez has been responsible for communication with all District stakeholders, implementation of our LCAP, the Common Core Curriculum and Board policies. The process has been highly successful while maintaining the District's financial stability.

During his tenure, Mr. Ramírez has been available to the Board at any hour of the day or night. On August 26, 2015, Mr. Ramírez notified the Board of his decision to leave the District to seek new challenges. I understand Mr. Ramírez' decision and I am confident that he will provide strong, visionary leadership in his new position. My colleagues on the Board of Trustees and I thank him for his leadership and service to our students and community and wish him all best in his future endeavors. He will be missed and replacing him will be a difficult task.

Sincerely,

[Redacted signature block]



ADMINISTRATIVE OFFICE
1205 East Market Street Salinas, CA 93905
(831)753-5700 • FAX (831)753-5709

Board of Trustees
Noemi Armenta
Maricela Cruz
Guadalupe Guzman
Adella Lujan
Estrella Thoeni

September 9, 2015

To Whom It May Concern:

I am writing this letter to recommend Mr. John Ramírez, Jr. for the position of Superintendent. To give you a better understanding of the qualities and skills which John possesses, I will give you a brief background.

I decided to run for school board at a time when the Alisal Union School District (AUSD) was experiencing great political turmoil. The Board of Trustees was dysfunctional and board meetings typically resulted in the police being called. One Board Member refused to step down from his seat on the AUSD Board while also serving on the Salinas City Council. That Board Member was eventually removed from the AUSD Board seat by a Superior Court Judge who found that the two seats were incompatible. Another Board Member was recalled. The 2013-14 school year saw four new Board members taking office. Having had John at the helm as Superintendent during those tumultuous times was what kept us afloat. We looked to him for guidance on difficult decisions facing the Board. Since then, the climate in the district has changed dramatically and I have come to know John very well and have noted some of the qualities that I believe characterize him as a quality superintendent.

John demonstrates several key facets of the intelligence necessary to be an effective superintendent. He is a quick learner and a strategic thinker. John is a good listener who is open to new ideas and divergent opinions. He has excellent written and verbal communication skills. He believes in the value of community connections, and has the ability to develop and promote those relationships.

He has a strong understanding of the many facets of school leadership including student achievement, facility planning, budget, finance, and human resources management. He is ever mindful of the Board's Goals in the areas of, 1) student achievement, 2) parent and community involvement, 3) high quality personnel, 4) safe schools, 5) budget solvency, and 6) communication. John's ability to direct resources to implement these goals has been a hallmark of his leadership.

AUSD continues to grow in enrollment and we need to build new schools. John has worked diligently on a Facilities Master Plan and he has developed creative financing options to build a new school and to expand current facilities, in the short term. On his recommendation, we will be seeking a general obligation bond to support our growth for the future.

John is committed to excellence. AUSD outcomes demonstrate improved student achievement. We have one of the highest percentages of English Language Learners in the state – 80%, and we are the most successful Title I district in Monterey County. John has implemented collaboration time for teachers for reading instruction district-wide, and due to his leadership and support, the use of data based decision-making has been firmly entrenched across the district. John has provided stability of leadership, and the disciplined focus necessary to deliver the greatest learning opportunities to our students.

John has the strategic vision and skillset to not only help chart the future, but also to create and implement day-to-day systems that assure a safe and well-managed district. He is a collaborative leader who is willing to trust his staff to accomplish their work; John is not a micro-manager, but does set high performance expectations of himself and others.

As a leader, John is able to set high standards and expectations in his role as Superintendent, while articulating the relevance to the public he serves. He works well with all Board members and recognizes the importance of keeping the Board informed regarding important issues. He provides the Board with recommended solutions to facilitate the Board's decision-making processes. With his support, we are confident that we are making the right decisions for all our students.

In summary, I have come to know John as a quality superintendent. He is a professional who exemplifies caring, respect, and courtesy. John is motivated by one thing – always doing what is best for children. He has a tireless work ethic, and exceptional instincts. I am confident in John's abilities and I fully support his candidacy for a position as superintendent. I welcome a telephone call if I can further support his candidacy.

Sincerely,

A large black rectangular redaction covers the signature and name of the sender. A blue ink scribble is visible above the redaction.



Monterey County Office of Education

Dr. Nancy Kotowski
County Superintendent of Schools

September 16, 2015

To Whom It May Concern:

I am writing to recommend John Ramirez, Jr., whose educational leadership as Superintendent, has seen the Alisal Union School District through severe academic and leadership challenges to significant improvement and continued progress. I have worked with Mr. Ramirez directly since 2010, and I have observed his accomplishments when he was a principal in the Salinas Union High School District from 2000-2008.

As Superintendent, Mr. Ramirez led the Alisal Union School District through governance under a State Trustee to establishment of a sound educational system that is now well functioning. Mr. Ramirez persevered and promoted stability and leadership that was needed working with the direction of changes in the governing board.

Mr. Ramirez is committed to excellence in education and success for English learners. Through his personal background, he shows students what they, too, can do to overcome the kind of obstacles he also faced in obtaining his outstanding education and career.

Mr. Ramirez established a tri-county educational leaders' network focused on best leadership practices for English learners. Mr. Ramirez is dedicated, hard-working, and accomplished. He is able to persevere through difficulties and maintain positive, respectful working relations with his governing boards.

I am pleased to recommend John Ramirez, Jr. as an excellent educational leader who could make a valuable contribution to an ethnically diverse, moderate sized school district.

Sincerely,

[Redacted signature block]

[REDACTED]

[REDACTED]
[REDACTED]

September 21, 2015

SUBJECT: Letter of Support for John Ramirez

To Whom It May Concern:

I have had the privilege of knowing Mr. John Ramirez for many years. He is a wonderfully professional educator, dedicated to improving schools. In my previous role as Monterey County Superintendent of Schools I observed Mr. Ramirez in his roles as Principal of El Sausal Middle School, and as Principal of Alisal High School. Each of these schools annually enrolls thousands of students primarily with huge challenges stemming from poverty, mobility, and English language learning. Mr. Ramirez led these schools with enthusiasm and dedication to student improvement and consequently each school made great gains during this tenure.

In 2010 Mr. Ramirez was asked by the Board of Trustees of the Alisal Union School District to step into the position of District Superintendent. It was a very troubled time for the district, experiencing academic failure and organizational dysfunction. The State Board of Education was about to appoint a State Administrator to the district. Not many administrators would have accepted the position, but Mr. Ramirez did. Though the State did subsequently appoint an overseeing administrator, the District and State agreed to have John remain in his newly appointed role as Superintendent. In what the State Board of Education thought would take four years of State involvement, the partnership of Mr. Ramirez and a State Administrator, put in place an academic and organizational improvement plan that was so successful that the State Board removed the State Administrator after just twenty months. The Alisal Union School District continued to make marked improvements in numerous areas, but particularly in student performance under Mr. Ramirez's leadership.

John Ramirez is clearly a Superintendent who is passionate about improving student achievement and closing the achievement gap. He is committed to equitable education, and works tirelessly to serve each family, and the entire community of his district. John understands well multiple cultures, varying social economic stratum and the needs and abilities of individuals therein. Mr. Ramirez possesses the rare superintendent ability of genuinely understanding every individual or group interest. He uses these unique considerations in developing educational programs that are in the best interest of all district students.

John is an extremely bright individual who combines his intellect with keen intuitive perception to solve problems. His primary passion is student learning and he is excellent at diagnosing school deficiencies and designing program improvement. As a person who truly believes in the full potential of every student, John is driven toward meaningful and successful educational programs. I believe John is an extremely capable school district Superintendent, skilled and experienced at leading a comprehensive school district.

[REDACTED]

Sincerely,

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



City of Salinas

POLICE DEPARTMENT • 222 Lincoln Avenue • Salinas, California 93901 • (831) 758-7090

[REDACTED]

September 4, 2015

To whom it may concern:

Superintendent John Ramirez has been a friend and colleague for more than 20 years. We became acquainted as students in an economics class at Hartnell Junior College in Salinas and have maintained a professional relationship ever since.

While John's public and professional accomplishments are many and impressive, my recommendation approaches John's work from a different perspective. As [REDACTED] in Salinas I have the opportunity to view events in Salinas from a public perspective as well as through the perspective of knowing many of the actors involved on a more granular level. During his tenure at Alisal Union School District John has had to manage a number of politically challenging events. John's public presence was steeped in commitment to the School District, and, more importantly, to the students of his District.

What many people never saw, and what forms the basis for my recommendation, is the skill, sensitivity, common sense and stalwart dedication John displayed "behind the scenes" in managing some very contentious issues and relationships. John is a consensus-builder and skilled arbitrator of the very important relationships that moves work in the public domain ahead. He is intelligent, thoughtful and progressive.

The City of Salinas is a member City of the National Forum for Youth Violence Prevention, one of only ten cities in the nation to participate in this joint White House/Department of Justice Initiative. I was so impressed with John's skills and abilities that I invited him to attend a National Forum working session in Washington DC as a member of Salinas' delegation. John represented the City and his District very well, illuminating on a national stage the challenges faced by education professionals in Salinas.

It is my pleasure to recommend Mr. John Ramirez for the position of Superintendent. If I can be of further assistance, please do not hesitate to let me know.

[REDACTED]



14271 Story Rd.
San Jose, CA 95127

October 1, 2020

Mailing Address:
PO Box 730453
San Jose, CA 95173

P 408 585 5022
www.tfhe.org

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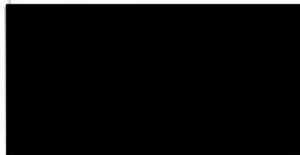
Jose Iglesias
Dr. Ramon Jimenez
Henry Michon
Joe Parisi
Maria Schabbing
Michael Walker
Jorge Escobar
Sarah Valencia
Arnaldo Avalos
Bethami A. Dobkin

To whom it may concern,

This letter is written in recommendation of John Ramirez, Jr. John. He has been employed by our Foundation since July 1, 2016 as Executive Vice President. John is responsible for the oversight of all school operations. In this capacity, John has led several major initiatives on behalf of our organization which speak highly to his skills and leadership qualities. These initiatives include: (a) the anticipated successful renewal of the Charters for two of our schools, (b) the development of a plan to combine a common schedule and administration for two of our schools, (c) the settlement of a new three-year collective bargaining agreement with our teachers union, (d) the development of a new academic model for one of our schools and (e) the development of a new budget model for our organization that supports our continued financial sustainability. John has also been instrumental and a huge asset in developing our young school administrative staff through the utilization of his years of experience in working with school administrators.

Most importantly, John's working relationship and mentorship of his successor within our organization, is a statement of his professionalism and commitment to our Foundation's mission. Therefore, it is my absolute pleasure to recommend John Ramirez, Jr. for the position for which you might be considering him.

Sincerely,





California
Charter Schools
Association

1107 9th Street, Suite 200 | Sacramento, CA 95814
p 916-448-0995 | f 916-448-0998 | www.ccsa.org

October 1, 2020

To Whom It May Concern:

I am writing this letter to recommend John Ramirez, Jr. I have known John for over 10 years; he has shown tremendous leadership as an executive leader in each of the roles he has held. We have collaborated with charter schools in the Bay Area and in Central Valley. John has played important roles in the development of these schools and building partnerships with school Boards of Education and other partners.

The knowledge and experience that he brings with him is world-class. His ability to transform communities while including every stakeholder is a unique trait. I work with leaders in both traditional and charter settings, and I have not engaged in a more passionate leader. He is committed to improving all aspects of any educational system that he comes across.

John worked with The Foundation for Hispanic Education, a Charter network of over 1,000 students in East San Jose, CA. There he was able to work to eliminate a decade old structural deficit by developing staffing ratios and a budget process that led to a double-digit reserve. He also secured a state facility grant to build a permanent building to replace the dilapidated portables that house the students of Luis Valdez Leadership Academy.

John's leadership as superintendent of the Alisal Union School District showcased his ability to transform one of the lowest achieving school districts in the state, to the highest achieving Title 1 district in Monterey County.

John brings positivity and is always part of the solution. There is no doubt that John would be an excellent addition to your team, and I offer him my highest recommendation. Please do not [REDACTED] questions.

Sincerely,

[REDACTED]

Administrative

For: **Ramirez , John**
Sent By:

Completed By: Reference = ██████████

Sent On: 1/1/2024 3:53pm
Completed: 1/9/2024 8:22pm

John Ramirez is an applicant for a professional position. The information that you provide will help us make important staffing decisions. Thank you for your time and input.

* What position did the applicant occupy?

Superintendent
2020-2022

* Between what dates did you work with the applicant? (Or between what dates have you known the applicant's work?)

In what capacity did you work with the applicant?

He was the superintendent of Stockton unified school district where I was a trustee and president

	1 (Low)	2	3	4	5	Comments/Remarks
1. Professional Judgment					X	
2. Professional Attitude					X	
3. Cooperation					X	
4. Emotional Composure					X	
5. Time Management					X	
6. Knowledge in Field of Work					X	
7. Planning and Preparation					X	
8. Problem-Solving Skills					X	
9. Initiative/Personal Motivation					X	
10. Interpersonal Relations					X	
11. Ability to Motivate Others					X	
12. Growth/Advancement Potential					X	
13. Stress Tolerance					X	
14. Communication Skills					X	

* On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions?

10

How would you describe this candidate's managing style?

He motivates and makes you feel part of fixing everything that's getting done. Inspired many to do better.
--

Administrative

For: **Ramirez , John**
Sent By:

Completed By: Reference = [REDACTED]

Sent On: 1/1/2024 3:53pm
Completed: 1/9/2024 8:22pm

Describe a time when the candidate faced a significant challenge on the job and how she/he worked to overcome the challenge.

The stresses of COVID 19 was a big challenge that he overcame. We did online classes, cooperated with teachers and he made great relationships with the Union and never panicked, he always kept his composure.

* If the applicant were to apply/reapply for employment in your organization today, would you recommend hire/rehire?

* Do you know of any reason why the applicant should not be employed to work with children?

Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant?

Yes

No

N/A



DOUGLAS COUNTY SCHOOL DISTRICT

Updated: 12-18

REFERENCE CHECK DATA COLLECTION FORM

Name of Candidate:	Dennis Holmes
Position Applied For:	Superintendent

INSTRUCTIONS FOR ADMINISTRATORS OR SUPERVISORS

The following questions provide a starting point for checking a candidate's employment references. These questions are suitable for most positions. Include any additional questions necessary to determine the candidates suitability for the position. Always avoid areas of inquiry that could cause the person providing the reference to reveal information that cannot be considered in the hiring process.

Before posing questions, identify yourself, your position within Douglas County School District, and the reason you are calling. If a reference is reluctant to talk, offer to fax or mail the authorization form obtained from the candidate.

Name of Reference	Relationship to Candidate		
[REDACTED]	Superintendent		
Date of Reference Check:	22-Jan-24	Refence Completed by:	D.Burns & J.Dwyer

- 1. What were the candidates dates of employment with your organization?**
past 7 years
- 2. What position did the candidate hold with your organization?**
Principal, Associate Superintendent
- 3. What would you describe as the strengths of the candidate?**
Experience, on boarding, building culture, loyal
- 4. Are there any areas upon which the candidate would benefit from additional experience or training?**
no
- 5. How did the candidate react with supervisors and how did he/she take feedback?**
Open, trustworthy, straight forward, not afraid to make tough decisions, very open
- 6. How did the candidate interact with other members of the organization?**
Dennis was a great member of the team, never afraid of building relationships and connections
- 7. Is there any reason to believe that this candidate should not be permitted to work among children?**
no
- 8. How well did the candidate manage crisis, pressure or stress?**
manages it well, was responsible for crisis management for the district, very prepared, works hard
- 9. Describe problems or situations that the candidate handled well.**
crisis management
- 10. Compared to other works holding similar positions, how did this candidate perform?**
very highly rated
- 11. Would you rehire this candidate? (If no, please explain)**
yes
- 12. Is there any additional information you can provide that will assist us in making our hiring decision?**
Call him and offer him the job, parted on great terms, wife wanted to move somewhere warm, retired. He is not happy if he is not working.

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DOUGLAS COUNTY SCHOOL DISTRICT

Updated: 12-18

REFERENCE CHECK DATA COLLECTION FORM

Name of Candidate:	Dennis Holmes
Position Applied For:	Superintendent

INSTRUCTIONS FOR ADMINISTRATORS OR SUPERVISORS

The following questions provide a starting point for checking a candidate's employment references. These questions are suitable for most positions. Include any additional questions necessary to determine the candidates suitability for the position. Always avoid areas of inquiry that could cause the person providing the reference to reveal information that cannot be considered in the hiring process.

Before posing questions, identify yourself, your position within Douglas County School District, and the reason you are calling. If a reference is reluctant to talk, offer to fax or mail the authorization form obtained from the candidate.

Name of Reference		Relationship to Candidate	
		Assistant Principal	
Date of Reference Check:	24-Jan-24	Refence Completed by:	D.Burns & J.Dwyer

- 1. What were the candidates dates of employment with your organization?**
10 years
- 2. What position did the candidate hold with your organization?**
Principal
- 3. What would you describe as the strengths of the candidate?**
Very smart, learns quickly, hires well, good instincts, very supportive
- 4. Are there any areas upon which the candidate would benefit from additional experience or training?**
No
- 5. How did the candidate react with supervisors and how did he/she take feedback?**
Really good relationships with all of the supervisors and staff
- 6. How did the candidate interact with other members of the organization?**
Really well, very professional and gets along with everyone
- 7. Is there any reason to believe that this candidate should not be permitted to work among children?**
No
- 8. How well did the candidate manage crisis, pressure or stress?**
Situation with the varsity basketball team and team dinner, he was level headed and reacted fairly and appropriately
- 9. Describe problems or situations that the candidate handled well.**
Situation with the varsity basketball team and team dinner, he was level headed and reacted fairly and appropriately
- 10. Compared to other works holding similar positions, how did this candidate perform?**
He was very good
- 11. Would you rehire this candidate? (If no, please explain)**
Yes
- 12. Is there any additional information you can provide that will assist us in making our hiring decision?**
Used data to grow the staff. He was very professional.

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DOUGLAS COUNTY SCHOOL DISTRICT

Updated: 12-18

REFERENCE CHECK DATA COLLECTION FORM

Name of Candidate:	Mr. John Ramirez Jr
Position Applied For:	Superintendent

INSTRUCTIONS FOR ADMINISTRATORS OR SUPERVISORS

The following questions provide a starting point for checking a candidate's employment references. These questions are suitable for most positions. Include any additional questions necessary to determine the candidates suitability for the position. Always avoid areas of inquiry that could cause the person providing the reference to reveal information that cannot be considered in the hiring process.

Before posing questions, identify yourself, your position within Douglas County School District, and the reason you are calling. If a reference is reluctant to talk, offer to fax or mail the authorization form obtained from the candidate.

Name of Reference	Relationship to Candidate		
[REDACTED]	Board President		
Date of Reference Check:	22-Jan-24	Refence Completed by:	J.Dwyer & D.Burns

- 1. What were the candidates dates of employment with your organization?**
Board was not working well together, 2019 - 5/2022
- 2. What position did the candidate hold with your organization?**
Consultant, Superintendent
- 3. What would you describe as the strengths of the candidate?**
Worked very well with the Board, collaboration
- 4. Are there any areas upon which the candidate would benefit from additional experience or training?**
He needs to be a little more firm with the State, Board, and needs to delegate more
- 5. How did the candidate react with supervisors and how did he/she take feedback?**
Very positive, never talked back, always responded with evidence
- 6. How did the candidate interact with other members of the organization?**
Very professional, he got along with all stakeholders
- 7. Is there any reason to believe that this candidate should not be permitted to work among children?**
Not at all
- 8. How well did the candidate manage crisis, pressure or stress?**
Pressure and stress of Covid - 19. Everyone was so demanding and he handled things very well. Met with unions and followed the rules. Treated everyone with respect.
- 9. Describe problems or situations that the candidate handled well.**
Covid - 19, Board disagreements
- 10. Compared to other works holding similar positions, how did this candidate perform?**
The highest scores
- 11. Would you rehire this candidate? (If no, please explain)**
Yes
- 12. Is there any additional information you can provide that will assist us in making our hiring decision?**
He takes care of his parents, he is a very good son and father

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DOUGLAS COUNTY SCHOOL DISTRICT

Updated: 12-18

REFERENCE CHECK DATA COLLECTION FORM

Name of Candidate:	John Ramirez Jr.
Position Applied For:	Superintendent

INSTRUCTIONS FOR ADMINISTRATORS OR SUPERVISORS

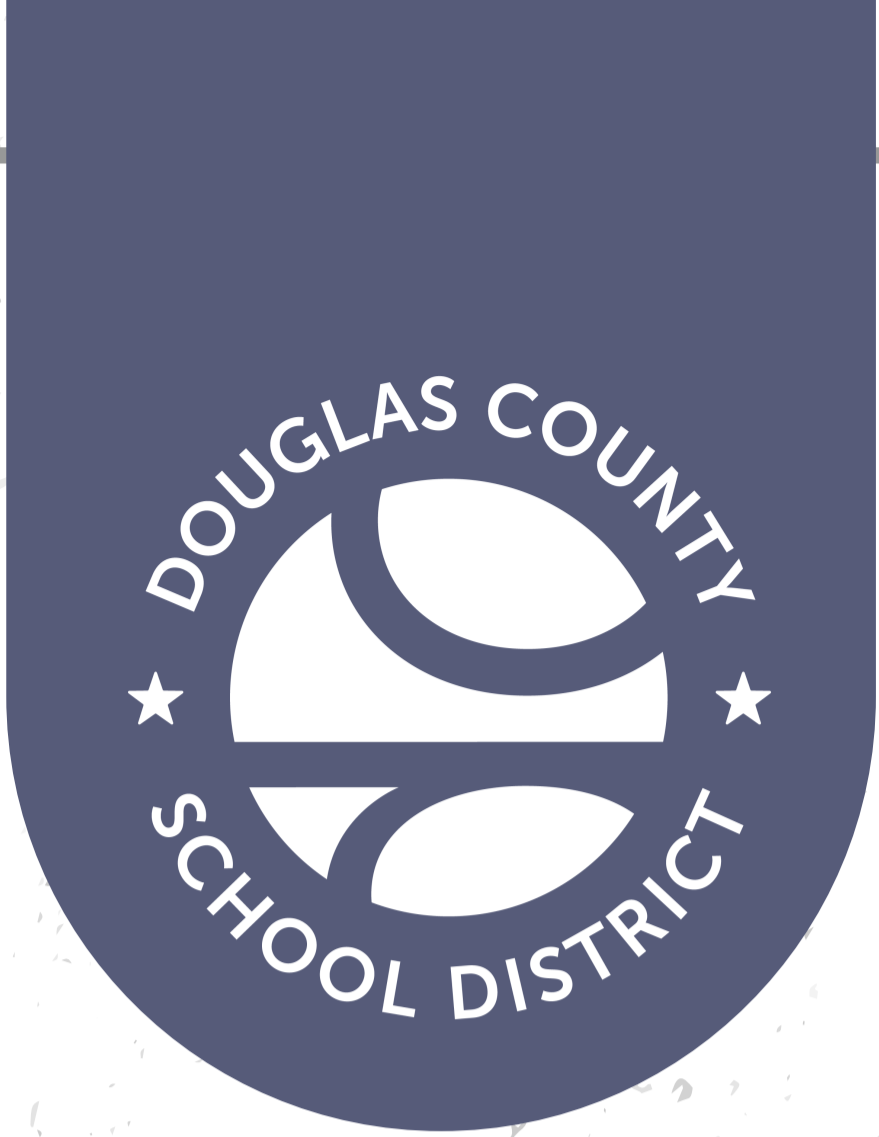
The following questions provide a starting point for checking a candidate's employment references. These questions are suitable for most positions. Include any additional questions necessary to determine the candidate's suitability for the position. Always avoid areas of inquiry that could cause the person providing the reference to reveal information that cannot be considered in the hiring process.

Before posing questions, identify yourself, your position within Douglas County School District, and the reason you are calling. If a reference is reluctant to talk, offer to fax or mail the authorization form obtained from the candidate.

Name of Reference	Relationship to Candidate		
[REDACTED]	Board President		
Date of Reference Check:	22-Jan-24	Reference Completed by:	D.Burns & J.Dwyer

- 1. What were the candidate's dates of employment with your organization?**
2010-2016
- 2. What position did the candidate hold with your organization?**
Superintendent
- 3. What would you describe as the strengths of the candidate?**
People person, knows how to work with his staff, highly educated, extends knowledge to the parents, staff, Board. He is punctual. If he says something will happen, it will happen.
- 4. Are there any areas upon which the candidate would benefit from additional experience or training?**
No, he is cautious and likes to make sure all bases are covered
- 5. How did the candidate react with supervisors and how did he/she take feedback?**
Takes feedback very graciously
- 6. How did the candidate interact with other members of the organization?**
He was good
- 7. Is there any reason to believe that this candidate should not be permitted to work among children?**
No
- 8. How well did the candidate manage crisis, pressure or stress?**
He is pretty level, you could see frustration but he was always so gracious and tried to stay neutral
- 9. Describe problems or situations that the candidate handled well.**
Listened to the pros and cons and helped make a decision.
- 10. Compared to other works holding similar positions, how did this candidate perform?**
At the top
- 11. Would you rehire this candidate? (If no, please explain)**
Yes
- 12. Is there any additional information you can provide that will assist us in making our hiring decision?**
He is a humble person, approachable, listens

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MEET AND GREET

FEEDBACK SURVEY

Thanks to feedback from our February 5th meet & greet, we've compiled star ratings for each Superintendent candidate based on surveys submitted by staff, parents, and community members.



John Ramirez Jr.



Star Rating: 1.65



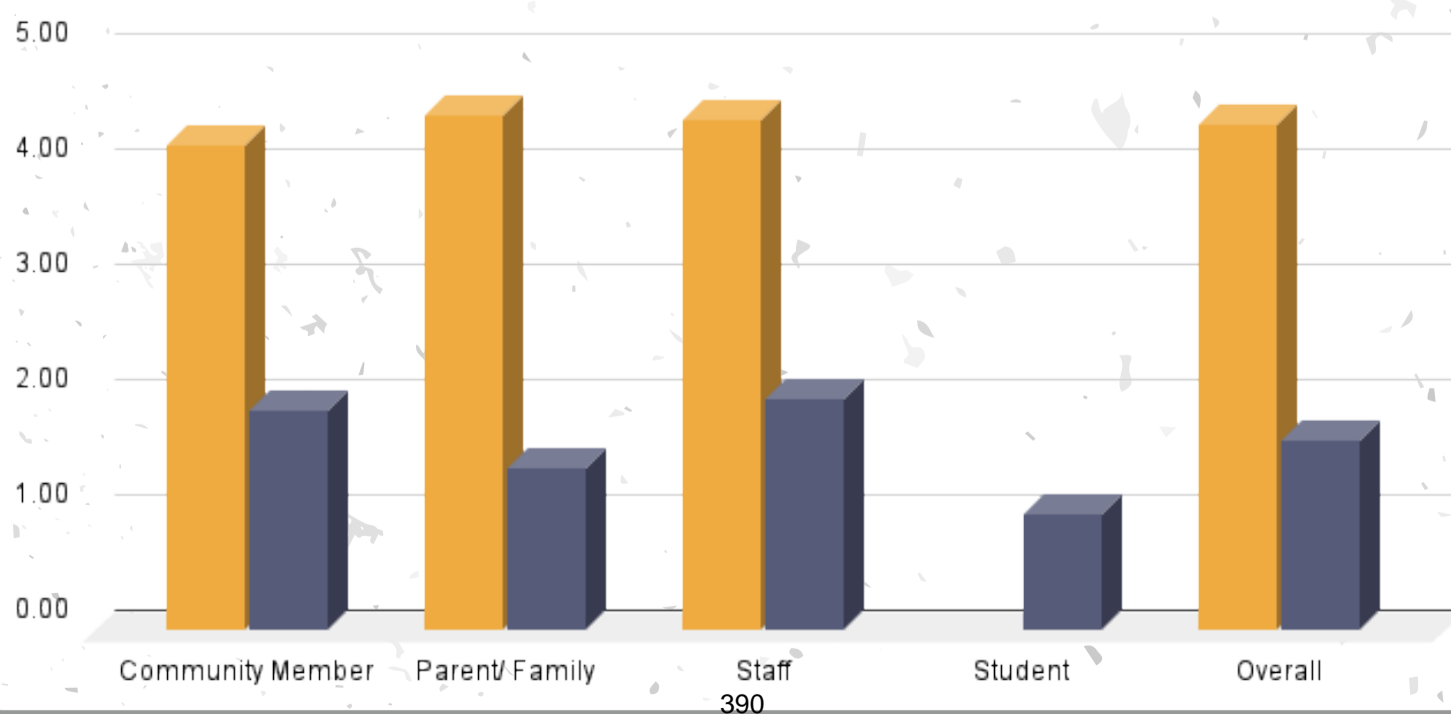
Dennis Holmes

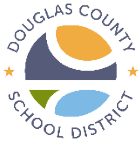


Star Rating: 4.40

STAR RATINGS

■ Dennis Holmes ■ John Ramirez Jr.





DOUGLAS COUNTY SCHOOL DISTRICT

HUMAN RESOURCES DEPARTMENT

SUPERINTENDENT INTERVIEW QUESTIONS

Candidate Name: _____

1. What is your background and experience that has prepared you for a superintendent position? (Burns)
2. What is the most important function of education? (Dickerson)
3. What is the role of a superintendent in relation to the school board, district staff, parents, and students? (Dickerson)
4. Since many Douglas County families can't afford to live up at the lake, our lake schools are struggling with dwindling enrollment numbers. What ideas do you have to avoid having to close these schools? (Englekirk)
5. Do you think the Federal Department of Education is beneficial or detrimental to the education of our youth in America and why? (Englekirk)
6. In May, the Board introduced a policy to protect girls' sports and safe spaces. I believe that most of the citizens in this county would like to see this policy put in place for our students. We are currently waiting for the 9th circuit court to rule on an Arizona case before we add that policy to our agenda. In the meantime, what do you propose we do to keep our girls safe and girls' sports fair? (Jansen)
7. The new board members ran on a policy to keep the woke agenda out of our schools as the majority of citizens in Douglas County overwhelmingly voted for us to do. Research shows that school districts that spend time on social justice in lieu of basics, have diminishing test scores, graduation rates and lowering of standards. We know from speaking to many of our teachers that they want to keep our educational standards high for our students. What is your position on higher quality education? Nevada is 50th in the nation. (Jansen)
8. Is there anything in your past history that should concern the board or this community should you be hired as our Superintendent? (Kangas)
9. What do you see as the most significant challenges facing Douglas County School District and how do you plan to address them? (Kangas)

10. Have you lived your life in such a way that you would be a role model for students and teachers in this conservative community and what are some examples? (Wagstaff)
11. Please tell me what experience you have at increasing parent involvement across your previous district and how you would implement a program like that here? (Wagstaff)
12. What do you believe has the greatest impact on a student's success in school and why? (Gilkerson)
13. On your application you indicated that you have never been convicted of a criminal offense other than a minor traffic violation, you checked no. Do you still stand by that? (Gilkerson)
14. As you may know about our district, we are declining in enrollment each year. We had approximately 7200 - 7500 students about 10 years ago and have steadily declined to around 5,000 today. We have 16 schools, including 2 at the lake. This year alone we have dropped by about 250 students, losing about \$2.5 to \$3 million dollars. We have some of our elementary schools with 250 - 275 students and the capacities are around 800. We also have a high school at the lake with very low attendance to the point we are spending about \$18,000 per child for education. You may not know that we used to get all the money straight from the county to operate our schools but a few years ago, legislators decided to take all money into the state and pay out all counties the same per student and Douglas County lost big time. We get only around \$10,000 per student. I found out that we run almost the same number of employees and still run the same number of schools with most running way below capacity. With Whittell High School at the lake running so low, nothing has changed to save it. We are at a crossroad with our schools operating on cuts from the state and low attendance, we have to do something very soon. Also, we have approximately 900 - 1000 home schoolers in the county, which there are around 682 registered with the district and the rest have refused to register. My question is: Have you ever been in this similar situation and how did you handle it and how did it turn out? (Burns)
15. Is there anything that we have not covered that you would like to talk about? (Burns)