Churchill County School District

Special Meeting

Thursday, April 26, 2018 4:15 PM
Agenda of Special Meeting

Churchill County Board of School Trustees

A Special Meeting of the Churchill County Board of School Trustees will be held April 26, 2018, beginning at 4:15 PM in the Churchill County School District Administration Office, Old High School, 690 South Maine Street, Fallon, Nevada 89406.

Notes:
1. These meetings are subject to the provisions of Nevada Open meeting Law (NRS Chapter 241). Except as otherwise provided for by law, these meetings are open and public.
2. Action may be taken on all agenda items, unless otherwise noted.
3. The agenda is a tentative schedule. The Churchill County Board of School Trustees may act upon agenda items in a different order than is stated in this notice—so as to effect the people’s business in the most efficient manner possible.
4. Public comment will be allowed prior to the vote on all action items. Public comment will also be allowed for matters not listed on the agenda, usually at the beginning and end of the meeting, although it may be returned to at any time during the meeting. No action will be taken on any item until it is properly agendized. In the interest of time, the Churchill County Board of School Trustees reserves the right to impose uniform time limits of three (3) minutes on each person providing public comment.
5. Any statement made by a member of the Churchill County Board of School Trustees during the public meeting is absolutely privileged and does not impose liability for defamation or constitute a ground for recovery in a civil action.
6. The Churchill County Board of School Trustees may combine two or more agenda items for consideration.
7. The Churchill County Board of School Trustees may remove an item from the agenda or delay discussion relating to an item on the agenda at any time.
8. The Board may discuss all items on the agenda, including those that are described on the agenda as "report," "presentation," or "update."

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. VERIFICATION OF POSTING OF AGENDA
4. ROLL CALL
5. PUBLIC COMMENT (See Note 4 above)

Members of the public who speak are asked to state their name for the record and will be limited to 3 minutes. For matters on the agenda, the Board will conduct public comment after discussion of each agenda action item, but before the Board takes any action.
6. NEW BUSINESS

A. The Board of Trustees will interview the following candidates for the Superintendent position:
   1. Risha VanderWey
   2. Marion Smith, Jr.
   3. Summer Stephens
   4. Derild Parsons

B. For Discussion and Possible Action: The Board of Trustees will receive and discuss information regarding the candidates for superintendent including: reference checks, background checks, reports from tour guides (hosts), comments from various tour stops during the candidates’ time in the District, and other similar information.

C. For Discussion and Possible Action: The Board of Trustees will discuss the second interviews with the candidates, including the strengths and weaknesses of the candidates in light of the qualities the District is looking for in a superintendent.

D. For Discussion and Possible Action: The Board of Trustees will discuss and may take action to move the superintendent search forward, including possibly narrowing the number down from four candidates, doing further research such as site visits, selecting a candidate for hire from the remaining four candidates, taking action to open the position for further applications, or taking other similar action.

7. PUBLIC COMMENT (See Note 4 above)
   Members of the public who speak are asked to state their name for the record and will be limited to 3 minutes. For matters on the agenda, the Board will conduct public comment after discussion of each agenda action item, but before the Board takes any action.

8. ADJOURNMENT

LITIGATION CONFERENCE WITH LEGAL COUNSEL
The Board will meet in Litigation Conference to receive information from Legal Counsel regarding potential or existing litigation.

To request supporting materials for the meeting, members of the public can contact Debra Shyne (Executive Assistant to the Superintendent/Board of Trustees) at the District’s Administration Office, 690 South Maine Street, Fallon, Nevada (775-423-5184).

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to contact Debra Shyne, Executive Assistant to the Superintendent/Board of Trustees, by calling 775-423-5184 prior to the meeting date.

State of Nevada
County of Churchill
I, Debra Shyne, Executive Assistant to the Superintendent, do hereby affirm that I posted or caused to be posted, a copy of this notice of public meeting, on or before the 23rd Day of April, 2018, at the following locations in Churchill County, Nevada.

City Hall;
Churchill County Law Enforcement Facility;
Churchill County Administration Offices;
Churchill County School District Administration Office;
Fallon Paiute-Shoshone Tribe Administration Office;
Churchill County School District website: www.churchillcsd.com;
State of Nevada website: https://notice.nv.gov/

_____________________________________________
Debra Shyne, Executive Assistant
to the Superintendent/Board of Trustees

Subscribed and Sworn to before me this 23rd Day of April, 2018

_____________________________________________
Notary Public
To Whom It May Concern,

I am writing to formally apply for the Churchill County School District Superintendent position. As a skilled educator, I am qualified for the position, and I am interested in having a leadership position within the Churchill County School District. My experience aligns well with the qualifications you are seeking. I have spent the past fifteen years as a principal, a Sheltered Immersion Observation Protocol instructional coach, and teacher in Title I schools with large populations of English Language Learners and Native American students. Currently, I am the Coconino County Superintendent of Schools. I have completed a Superintendent Certificate program, a Master of Education in Educational Leadership and a Master of Arts in Teaching English to Speakers of Other Languages. I am currently completing my dissertation for a Doctorate degree in Educational Leadership at Northern Arizona University.

It is my goal to take the skills, knowledge, and expertise that I have obtained in my previous positions in administration and in the classroom to be an innovative leader, guide and advocate for students, families, educators and community stakeholders. These experiences enable me to identify high quality instruction, learner engagement, and faculty professional development needs. I excel at collaborative consensus building, establishing positive culture and climates, creating and implementing school improvement plans driven by data, mentoring and coaching teachers and administration, and adhering to district policies and procedures.

I am interested in this position because of my commitment and passion for all children pre-K - 12 to have access to an innovative and high quality education. Families and community members should have input and a voice in the direction of high quality educational decisions side-by-side the governing board in order to provide the best educational setting for the children. In working in many communities either on the Navajo Nation (Native American tribe) or in bordering communities, I have a tremendous passion to work with faculty and staff to boost the academic performance of children while also increasing relevancy, rigor and relationships between teachers, students, administrators and parents.

I am passionate about utilizing my instructional coaching expertise in order to increase the capacity of principals and educators. This skill set includes mentoring and supporting principals to become highly effective, build positive relationships, and trust with all faculty and stakeholders. I want to be in the schools consistently to support administration and faculty. The site visits enable me to gain an accurate pulse of the culture and climate of the school. The site visits also help to ensure that Churchill County School District provides all children with an equitable and excellent education with a focus on nurturing the whole child socially, academically, and intellectually.

As the Superintendent, it is important to focus on the broader picture of the needs across the district to provide adequate systems of support for professional development needs, early education programs, college readiness and retention and recruitment of highly effective teachers, while also ensuring that all students are given the opportunity to learn the academic and social skills necessary for them to be successful citizens within the 21st century.

Thank you for your consideration.

Sincerely,
Risha VanderWey
## Education/Certification

<table>
<thead>
<tr>
<th>Degree</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Program</td>
<td>Educational Leadership Doctoral program at Northern Arizona University, Flagstaff, AZ, 2015 to present all but the dissertation.</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>Educational Leadership, Northern Arizona University, Flagstaff, AZ, 2008</td>
</tr>
<tr>
<td>M.A.</td>
<td>Teaching English to Speakers of Other Languages, Northern Arizona University, Flagstaff, AZ, 2001</td>
</tr>
<tr>
<td>B.A.</td>
<td>Culturally Relevant Community Service, Central Washington University, Ellensburg, WA, 1994</td>
</tr>
</tbody>
</table>

## Certificates

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent Certificate</td>
<td>K-12 AZ</td>
</tr>
<tr>
<td>Principal Certificate</td>
<td>K-12 AZ</td>
</tr>
<tr>
<td>Teacher Certificate</td>
<td>K - 8 Elementary Education, AZ</td>
</tr>
<tr>
<td>ESL Education</td>
<td>K - 12 Endorsement, AZ</td>
</tr>
</tbody>
</table>

## Administrative and Leadership Experience

**Coconino County Superintendent of Schools**

**Education Service Agency**

2014 – Present

- Performs such duties as are set forth in the Arizona Revised Statutes and in the regulations of the State Board of Education.
- Assists in the development of and is responsible for the implementation and execution of policies adopted by the Board of Education.
- Elects and appoints Governing Board members in the county.
- Provides elections for overrides and bonds for public schools.
- Provides high quality professional development for teachers in Coconino, Yavapai, Navajo and Apache Counties.
- Keeps the Governing Board members informed on issues, needs, and operation of the school system.
- Offers professional advice to the Governing Board members on items requiring Board action, with appropriate recommendations based on thorough study and analysis.
- Assists the Board in its efforts to interpret public opinion concerning the schools.
- Solicits, gives attention to, and makes response to problems and opinions of community groups and individuals.
Risha VanderWey

- Encourages collaborative relationships with businesses and industries in the community.
- Develops a cooperative relationship with all news media.
- Undertakes long-term analysis and projection of staffing needs and availability.
- Develops and executes sound personnel procedures and practices for initial employment, promotions, assignments and transfers and termination actions.
- Develops a comprehensive plan for performance evaluation of all employees.
- Establishes appropriate staff development programs.
- Collaboratively develops a continuous improvement plan of long range goals and objectives for the school system and provides opportunities for staff and community to engage in long-range planning activities.
- Implements a system of internal communication in the schools.
- Takes steps, through a continuous improvement program, to keep abreast of trends and practices in education.
- Establishes sound financial procedures and practices, which ensure accountability for all revenues, expenditures, and allocations.
- Leads the staff, and the community in a cooperative and continuous effort to improve the school district.
- Participates actively in community affairs and projects a positive image for the County and school districts.

K-2 Principal (2012-2014)
Pre-kindergarten – 5 principal (2011-2012)
Page Unified School District
2011 – 2014

- Strong interpersonal/human relations skills
- Strong written and verbal skills
- Public speaking skills
- Ability to teach, instruct, and conduct training sessions
- Ability to coordinate and collaborate with staff
- Ability to work independently
- Ability to organize time, projects and details
- High level of reliability and responsibility
- Self-starter with the ability to multi-task and meet defined deadlines
- Flexible, committed, energetic, and receptive to change
- Ability to plan, organize and complete tasks and evaluate results
- Ability to multi-task projects/efforts and meet aggressive deadlines
- Ability to operate a computer and software programs
- Ability to employ innovative problem solving techniques to accomplish objectives
- Superior professional written and verbal communication skills
- Evaluate classified and certified employees
- Collaboratively create Continuous Improvement plans for the school
• Develop and maintain action plans for curriculum, discipline, and intervention
• Communicate with stakeholders and community members

Sheltered Instruction Observation Protocol Instructional Coach
Flagstaff Unified School District
2009 – 2011
• Support educator's instructional practice.
• Coach educators and teams in a variety of instructional practices and existing programs that enhance student engagement and achievement.
• Provide on site training aligned to school goals.
• Coach Professional Learning Communities to sustain strong and viable teams.

Comprehensive System of Personnel Development: Systemic Change in Reading
Arizona Department of Education
2010 – 2011
• Year 1: Implementation
• Year 2: Sustainability

Technology Trainer
Flagstaff Unified School District
2010 – 2011
• Provide district-wide technology professional development for employees.
• Provide site-based technology professional development based on the needs of the staff.

Technology Coach
Puente de Hozho,
Flagstaff Unified School District
2008 – 2009
• Peer coach a faculty member in the assistance of integrating technology into the classroom.

Department Chair
Puente de Hozho,
Flagstaff Unified School District
2007 - 2008
• Provide the principal assistance in completing administrative tasks.
• Relay messages from the principal to the staff.
• Distribute and collect grade-level purchase orders.
• Organize and distribute school emergency plan.

Curriculum Cabinet Member
Flagstaff Unified School District
2005 – 2008
Risha VanderWey

- Representative of the district's initiatives to align state standards with content, skills, and assessment.
- Teacher trainer for Curriculum Mapper.
- Provide in-services for grade-level alignment of curriculum.
- Teacher trainer on how to use the computer-based program.

Teaching Experience

2nd and 3rd Grade Teacher
Puente de Hozho
Flagstaff, AZ, 2008 – 2009
- Instruct English in a dual language program (Navajo and English program).
- Utilize a technology-enhanced classroom to instruct students in the Arizona State Standards.
- Provide a language rich environment to support English Language Learners (ELL).

Kindergarten Teacher
Puente de Hozho
Flagstaff, AZ, 2006 - 2008
- Used Sheltered Instruction Observation Protocol (SIOP) strategies to teach content and language objectives in English to Caucasian and Hispanic students.
- Focused on print awareness, letter naming, and letter sounds in order to create word families and sound out words for emergent readers.

1st Grade Teacher
Kinsey Elementary School
Flagstaff, AZ, 2005 – 2006
- Used ELL strategies to create a language rich environment to teach print awareness and English to Caucasian, Hispanic, and Navajo students.
- Developed and implemented thematic units that allowed students to apply their literacy skills, and number sense skills.

1st Grade Teacher
Dzil Libi Elementary School
Cameron, AZ, 2004 – 2005
- Used ELL strategies to create a language rich environment to teach print awareness and English to Navajo students.
- Thematic units were taught with special attention given to word meaning, and building background knowledge.

5th Grade Teacher
Eagles Nest Intermediate School
Tuba City, AZ, 2002 – 2004
- Focused on differentiated instruction for students.
• Standards-based instruction that focused on the academic achievement of all students.
• High expectations for student academic and social achievements.
• Created a classroom of safety, mutual respect, and trust.
• Used English as a Second Language (ESL) techniques to teach language skills to Navajo students.

Associations/Memberships

• 2018 - Arizona Association of County School Superintendents President
  - United Way Board Member
  - Launch Education Leadership Team
  - Flagstaff Chamber of Commerce
  - National Education Service Agency
  - Arizona Association of Counties Board Member
  - AZ Town Hall

• 2017 - Arizona Association of County School Superintendents President
  - United Way Board Member
  - Launch Education Leadership Team
  - Flagstaff Chamber of Commerce
  - National Education Service Agency
  - AZ Town Hall

• 2016 - Arizona Association of County School Superintendents President
  - Arizona Association of County School Superintendents Secretary
  - United Way Board Member
  - Arizona Commission on Excellence and Education Leadership Team
  - Flagstaff Chamber of Commerce

• 2015 - Arizona Association of County Superintendents Secretary
  - United Way Board Member
  - Arizona Commission on Excellence and Education Leadership Team
  - Flagstaff Chamber of Commerce

• 2014 - Arizona Association of County Superintendents Secretary
  - United Way Board Member
  - Arizona Commission on Excellence and Education Leadership Team

Professional Training Completed

• 2017 - Arizona School Board Association Training
  - Law Conference ASBA
  - MAG 364 Multihazard Emergency Planning for Schools
  - Adaptive Schools Foundation Seminar
• 2016 - Arizona School Board Association Training
  - Law Conference ASBA

• 2015 - Arizona School Board Association Training
  - Arizona Business and Education Coalition
  - Law Conference ASBA

• 2014 - Arizona School Board Association Training
  - Arizona Business and Education Coalition
  - Arizona Leads ADE
  - Law Conference

• 2013 - BreakThrough Coaching
  - TeachScape Training
  - ASCD Educational Leadership Conference
  - Positive Behavior Intervention and Support: Year 3
  - Professional Learning Community Conference

• 2012 - Qualified Evaluator Training 3 & 4
  - 95% Group Training
  - Positive Behavior Intervention and Support: Year 2

• 2011 - Qualified Evaluator Training 1 & 2
  - Principals Institute
  - Administrative Common Core Training
  - Measuring Teacher Effectiveness Training
  - Positive Behavior Intervention and Support: Year 1

• 2010 - Differentiated Instruction
  - Strategies for Teaching Gifted Students in Mixed Ability Classes
  - AIMSweb Training
  - EnVision Math Training
  - Learning Forward: Advancing professional learning for student success

• 2009 - National Staff Development Council
  - Capacity Building Coaching
  - Southwestern U.S. Summit: Professional Learning Communities at Work
  - Effective School Symposium

• 2008 - Northern Arizona Technology Integration Coaching Consortium
  - Learning by Doing Symposium

• 2007 - Curriculum Mapping Institute
Risha VanderWey

- 2005 - Curriculum Mapping - Basic
  - Curriculum Mapping Constructing and Calibrating Quality Maps
Throughout my career I have demonstrated success in education. I have been fortunate to have held many varying positions, in three different school districts that have trusted me to make quality decisions in the role of teacher, instructional coach, principal and superintendent. Below please find several stories of educational success that I am very proud of.

As the Coconino County Superintendent of Schools, I work with nine public school districts. Most of our schools are extremely rural. Prior to this position, I was a principal in one of the rural towns in Page, AZ. As a principal, I saw first hand that contracted special education providers did not meet the needs of the population of students that they were serving. Most of my students were Native American. The contracted special education providers were not familiar in working with high poverty, high need, Native American students. The special education services included: speech, occupational/physical therapy, therapy for the deaf and blind, and psychological services. I addressed this issue with the superintendent to no avail. Once I became the County Superintendent, I created a Fee for Service program where my office vets and hires high quality, local, special education teachers to provide contracted special education services to any school district that needs them. I have Intergovernmental Agreements with all the public schools and many charter schools. This program began two years ago. It is still running and is building momentum. I am very excited about this program because I believe that all children have the right to high quality educational services regardless of their rural location.

As mentioned above, Northern Arizona has very rural schools. They are spread out very far from one another. For example, I have a school district that is five and a half hours from my office. One of my greatest concerns is school emergency preparedness. I met with a representative for The Trust (which provides insurance to most of the school in Arizona) and asked if they would be willing to sponsor and support the development of a new consortium in school emergency preparedness. The representative thought it was a great idea and suggested that we reach out to the Coconino County emergency management as well. Through this framework and collaboration, as a group we formed the Northern Arizona School Emergency Preparedness and Response Consortium. The neat thing about this project is our leadership team includes an expert in emergency management, an expert in insurance, and an expert in education. As you know, when an emergency happens, it is important to have many resources to pull from. As a leadership team, we also decided to include neighboring counties. We invited all the schools from Yavapai County, Coconino County, Apache County and Navajo County. We began the consortium in September with 70 participants from all the above counties. We have found that some districts have great emergency plans and some do not know where to start in building an emergency plan. The three trainings we have held addressed situational awareness, active shooter training, building and revising and emergency response plan, identifying and creating community partnerships and reunification planning. I have also added MAG364 FEMA training to support school districts in Multihazard Emergency Planning for Schools.

These are a couple of success stories that I have instigated. I am very proud of both of these stories. I am also thankful for the wonderful experts who have supported these endeavors and have helped me make my dreams in better supporting our kids, schools and districts. Without those people, these efforts may not have been possible.
Application for Position of Superintendent
Churchill County School District

Last Name: VanderWey  First Name: Risha  MI: A

Home Address:  
Street, City, State, Zip

Phone:  
E-mail:  

Education (Undergraduate and Graduate)  
(Attach a supplemental page if necessary)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Major</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Arizona University</td>
<td>2014-Current</td>
<td>Educational Leadership</td>
<td>Doctorate: Completing Dissertation</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>2007-2009</td>
<td>Educational Leadership</td>
<td>Master of Education</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>2000-2001</td>
<td>TESOL</td>
<td>Master of Arts</td>
</tr>
</tbody>
</table>

Employment History: List all full-time experience, both in and outside the field of education, beginning with your current employment. (Attach a supplemental page if necessary).

Position: County Superintendent  Employer & Location: Coconino County, Coconino County
Student Enrollment: 14,000  Years (From/To): 2014-Current

Position: Principal  Employer & Location: Page Unified School District, Page, AZ
Student Enrollment: 750  Years (From/To): 2011-2014

Position: Teacher/instructional coach  Employer & Location: Flagstaff Unified School District, Flagstaff, AZ
Student Enrollment: 30  Years (From/To): 2006-2011
Length of Present Contract: no contract: Elected position  Expiration Date: December 2020 Date Available: July 1, 2018

Where did you learn about this position? email

What is your reason for leaving your last position or wanting to leave your current position?
Would like a k-12 unified school district position

List all other names or aliases you have used:
Risha Anne VanderWey

Are you currently licensed as an Administrator in Nevada? Yes □ No ☒

If not, are you eligible to obtain the Nevada Administrator license? Yes ☒ No □

Have you listed ALL current and former employers who are education providers in the Employment History section of this application? Yes □ No ☒

If no, please provide them all on a separate sheet.

For more information about Nevada Administrative Licensure contact:

Nevada Department of Education
Educator Licensure Office
755 N. Roop Street #107
Carson City, NV 89701
Phone: 775-687-5980
www.doe.nv.gov/Educator_Licensure

I am able to perform the essential functions of the job for which I am applying with or without a reasonable accommodation. Yes ☒ No □

VETERAN’S PREFERENCE

1. Are you a “Veteran” who has served in the armed forces of the United States? Yes □ No ☒
   If yes, ATTACH Form DD-214 or other similar discharge document.
2. Are you a “Disabled Veteran?” Yes □ No ☒
   If yes, ATTACH document verifying disabled veteran status.

LANGUAGE SKILLS

Do you know any language other than English? If yes, what language? Spanish
What is your level of proficiency in the language? Polite

PLEASE NOTE:

1. Candidates selected for initial interview will be named in an open meeting of the School Board and interviews will be conducted in a public session.
2. The successful candidate must become a resident of Churchill County within 6 months of acceptance.
3. The successful applicant for this position will be required to complete an Employment History Verification Form and an Applicant History Disclosure Form found at www.doe.nv.gov/Educator_Licensure/Applications_Forms
For the purposes of this application the following questions must be answered, information provided and authorizations granted. Your signature is required at the end of this application for your application to be complete.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Have you ever left any educational or school-related employment, voluntarily or involuntarily, while the subject of an inquiry, review or investigation of alleged misconduct or alleged violation of professional standards of conduct or when you had reason to believe such investigation was imminent?</td>
<td>No</td>
</tr>
<tr>
<td>2) Are you currently the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of professional standards of conduct?</td>
<td>No</td>
</tr>
<tr>
<td>3) Have you ever failed to complete a contract for educational services in any educational or school-related position for any alleged misconduct or alleged violation of professional standards of conduct?</td>
<td>No</td>
</tr>
<tr>
<td>4) Have you ever had a professional certificate, credential or license (of any kind) revoked or suspended or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards of conduct?</td>
<td>No</td>
</tr>
<tr>
<td>5) Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?</td>
<td>No</td>
</tr>
<tr>
<td>6) Have you ever surrendered a professional license of any kind before its expiration?</td>
<td>No</td>
</tr>
<tr>
<td>7) Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?</td>
<td>No</td>
</tr>
<tr>
<td>8) Have you ever been convicted or been granted conditional discharge by a court for any: (a) felony, (b) misdemeanor, or (c) major traffic violation, such as; driving under the influence of intoxicants or drugs; reckless driving; fleeing from or attempting to elude a police officer; driving while your license was suspended, revoked or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident?</td>
<td>No</td>
</tr>
<tr>
<td>9) Have you ever entered a plea of guilty or No Contest relative to any charge for an offense listed in the question 8 above?</td>
<td>No</td>
</tr>
<tr>
<td>10) Have you ever had any civil judgment or other court order entered against you resulting from abuse, assault, battery, harassment, intimidation, neglect, stalking or other threatening behavior toward other persons?</td>
<td>No</td>
</tr>
<tr>
<td>11) Have you EVER been the subject of a substantiated report of child abuse or sexual conduct (involving a K-12 student or minor child)?</td>
<td>No</td>
</tr>
<tr>
<td>12) Are you currently the subject of an ongoing investigation related to a report of suspected child abuse or sexual conduct (involving a K-12 student or minor child)?</td>
<td>No</td>
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</tbody>
</table>

If you answered “yes” to any questions, please explain in detail on separate sheet indicating corresponding question number. Note: Existence of a criminal record does not constitute an automatic bar to employment.

<table>
<thead>
<tr>
<th>Consents and Authorizations</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I hereby authorize all my current and former employers who are education providers to disclose the (a) dates of my employment; (b) whether I was the subject of any substantiated reports of child abuse or sexual conduct related to my employment; (c) the dates of any substantiated reports; (d) the definitions of child abuse and sexual conduct used by the education provider when the determination was made that any reports were substantiated; and (e) the definitions of child abuse and sexual conduct used by my education provider employer to determine whether any reports were substantiated.</td>
<td>Yes</td>
</tr>
<tr>
<td>2) I hereby authorize my current or former education provider employers to release any disciplinary records of a crime for which I was convicted.</td>
<td>Yes</td>
</tr>
<tr>
<td>3) I authorize my listed references, current and past employers and educational institutions, and anyone else who has information about my work history, education qualifications, or fitness to provide such information to the school district for which I have completed an employment application. I release the school district and all persons providing this information to the school district, from any liability whatsoever for obtaining and providing that information, regardless of the results.</td>
<td>Yes</td>
</tr>
<tr>
<td>4) I understand I may be subject to a routine physical.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Acknowledgements

1) I acknowledge that should I be offered a contract for the position of superintendent as a result of this application, the school district may not enter an employment contract or agreement that:
   - Has the effect of suppressing information relating to an ongoing investigation related to a report of suspected child abuse or sexual conduct or relating to a substantiated report of child abuse or sexual conduct by a current or former employee;
   - Affects the duties of the education provider to report suspected child abuse or sexual conduct or to discipline a current or former employee for a substantiated report of child abuse or sexual conduct;
   - Impairs the ability of the education provider to discipline an employee for a substantiated report of child abuse or sexual conduct; or
   - Requires the education provider to expunge substantiated information about child abuse or sexual conduct from any documents maintained by an education provider.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Yes</td>
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</table>

2) I acknowledge that finalists in this superintendent search may be subject to criminal records check by the school district and a license review through the Nevada Department of Education Educator Licensure Office or any other relevant state licensing agency related to my employment or prior employment.

<table>
<thead>
<tr>
<th>Answer</th>
</tr>
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<tbody>
<tr>
<td>Yes</td>
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</tbody>
</table>

3) I acknowledge that the school district may conduct an Internet search, reference checks, background investigations and confirmation of employment as a part of this application.

<table>
<thead>
<tr>
<th>Answer</th>
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<tbody>
<tr>
<td>Yes</td>
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</table>

### Verification

The information that I have provided in this application is true and accurate to the best of my knowledge. I have answered all of the questions to the best of my ability and I have not knowingly withheld information that would negatively affect my application. (Please attach a brief explanation for any circumstances arising from the Questions above which you believe might negatively affect your application including: criminal convictions, professional license discipline, and pending investigations in any state). Any misrepresentations or omissions of fact in this application, any materials submitted with this application, or during interviews may be cause for rejection of this application or subsequent dismissal from employment, if hired. The consents, authorizations and acknowledgements in this application will remain in effect during the entire course of my employment should I be hired.

Risha Anne VanderWe~

Signed (a typed name in this field on the part of the application constitutes a valid signature)

4-4-18

Date

Please return the completed and signed application form with other application materials by e-mail attachment as either PDF or Word documents to:

A. Gregory McKenzie, Search Consultant
NextUp Leadership
1470 Rosemont Road
West Linn, Oregon 97068
Phone: 503-752-2438
E-mail: gregmckenzie@att.net OR gregmckenzie@window2leadership.com

Closing Date: April 5, 2018 (or open until filled)

APPLICATIONS RECEIVED AFTER 5:00 PM (PST) OF THE DEADLINE MAY NOT BE CONSIDERED.
The District is an Equal Opportunity Educator and Employer.
I hold the educational philosophy that all children have access to an innovative 21st century curriculum that prepares them to become successful, productive and happy members of society. In order for this educational philosophy to flourish the framework for the traditional brick and mortar schools needs to shift from the perspective of parents, teachers and administration. The idea is that the way children learn today may not adequately prepare them to think critically, problem solve, build consensus, work in collaborative teams, and innovate. These are the skills that young adults will need to to demonstrate in order to compete within a global economy. 21st century schools become learner centered and is focused on the future. Another educational philosophy focuses on professional learning communities and professional development to support the schools continuous improvement plan.

First lets discuss what an innovative 21st century curriculum looks like. Extraordinary learning for children has changed dramatically with technology. Technology integration pre-K – 12 is a necessity. The use of interactive boards, watching a video, and playing an internet game is no longer sufficient to adequately prepare our children to become collaborators, communicators, creative and critical thinkers. This translates to shifting how teachers and administrators utilize and apply effective skills with a technology infused life. Teachers and administration will need proper training on how to create a learner environment that is technology infused. Two characteristics of a technology infused environment includes more progressive use of technology and having the technology in the children’s hands.

Children should have more access to technology tools. Children will need access to a consistently changing array of technology tools and learner engaging activities that focus on collaboration, communication, creativity and critical thinking skills. These student agency skills enable children to direct their own learning. 21st century skills are utilized through the teacher facilitation of activities that allow the children to discover and create content where the child becomes the explorer and designer of their learning. The teacher builds powerful learning activities based off of the framework of the child being the explorer and developer. The discovery and explorer learner activities is designed for children to focus their attention on local community issues or global issues with the support of multimedia, virtual manipulatives, and internet research.

Another educational philosophy that I have is providing teachers and administration adequate support for continuous school improvement. Whether an extremely successful district or a district requiring school improvement, all professional development, professional learning communities, and effective leadership training should align with school improvement efforts. It is critical for continuous school improvement that administration and teachers understand how to analyze student data in order to identify instructional strengths and areas that could be improved. The areas that can be improved are where professional development and professional learning communities support the administration and teachers by providing explicit research-based strategies that boost student academics within that specific content area. This can be accomplished with a school wide focus, a grade level focus or as a district level focus.

My philosophy of education extends beyond the two examples that I just provided. However, I truly believe that our public schools need to begin to look at ways to shift from a curriculum that teaches the standards to children in an archaic way and innovate instruction utilizing 21st century tools and strategies. Providing administration and teachers adequate support to meet the goals and benchmark for continuous improvement is always important. It is one of the cornerstones of effective leadership.
1. Identify one professional mentor who has strongly influenced your leadership style. Explain the circumstances of your professional mentor/protégé relationship.

Mentor: Jim Walker

Relationship: Page Unified School District retired Superintendent

2. What leadership characteristics of this mentor did you admire the most? (Describe the style in narrative without reference to a particular model).

Mr. Walker hired me to become a principal for his school district. During the three years that I worked with him, the characteristics of leadership that he demonstrated that I admired were his continuous improvement planning aligned with teacher professional development, belief in providing the best educational experience for all students, demonstrated cultural sensitivity, the ability to listen and his trustworthiness. He had a laser focus on the urgency of effective continuous school improvement. He believed in the alignment of school improvement efforts, with the vision and mission of the district and with professional development needs of teachers. This alignment was driven based off of student data outcomes. He strongly supported programs that would provide students the best educational, social and emotional opportunities. The district student population was 85% Native American with 85% free lunch. With such high poverty rates, Mr. Walker implemented programs that specifically reached at-risk youth. For example, he brought in a research based program AVID in order to close the achievement gap for the underrepresented Native youth in our schools. This program aims to provide professional development to educators to provide them with adequate strategies to prepare students for college and career opportunities. Mr. Walker engaged the Native American community. He invited Native American leadership to our continuous improvement planning meetings, as a district we went out to the reservation and grilled hamburgers and hot dogs for community events, he provided faculty cultural sensitivity training. Mr. Walker was a great listener. Educators, administrators, community stakeholders, parents and students felt that their voice was heard when they met with him. Some of these conversations were very heated. Mr. Walker had a way of letting the person he was listening to that their concern was his concern. He validated their feelings. He had the skill of defusing a complicated situation into a productive work session. Lastly, he was trustworthy and reliable. He would do anything for an employee, community member or stakeholder. He was a good man who built a district culture and climate developed off of trust. Due to this trust many faculty members would also do their best to support him. These are just a few of Mr. Walker’s characteristics of leadership that I admire.

3. What characteristics of your own leadership style may have been influenced by this mentor?
Churchill County School District
Mentor Questionnaire

Characteristics of my own leadership style that may have been influenced by Mr. Walker include collaborative consensus building, stakeholder engagement, keeping students at the center of all decisions being made, trustworthiness and reliability. I believe that many district wide decisions can be made with input from faculty, staff and stakeholders. This is an opportunity for a district to inform its constituency about a change, why a change is happening and what the change will look like. Whether that be the adoption of new curriculum, teacher evaluation tool, or creating the continuous improvement plan. When people feel that they were a part of a decision buy in for implementation may be greater. Mr. Walker engaged stakeholders. It is critical to engage stakeholders. The stakeholders include parents, students, staff, universities, the city, the county, state legislature, elected officials, the ski resort, faith-based organizations, and any other organization. These stakeholders can be engaged in varying ways. For example, faculty, students and parents can be engaged with curriculum adoptions or changing school start and ending times. On the other hand the state legislature and elected officials at the state, city and county levels can be engage when new bills regarding education are being voted on. I engage my stakeholders so they have a better understanding of the strengths and threats the district is handling. All district made decisions are focus on creating, establishing and maintaining an excellent educational experience for all children. Utilizing research-based programs and learner strategies that have demonstrated success is important. Making decisions that is based off of student and parent surveys, and student academic outcomes provide thee district with a clear and concrete focus on strengths and areas of weakness. This process also aids in the alignment of the mission and vision with the continuous improvement plan to meet the needs of every child. Lastly, trustworthiness and reliability go hand in hand. I am very trustworthy. I do not share information provided from a staff member, I do not throw people under the bus, and I do not mind differing opinions. I am an educational service provider who believes that I should be easily accessible to the Ashland community. Trust is earned, reliability is demonstrated. I keep my word and work hard to build quality long-term relationships with faculty and stakeholders.

4. What characteristics of your leadership style are most likely to influence your protégées?

The leadership characteristic that would influence my protégées is equal value on all faculty, shared leadership, focus on quality professional learning communities, and site visits. I believe that every employee of an organization has equal value. Although the job role and responsibilities vary, each person within the organization is valued, nurtured and cared for in order to maintain a positive culture and climate. This creates for staff a sense of pride in being a member of the district. People demonstrate different personal goals, ambitions or strengths. Growing effective leadership in administration and for faculty is important and necessary to consistently perform at high levels. Shared leadership provides ambitious employees with room to gain experience, speaking skills, facilitation skills and practice it in an environment that will support them. The employee who is provided the leadership opportunity may feel honored, professional and supported. This raises workplace satisfaction. Having participated in many professional learning communities, focus would be spent on professional learning community effectiveness. Once the educator has the student/classroom data of academic strengths and areas of concern, what do they do about it? How do the professional learning communities impact teacher effectiveness and learner outcomes. If they are effective... great. If not, lets identify what the school will do to make transference of knowledge trickle to the students in the form of clear, focused, instruction based off of the students academic needs. Lastly, as a decision maker it is important to understand the pulse of the district. Being at the district office is very different then being on school sites. It is important for the superintendent to engage with the individual school sites to support the principals, build positive relationships with employees, build open and positive relationships with parents and students and to get a feel for the varying needs at the school. All schools are unique and develop its one culture and climate. Being in the schools enables the superintendent to make accurate decisions that a based off of what is really going to enhance the educational environment for all participants. Going to the school districts also provides faculty, principals, students and parents an opportunity to speak and engage with the superintendent. This might be to address a concern or just to have a random conversation. It's good
Churchhill County School District
Mentor Questionnaire

professional practice to support staff by being there for them. These might be some leadership characteristic that a protégé will utilize.
To: Selection Committee  
From: Dave Dirksen  
Date: January 8, 2018  
Re: Risha VanderWey

Risha VanderWey has indicated that she is submitting an application to serve in a senior leadership position in your organization. I am pleased to share the following observations and comments regarding this superb educational leader.

Ms. VanderWey is a seasoned school administrator who possesses an uncommon breadth and depth of experience. She has served as a classroom teacher, as an instructional coach, as a site level administrator, and as a very successful county superintendent of schools. She is a leader with clear vision who is able to foresee impending problems, articulate the implications of such problems, and offer creative and workable solutions. Better than anyone I have known, Risha VanderWey truly understands the complexity of schools, both in the context of organization and community.

Additionally, Ms. VanderWey is an honest, sincere and compassionate leader who deeply cares about people; her caring extends to students, parents, family members, and to citizens of the broader community. Further, Ms. VanderWey demonstrates true appreciation for teachers, administrators and support staff; she regularly celebrates their value and the contributions they make to students and the learning community.

Ms. VanderWey's leadership style is all-encompassing and is grounded in research, current literature and best practice. Her open and collaborative style is enhanced by her accessibility and approachability; simply stated, people feel welcome and comfortable in her presence. She is an excellent communicator and a genuine, sincere listener who encourages and contemplates the views of others regardless of their position or role within the school district and/or community. Having said that, however, it is appropriate to state that there is no question that Risha VanderWey fully understands her responsibilities as a superintendent - and that she does not lack the courage to act in that regard.

Of all her admirable qualities, one cannot write a letter of recommendation such as this without mentioning Ms. VanderWey's deep and substantive understanding of instructional pedagogy. Her expertise in this area results from her experiences while serving as a department chair, as a curriculum cabinet member, and as an instructional coach. School districts are fortunate, indeed, when they are able to recruit and hire a superintendent who demonstrates such a high level of interest and abilities in the areas of curriculum and instruction.
Ms. VanerWey is an accomplished, distinguished county superintendent who works tirelessly on behalf of all of the school districts in her county. When not busily engaged in providing support locally, she is immersed in advocacy endeavors at the state legislative level. She is deeply respected by the Flagstaff community, and even if people were to disagree with her on an issue, I suspect they would walk away still singing her praises. You see, when Risha VanderWey is on the scene, there is a sense that everything is under control and will be alright - and therefore, it is!

I cannot overstate my admiration and appreciation for Ms. VanderWey as an enthusiastic educator and inspirational leader who so strongly believes in the role of K-12 education. I regret that I cannot credit the source, but some years back I encountered a statement that went something like this......"A superintendent needs to be able to walk on water, perform magic acts, amaze students, astound teachers, dazzle parents, inspire administrators, keep a sense of humor and smile a lot." While those are not my words, they more than aptly describe Risha VanderWey. The following, however, are my words and I offer them as my highest recommendation......"I would hire Risha VanderWey even if it meant creating an additional position to do so - such is her incredibly positive impact on the learning community.

It is likely that you will have many fine applicants for the position you are seeking to fill, but I cannot imagine one finer than Risha VanderWey. Over my fifty-year career I have never been more certain about someone being the next superstar leader on the horizon, and that person is Risha VanderWey. Again, I offer my highest recommendation and know that your selection committee will be most impressed when they have an opportunity to meet personally with Ms. VanderWey for an engaging conversation relative to her qualifications for the position you seek to fill.

Professionally,

Dave Dirksen
Superintendent of Schools (Retired)
Former National Principal of the Year
May 5, 2017

To Whom It May Concern:

I highly recommend Risha VanderWey for a superintendent position. Risha has dedicated and committed herself to serve in public education in the capacity of a teacher, instructional coach, principal and county superintendent. She is currently the president of the Arizona Association of County School Superintendents.

Ms. VanderWey is the Coconino County Superintendent of Schools. As a County Superintendent, Risha is the superintendent of an education service agency. This agency provides financial oversight and assistance to school districts in the county. The agency includes two high schools and provides education for juvenile detention and jail education. She also continually applies for competitive federal grants that provide high quality professional development for principals and teachers in the areas of STEM education, math, science, ELA and writing.

Within the role of County Superintendent she started a Fee for Service program that provides high quality special education services to school districts. She also implemented the Northern Arizona School Emergency Preparedness and Response Consortium. This consortium brings 30 school districts and 4 counties together to create district emergency plans.

Risha is dedicated to continual education. She has several masters’ degrees and is currently writing her dissertation in order to complete a Doctorate in Educational Leadership. Her desire to continually educate herself provides her a vast knowledge in curriculum and instruction, teaching and learning, educational leadership, school improvement and teaching English to speakers of other languages. Risha has spent many years teaching on the Navajo Reservation. She and has extensive knowledge of the culture, experience working, teaching and leading on native lands.

Ms. VanderWey is capable and competent. She has the skills, experience and expertise to have a positive impact in your school district. Please speak with her. I am confident you will be pleased that you did. Please call my cell if you have any questions for me, 928-925-6560.

Respectfully,

Tim Carter

Yavapai County School Superintendent

President, Arizona State Board of Education
January 2, 2018

To Whom It May Concern,

It is my pleasure to write this letter of recommendation on behalf of Risha VanderWey. Risha is currently employed as the Coconino County Superintendent of Schools and previously was the principal of Lake View Elementary School in Page, Arizona where I served as the Superintendent. In my current capacity as the Trust County Coordinator for Coconino County I have many opportunities to continue to work with Risha.

I was very pleased and proud of the leadership that Risha provided at Lake View Elementary. She assumed this position during a very difficult transitional period when the two elementary schools, in our small community, were going through a restructuring of their grade levels. Risha worked collaboratively with her staff and our community to provide the leadership, planning, communication and organization to ensure a very seamless transition.

You will experience that Risha is an eager learner. She asks quality questions, listens well and is quick to learn. In addition to the many professional development requirements that we expected of all of our district administrators, Risha frequently engaged in coursework, training, research and conferences on her own time. She is currently very close to completing her work on her doctoral program.

Risha was very passionate about her school and her work. When you discuss her time at Lake View Elementary you will appreciate that she has a deep respect and clearly values her staff and sincerely loves the students she served. Risha made it a priority to make decisions that best served the interests of her students and her staff.

There are many personal and professional qualities that make Risha a strong educational leader. She is ethical, loyal and committed. Risha grew tremendously during her time as my elementary principal and I continue to see her grow and blossom in her current role as a superintendent. Her staff and peers have always respected her and responded to her leadership.

I can highly recommend Risha VanderWey for a leadership position in your organization. Please do not hesitate to contact me if you have any questions regarding Risha’s employment with the Page Unified School District.

Sincerely,

Jim Walker
Page Unified School District Retired, Trust County Coordinator
Dear Board of Trustees:

Churchill County School District (CCSD) has a rich tradition of community support, 21st Century Learning approaches, and career and technical education. With this understanding, I read with great interest that the Board is searching for a superintendent to join its team to provide equity-focused leadership, fiscal solvency, and a track record of student achievement. Given my full understanding of the school district, as well as growth opportunities, it is with excitement that I submit my application to serve as Superintendent of Schools of Churchill County School District (CCSD). I would also enjoy returning to my home state of Nevada and drawing upon my deep scholar-practitioner experiences in systems thinking and adaptive leadership to serve CCSD in its next phase of educational excellence.

I bring to CCSD 17 years of documented successes leading and managing organizational change to strengthen student educational outcomes. A mission-driven leader of learning, I have worked in and/or supported PK-12 school districts and educational communities in diverse ethnic, linguistic, cultural and socioeconomic settings in Las Vegas, Nevada; Philadelphia, Pennsylvania; and Seattle, Washington with enrollments ranging from 50-310,000 students. My PK-12 experience is mentioned here to contextualize my deep understanding of early learning through secondary education which has positioned me well to serve your school district.

Since 2015, I have served as the regional director of K-12 learning, leadership & student success at Puget Sound Educational Service District (PSESD). PSESD is one of nine Educational Service Districts in Washington State and supports over 400,000 K-12 students across 35 school districts, with an operating budget of $80 million dollars. At PSESD, I lead system and school improvement and oversee instructional and leadership core professional learning and programs. Additionally, I lead budget management and fiscal oversight of state and federal Categorical Programs and Prenatal-3rd grade systems.

With an $80 million operating budget of which less than 1% comes from a state allocation, our district is funded primarily by entrepreneurial means as we apply for and receive competitive state, federal and private grants. As a result, and through my work as a district leader, I have intensified my knowledge and understanding of budget and finance practices as well as procurement of additional revenue resources that may be used to prioritize and maximize resources to support learning and teaching in your district.

As Superintendent of CCSD, I will engage all stakeholders in implementing the district’s Strategic Plan. This will be accomplished through 1. Strengthening the core (academic and social emotional) through a Multi-Tiered System of Supports (MTSS), so all students access and have support to achieve Standards, 2. Using multiple sources of data to surface and address inequitable outcomes and practices, and 3. Applying research and “best practices” to improve outcomes for all students.
practices" to impact educator practice to educate the Whole Child. I also intend to live, contribute and network in the Fallon community. This will make me more visible and enable me to be an active part of the community.

Evidence of my leadership aligned to your expressed needs:

As a superintendent of schools intern in one of the most diverse school districts in the country (Tukwila School District educating approximately 3,000 students representing 80 world languages), I participated in initial district staff and community engagement about future Bond and Levy ballot measures. This resulted in the passage of two levies and a school construction bond ($99 million). In addition, I collaborated with executive leadership and community partners to outline a district visioning process which produced a new three-year district Strategic Plan and accountability framework.

As an educational service district regional director, I collaborated with various partners -- state, regional, district and school-- to lead the development and implementation of a network-wide K-12 continuous system and school improvement framework and service delivery model. This model focused on leading and supporting both reform and innovation efforts of state-identified Priority and Focus schools across the region. Using a “Plan, Do, Study, Act” cycle of inquiry process, under my leadership 40% of school districts exited schools from state-identified improvement status in two years.

As a Title I elementary school principal, I provided professional development and evaluation of staff to support social emotional learning, Common Core State Standards implementation, and culturally-responsive practices. Under my leadership, this resulted in a District Student Achievement Award highlighting increased student proficiency on state assessments by 23% in math and 17% in reading in one academic year.

I stand ready to speak with you to explore how my experiences and skills are a match for Churchill County School District. In the end, my mission is to provide all children, regardless of background or circumstances, a quality and effective public school education. I look forward to partnering with the Board and community to do just that.

Thank you for your time and consideration.

Marion Smith, Jr., Ed.D.
Candidate – Superintendent of Schools
Churchill County School District
Marion Smith, Jr., Ed.D.

SCHOLARSHIP

Urban Superintendents Academy Certification Program (Cohort 1)
AASA/University of Southern California (USC)- Los Angeles, CA 2016

Superintendent Certification Program | Executive Leadership (Cohort 7)
Seattle University- Seattle, WA 2014

Doctor of Education | Educational Leadership & Change
Fielding Graduate University- Santa Barbara, California 2010

Master of Arts | Education Administration & Supervision, Principal K-12
University of Phoenix- Las Vegas campus 2004

Bachelor of Science | Secondary English Education
University of Nevada, Las Vegas 2002

CERTIFICATION and CREDENTIALS

State of Nevada (No. 0000035672) State of California (No. 170036647)
Professional License for Educational Personnel Commission on Teacher Credentialing
English 7-12 Administrative Services Credential (Clear)
School Administrator K-12

State of Washington (No. 448140D)
Education Certificate
Residency Administrator, Principal
Initial Administrator, Superintendent

PROFESSIONAL EXPERIENCE

PRE K-12:

Regional Director, K-12 Learning, Leadership & Student Success (School Improvement) 2015-Present
Puget Sound Educational Service District (Renton, WA)

Superintendent of Schools- Intern 2014
Tukwila School District

Elementary School Principal 2011-2015
Seattle Public Schools (Seattle, WA)

Founding School Director of Culture 2010-2011
Scholar Academies (Philadelphia, PA)

Middle School Dean of Students 2008-2010
Middle School/High School English Teacher & AVID Curriculum Specialist 2002-2008
Clark County School District (Las Vegas, NV)

Pre-K Lead Teacher (dual language program) 2001-2002
Cambridge Recreation Center (Las Vegas, NV)
POST-SECONDARY:

Associate Faculty 2016-
City University of Seattle
Albright School of Education, Masters in Teaching Program

Adjunct Faculty 2014-2015
Antioch University-Seattle
School of Education, Master of Arts Education Program

SELECTED AWARDS, ACCOLADES and HONORS

Excellence & Equity in Education Employee of the Year Award- Puget Sound Educational Service District, 2017
Equity and Race Advisory Committee to the Superintendent- Seattle Public Schools, 2012-2013
New Leaders for New Schools- Finalist Selection Day, Bay Area, 2008
Who’s Who Among America’s Teachers- Ninth Edition Inductee, 2005
Distinguished Educator Award- Clark County School District, Southwest Region- 2003, 2006
New Teacher of the Year Finalist- Clark County School District, 2002

PROFESSIONAL AFFILIATIONS

Association of Washington School Principals (AWSP)- Principal Menter (Cadre 2), 2017
Harvard Graduate School of Education- Leadership Institute for Superintendents and District Leaders, 2016
Association of Washington School Principals (AWSP)- Diversity and Equity Committee, 2015
Columbia University- Teacher’s College Reading and Writing Project, 2012
AVID International Summer Institute, 2004-2006
Clark County School District- Equity and Diversity Regional Representative, 2003-2008
University of Nevada, Las Vegas- Critical Friends Group (CFG) Coaches Institute, 2005

PROFESSIONAL MEMBERSHIPS

Association of Washington School Principals (AWSP)
Brothers of the Academy (BOTA)
Golden Key International Honour Society
International Literacy Association (ILA)
National Association of Elementary School Principals (NAESP)
National Black Child Development Institute (NBCDI)
National Council of Teachers of English (NCTE)
National School Reform Faculty (NSRF)
The School Superintendents Association (AASA)
Washington Association of School Administrators (WASA)

COMMUNITY INVOLVEMENT

Administrator Professional Education Advisory Board, Seattle University, 2016-Present
Black Education Strategy Roundtable (BESR) Board of Directors, 2018-Present
Child Care Resources Board of Directors, 2015-2018
University of Washington, Tacoma School of Education Equity Plan Collaborative, 2017

SELECTED PRESENTATIONS AND PUBLICATIONS


Resume- Dr. Marion Smith, Jr. | Page 2


Application for Position of Superintendent
Churchill County School District

REASONABLE ACCOMMODATION: If you believe you require a reasonable accommodation during any part of the selection process for this position, please contact the Search Consultant who will make arrangements with the District.

Last Name: Smith, Jr.  First Name: Marion  MI:  

Home Address: [Street, City, State, Zip]

Phone: [ ]  E-mail: [ ]

Education (Undergraduate and Graduate)
(Attach a supplemental page if necessary)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nevada, Las Vegas (UNLV)</td>
<td>1999-2002</td>
<td>Secondary English Education</td>
</tr>
<tr>
<td>University of Phoenix - Las Vegas campus</td>
<td>2003-2004</td>
<td>Education Administration &amp; Supervision, K-12 Principal</td>
</tr>
<tr>
<td>Fielding Graduate University</td>
<td>2006-2010</td>
<td>Educational Leadership &amp; Change</td>
</tr>
</tbody>
</table>

Employment History: List all full-time experience, both in and outside the field of education, beginning with your current employment. Breaks in service must be explained (Attach a supplemental page if necessary).

Position: [Regional Director, K-12 Learning, Leadership & Student Success]
Employer & Location: Puget Sound Educational Service District | Renton, WA

Student Enrollment: 420,000 across 35 school districts  Years (From/To): 2015- Present

Name of Person responsible for evaluation: Dr. Terese Emry

Position: [Elementary School Principal]
Employer & Location: Seattle Public Schools | Seattle, WA

Student Enrollment: 50,000  Years (From/To): 2011-2015
Position: Superintendent of Schools - INTERN
Employer & Location: Tukwila School District | Tukwila, WA

Student Enrollment: 2,900 Years (From/To): 2014
Length of Present Contract: N/A Expiration Date: Date Available: July 9, 2018

Where did you learn about this position? Education Week job posting

What is your reason for leaving your last position or wanting to leave your current position? Career growth and different challenges

May we contact your current employer about your application for this position? Yes

List all other names or aliases you have used: N/A

Are you currently licensed as an Administrator in Nevada? Yes ☒ No ☐
If not, are you eligible to obtain the Nevada Administrator license? Yes ☐ No ☐
Have you listed ALL current and former employers who are education providers in the Employment History section of this application? Yes ☐ No ☒

For more information about Nevada Administrative Licensure contact:

Nevada Department of Education
Educator Licensure Office
755 N. Roop Street #107
Carson City, NV 89701
Phone: 775-687-5980
www.doe.nv.gov/Educator_Licensure

I am able to perform the essential functions of the job for which I am applying with or without a reasonable accommodation. Yes ☒ No ☐

VETERAN’S PREFERENCE

1. Are you a “Veteran” who has served in the armed forces of the United States? Yes ☐ No ☒
   If yes, ATTACH Form DD-214 or other similar discharge document.
2. Are you a “Disabled Veteran”? Yes ☐ No ☒
   If yes, ATTACH document verifying disabled veteran status.

LANGUAGE SKILLS

Do you know any language other than English? If yes, what language? Brazilian Portuguese
What is your level of proficiency in the language? Elementary

PLEASE NOTE:

1. Candidates selected for initial interview will be named in an open meeting of the School Board and interviews will be conducted in a public session.
2. The successful candidate must become a resident of Churchill County within 6 months of acceptance.
3. The successful applicant for this position will be required to complete an Employment History Verification Form and an Applicant History Disclosure Form found at www.doe.nv.gov/Educator_Licensure/Applications_Forms
For the purposes of this application the following questions must be answered, information provided and authorizations granted. Your signature is required at the end of this application for your application to be complete.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Have you ever left any educational or school-related employment, voluntarily or involuntarily, while the subject of an inquiry, review or investigation of alleged misconduct or alleged violation of professional standards of conduct or when you had reason to believe such investigation was imminent?</td>
<td>No</td>
</tr>
<tr>
<td>2) Are you currently the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of professional standards of conduct?</td>
<td>No</td>
</tr>
<tr>
<td>3) Have you ever failed to complete a contract for educational services in any educational or school-related position for any alleged misconduct or alleged violation of professional standards of conduct?</td>
<td>No</td>
</tr>
<tr>
<td>4) Have you ever had a professional certificate, credential or license (of any kind) revoked or suspended or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards of conduct?</td>
<td>No</td>
</tr>
<tr>
<td>5) Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?</td>
<td>No</td>
</tr>
<tr>
<td>6) Have you ever surrendered a professional license of any kind before its expiration?</td>
<td>No</td>
</tr>
<tr>
<td>7) Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?</td>
<td>No</td>
</tr>
<tr>
<td>8) Have you ever been convicted or been granted conditional discharge by a court for any: (a) felony, (b) misdemeanor, or (c) major traffic violation, such as; driving under the influence of intoxicants or drugs; reckless driving; fleeing from or attempting to elude a police officer; driving while your license was suspended, revoked or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident?</td>
<td>No</td>
</tr>
<tr>
<td>9) Have you ever entered a plea of guilty or No Contest relative to any charge for an offense listed in the question 8 above?</td>
<td>No</td>
</tr>
<tr>
<td>10) Have you ever had any civil judgment or other court order entered against you resulting from abuse, assault, battery, harassment, intimidation, neglect, stalking or other threatening behavior toward other persons?</td>
<td>No</td>
</tr>
<tr>
<td>11) Have you EVER been the subject of a substantiated report of child abuse or sexual conduct (involving a K-12 student or minor child)?</td>
<td>No</td>
</tr>
<tr>
<td>12) Are you currently the subject of an ongoing investigation related to a report of suspected child abuse or sexual conduct (involving a K-12 student or minor child)?</td>
<td>No</td>
</tr>
</tbody>
</table>

If you answered “yes” to any questions, please explain in detail on separate sheet indicating corresponding question number. Note: Existence of a criminal record does not constitute an automatic bar to employment.

<table>
<thead>
<tr>
<th>Consents and Authorizations</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I hereby authorize all my current and former employers who are education providers to disclose the (a) dates of my employment; (b) whether I was the subject of any substantiated reports of child abuse or sexual conduct related to my employment; (c) the dates of any substantiated reports; (d) the definitions of child abuse and sexual conduct used by the education provider when the determination was made that any reports were substantiated; and (e) the definitions of child abuse and sexual conduct used by my education provider employer to determine whether any reports were substantiated.</td>
<td>Yes</td>
</tr>
<tr>
<td>2) I hereby authorize my current or former education provider employers to release any disciplinary records of a crime for which I was convicted.</td>
<td>Yes</td>
</tr>
<tr>
<td>3) I authorize my listed references, current and past employers and educational institutions, and anyone else who has information about my work history, education qualifications, or fitness to provide such information to the school district for which I have completed an employment application. I release the school district and all persons providing this information to the school district, from any liability</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Acknowledgements

1) I acknowledge that should I be offered a contract for the position of superintendent as a result of this application, the school district may not enter an employment contract or agreement that:
   (a) Has the effect of suppressing information relating to an ongoing investigation related to a report of suspected child abuse or sexual conduct or relating to a substantiated report of child abuse or sexual conduct by a current or former employee;
   (b) Affects the duties of the education provider to report suspected child abuse or sexual conduct or to discipline a current or former employee for a substantiated report of child abuse or sexual conduct;
   (c) Impairs the ability of the education provider to discipline an employee for a substantiated report of child abuse or sexual conduct; or
   (d) Requires the education provider to expunge substantiated information about child abuse or sexual conduct from any documents maintained by an education provider.

2) I acknowledge that finalists in this superintendent search may be subject to criminal records check by the school district and a license review through the Nevada Department of Education Educator Licensure Office or any other relevant state licensing agency related to my employment or prior employment.

3) I acknowledge that the school district may conduct an Internet search, reference checks, background investigations and confirmation of employment as a part of this application.

Verification

The information that I have provided in this application is true and accurate to the best of my knowledge. I have answered all of the questions to the best of my ability and I have not knowingly withheld information that would negatively affect my application. (Please attach a brief explanation for any circumstances arising from the Questions above which you believe might negatively affect your application including: criminal convictions, professional license discipline, and pending investigations in any state). Any misrepresentations or omissions of fact in this application, any materials submitted with this application, or during interviews may be cause for rejection of this application or subsequent dismissal from employment, if hired. The consents, authorizations and acknowledgements in this application will remain in effect during the entire course of my employment should I be hired.

Marion Smith, Jr

Signed (a typed name in this field on the part of the application constitutes a valid signature)

April 1, 2018
Date

Please return the completed and signed application form with other application materials by e-mail attachment as either PDF or Word documents to:

A. Gregory McKenzie, Search Consultant
NextUp Leadership
1470 Rosemont Road
West Linn, Oregon 97068
Phone: 503-752-2438
E-mail: gregmckenzie@att.net OR gregmckenzie@window2leadership.com

Closing Date: April 5, 2018 (or open until filled)
APPLICATIONS RECEIVED AFTER 5:00 PM (PST) OF THE DEADLINE MAY NOT BE CONSIDERED.

The District is an Equal Opportunity Educator and Employer.
**Education (continued)**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seattle University</td>
<td>2013-2014</td>
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</table>

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Leadership</td>
<td>Washington State Superintendent Certification</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Southern California (USC)</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Superintendents Academy</td>
<td>Certification</td>
</tr>
</tbody>
</table>

**Employment History (continued)**

**Position:** Founding School Director of Culture

**Employer & Location:** Scholar Academies | Philadelphia, PA

**Student Enrollment:** 2,000

**Years (From/To):** 2010-2011

**Position:** Middle School Dean of Students; English Teacher

**Employer & Location:** Clark County School District | Las Vegas, NV

**Student Enrollment:** 310,000

**Years (From/To):** 2002-2010
Leadership for Learning:

Leadership Philosophy of Dr. Marion Smith, Jr.

"Leading means inspiring, not commanding. Leading means loving the people you lead so they will give their hearts as well as their minds. It means communicating a vision of where you can go together and inviting them to join" (Stanford, 1999, p. xi).

My leadership vision and professional practices are anchored in a social justice lens, guided by four touchstone values: 1. Access, 2. Equity, 3. Advocacy, and 4. Accountability.

- **Access:** A systemic belief and implementation of practices in which all people have equal opportunity in education, regardless of their social class, ethnicity, background or physical disabilities. Access to education encourages a variety of pedagogical approaches to accomplish the dissemination of knowledge across the diversity of social, political, cultural, economic, national and biological backgrounds.

- **Equity:** Beyond equal educational opportunities, educational equity is based on the principles of fairness and justice in allocating resources, opportunities, treatment, and success for every student. Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned, systemic, and focused on the core of the teaching and learning process. My equity lens stems from addressing the following essential question: *What coaching and leadership moves do I implement to disrupt and dismantle inequitable practices and systems so that all students have equitable access to resources and achieve at high levels?*
• **Advocacy:** Informing and mobilizing families and community members to demand high quality schools and teachers so that students, especially those historically marginalized and disenfranchised by the schooling system, are able to realize and maximize their fullest potential.

• **Accountability:** Personal and collective responsibility to meet the learning and achievement targets of the organization. Empowered by strategic and frequent use of data and progress monitoring to hold us accountable, the essence of this accountability stems from understanding the limitations, likely inaccuracies, and which data is relevant to meet our learning targets, objectives and metrics of success. From this lens, accountability is gauged by responses to three guiding questions: 1. *Why am I making this decision?* 2. *What data supports this decision?* and 3. *How is this decision aligned to the centerline: student learning and achievement?*

My leadership moves beyond rhetoric and finds me in the midst of leading learning through action. Described as “fearless” by leadership colleagues and referred to as a “warm demander with grit” by a previous supervisor and former school district superintendent in a city outside of Seattle, I am a *blue collar* educational leader who enters the arena each day to do the work that is needed to get the job done. My go beyond *Z* mentality creates opportunities to win victories for students, teachers, and families in my sphere of influence. With deep practitioner roots in refining and transforming urban educational environments, doctoral-level scholarship in organizational leadership and change, and a keen understanding of situational awareness, my leadership practices enable me to be responsive to all parties involved in the teaching and learning equation within the “highly-political, racially-sensitive, media-intensive, bureaucratic and high regulated public environment” (Quinn, 2010, p. 16) of K-12 public education.
Each day I work to cultivate a learning-focused organization- “an organization where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together” (Senge, 2006, p. 3). This task is made more complex by the realities and demands of an unresponsive K-12 education system, an antiquated teaching and learning framework, and institutionalized racist practices that continue to counteract and marginalize the people it espouses to serve.

I continue to hone my skills as an education leader as I deepen my experiences and knowledge at the central office, district-level. Through these experiences, I have come to an understanding that conflict is a constant when effectiveness and quality are put ahead of doing what is “easy.” As a result, I engage in difficult dialogue, accountable talks, to build common and clear purpose, understanding and practices throughout the educational community. Ultimately, I work to design innovative and practical solutions to complicated areas in need of collective focus anchored in the work: 1. Strengthening the instructional core so all students access standards and achieve at high levels, 2. Using multiple sources of data to surface and address inequitable outcomes and practices, and 3. Applying research and evidence-based practices to move effective interventions and educator practices to full implementation.

It is my belief, substantiated by previous professional practices, that by implementing targeted, multi-tiered systems of support, all students can achieve at high levels. No one rises to low expectations; therefore, all students should be held to high standards of academic excellence and achievement. All means all! My experiences in elevating teaching practices find me engaged in daily classroom mini-observations and weekly school-wide Learning Walks using a four-tiered teaching and learning framework followed by individualized learning-focused
feedback conversations with teachers where we review data to calibrate and collaborate as I consult and coach. This approach, to engage in daily conversations, using observation data and student work to inform decisions around teaching and learning document my relentless drive to enable every student to achieve at high academic levels through my focus on teacher professional growth.

Through my professional experiences, I know that without great teachers, nothing else matters. Teachers must have the time, professional tools and resources to do their jobs effectively. Therefore, I strive for continuous professional development and empowerment of teachers as leaders of learning. To accomplish this task, I provide strong leadership support so teachers may focus on student learning and achievement. I fiercely defend the sanctity of instructional time, while supporting and reinforcing a no-nonsense, structured, positive, and achievement-oriented environment.

I maintain the highest expectations for all students and a steadfast refusal to make excuses for them, for the organization, or for myself. I hold myself and other adults accountable for ensuring high academic achievement and growth for every student. Instead of making excuses for why students "can't learn" or "don't learn," I simply do a better job teaching, training, and providing resources for those in educational communities to challenge and support each student by providing equitable access to a rigorous and relevant curriculum. I do not blame students or back pedal when I miss the mark. I pedal harder and strategically because I have come to realize that there are no 100% solutions. Rather, there are a series of 1% solutions that add up to 100% success.

As an educational leader, I provide opportunities to create and to sustain everyone’s best thinking. I listen objectively, examine evidence, speak with the appropriate sources, and then
proceed with action anchored in data. I lead with purpose and focus which enables me to cultivate both a greater organizational savvy while fostering a deeper awareness of self and others. I utilize a scan and seed-like approach to leadership where I place people in key positions to give them leverage thus maximizing their output and performance. As noted by Heifetz and Linsky (2002), I raise questions that go to the core of people’s habits to shift teaching, learning and thinking practices.

I do not pretend to have all the answers; however, in my work with students, teachers, families, and school and district leaders in a variety of socioeconomic, linguistic, and cultural settings in complex school districts in Las Vegas, Philadelphia and now Seattle, I continue to deepen my knowledge and have positioned myself well to move an educational agenda progressively forward.

Ultimately, my leadership vision and practices provide a framework upon which students navigate the educational pipeline having acquired skills to become critical thinkers, readers, writers and inquirers who serve as catalysts for positive change in their own lives. Continuous achievement of my leadership vision and practices requires challenging not only fundamental systemic and structural changes and the creation of new knowledge, but also challenging mental models (shared and individual beliefs, behaviors, and practices).

The struggle to create and sustain effective schooling systems- urban, rural, independent, charter, parochial and/or private- is about challenging the status quo. I have the responsibility to deal with it; I know how to deal with it; I will deal with it! It is not agreement that is essential but clarity. With this understanding, I will lead deep- “to live [my] values, [my] beliefs, [my] knowledge, and [my] truth- and not waver from” (Quinn, 2010, p. 58) my clear and compelling vision for children, as I refine my leadership for learning.
1. Identify one professional mentor who has strongly influenced your leadership style. Explain the circumstances of your professional mentor/protégée relationship.

   Mentor: No single mentor; I have been impacted by different colleagues I have worked with
   Relationship: N/A

2. What leadership characteristics of this mentor did you admire the most? (Describe the style in narrative without reference to a particular model).

   Since starting my professional career, I have observed those in my sphere who have demonstrated the following characteristics that I admire:

   - **Modeling the Way** by setting the example and aligning their actions with shared values
   - **Inspiring a Shared Vision** by enlisting others in a common vision by appealing to shared aspirations
   - **Challenging the Process** by searching for opportunities to look outward for innovative ways to improve
   - **Enabling Others to Act** by fostering collaboration by building trust and facilitating relationships
   - **Encouraging the Heart** by celebrating victories and creating a spirit of community

3. What characteristics of your own leadership style may have been influenced by this mentor?

   My leadership style and approaches have been informed through my many professional interactions and are evidenced in my deep commitment to modeling the behavior and expectations I want to see, connecting with the people I lead, and involving them whenever I can.

4. What characteristics of your leadership style are most likely to influence your protégées?

   As a mentor and coach to educators at different levels in the K-12 education system (from the Boardroom to the classroom), I am mindful of feedback received about my leadership practices and approaches that may influence and/or impact others. My most frequent leadership behaviors, that influence others, have been spotlighted in various leadership inventory surveys:

   - Speaks with genuine conviction about the higher meaning and purpose of the work
   - Sets a personal example of what I expect of others
   - Makes certain that people adhere to the principles and standards that have been agreed upon
   - Challenges people to try out new and innovative ways to do their work
To Whom It May Concern:

This letter is in recognition and support of Dr. Marion Smith, Jr. Dr. Smith’s diverse and deep educational experiences and ongoing professional learning have made him a wise leader, facilitator, and coach. He skillfully leverages these attributes to define, refine, and communicate shared visions for the systems he leads.

Moving with intention, he is able to create actionable changes in a variety of systems that are otherwise “stuck” or stagnant. What is most appealing about Dr. Smith is that regardless of his title, he maintains his core value as a learner, always willing to assume a beginner’s mindset where it is needed to learn and unlearn and even relearn to navigate complexity. He is able to strategically challenge assumptions, shift paradigms, and break down barriers of isolation with his ability to lead with questions and support with evidence-based strategies.

As a leader of learning, Dr. Smith’s priority is focused on creating shifts that promote equity for all students. His capabilities and results are unparalleled; his tenacity, tireless.

Dr. Smith and I taught together at Spring Valley High School in Las Vegas, Nevada. We developed a mutually respectful collegial relationship based on our belief in the power of education to change our students’ lives. Some people say this matters to them; Dr. Smith is a living example of the power of that statement. Moving through a series of challenging contexts as a young learner, his education changed his trajectory, and his investment in offering this opportunity to others is high. Dr. Smith founded the AVID (Advancement Via Individual Determination) program, laying the foundation for Spring Valley to become a successful national demonstration school. During this time, Dr. Smith attended a Critical Friends Group Coach Training I co-facilitated on behalf of the National School Reform Faculty. His ability to practice deep listening and ask the right probing questions at the perfect moment made him a stand out in a room full of thoughtful and committed educators. Dr. Smith’s articulate facilitation is skillful, as he hone’s in on the subtlety of what is not said with the same inquisitive vigor he possesses to address what is said. Therefore, he is quickly and courageously able to uncover and make transparent underlying thoughts, feelings, beliefs, and actions lingering beneath the surface. This is one of his many abundant gifts that made him an effective classroom teacher, and his consistent commitment to relentlessly probe with candor and hope makes him a transformative building and central office leader as well.

Upon transitioning from the classroom, Dr. Smith served in a variety of leadership positions that developed his skills and better defined his perspective while exercising his resiliency muscles. His impressive resume’ shines brighter when you converse with him, meet him, and see that, in fact, he has mined the value of every professional endeavor to propel him forward with purpose.

Once in awhile, we are lucky to encounter authentic and courageous human beings living in alignment with their values. These individuals are leaders. They wow us. They inspire us. They challenge us. They expose us. And they force us to confront the divide between what we say we are and what we actually do. This inevitably changes us, transforms us. And we become better because of them. Dr. Marion Smith Jr. Is one of these people. If you and your organization are prepared to redefine and recommit to a vision of equity and excellence, he is absolutely the leader who can and will take you there.

Please feel welcomed to connect with me if you would like to further discuss Dr. Smith’s experiences and qualifications. I would look forward to the opportunity.

With kind regards,

Jeanine Collins
Magnet Program Coordinator
KO Knudson Middle School, Academy of Creative Arts & Technology

CLARK COUNTY SCHOOL DISTRICT
BOARD OF SCHOOL TRUSTEES

Deanna L. Wright, President
Dr. Linda E. Young, Vice President
Carolyn Edwards, Clerk
Lola Brooks, Member
Linda P. Cavazos, Member
Kerla L. Child, Member
Chris Garvey, Member
Pat Skorkowsky, Superintendent
January 2018

To Whom It May Concern,
Confidential Recommendation Regarding Dr. Marion Smith

It is with both pleasure and confidence that I recommend Dr. Marion Smith for a leadership position. I am most familiar with his work as both an assistant principal, and principal within the Seattle School District, he was able to gain a wealth of experience and knowledge about budget and finance, scheduling, and the effective design and delivery of professional development along with, student engagement and data driven decision making. Dr. Smith is extremely bright, very committed to children, and an expert in instruction.

During Dr. Smith’s time as a principal, he transformed Lowell Elementary School. He laid the foundation and set clear vision. Marion was extremely intentional with his focus on data, and training his teachers to use data to truly inform their instructional practice. He created an extensive multi-layered plan that looked at the student and removed the instructional and system barriers to closing the gaps; everyone was aligned and all work was focused and intentional. He has lead professional development for principals in our region highlighting his work within his building and modeling systems thinking and the impact of focused data driven decision making.

In his current position, Dr. Smith has created and lead professional development across the Puget Sound region focused on adaptive leadership, systems thinking, and critical race theory. His experience, skill set and expertise are what is needed to transform educational systems and impact leadership on a larger scale. He has consistently demonstrated superb organizational skills, careful attention to detail, consistent management efficiency, and excellent human relations skills. Dr. Smith is also a first-rate analytical problem solver, and he has the courage to speak honestly even when confronted with difficult situations.

I have always found Dr. Smith to be a very thoughtful person. He was open to feedback and learned quickly. Dr. Smith shows the initiative, stamina and intellect necessary to become a true leader in any district or educational setting. His understanding of the dynamics of school and community combined with his background and experience would make him an excellent candidate.

Combining his dedication, skill, and scope of service, Marion brings a treasure chest of valuable experience to the challenges of being an educational leader. In summary, I recommend him without reservation as he seeks a leadership position and ask that you give his application your most earnest consideration.

Feel free to contact me with further questions or concerns at or email me at

Sincerely,

Sarah Pritchett, Executive Director of Secondary Schools

EXECUTIVE DIRECTORS OF SCHOOLS
John Stanford Center for Education Excellence | 2445 3rd Avenue South | 98134 | www.seattleschools.org
Mailing Address: MS 32-518 | PO Box 34165 | Seattle, WA | 98124-1165 | T 206-252-0103 | F 206-252-0209
To Whom It May Concern:

As the Superintendent of Marysville Public Schools, it is with both pleasure and confidence that I recommend Dr. Marion Smith, Jr. to you. Dr. Smith currently serves as the regional director of K-12 learning, leadership and student success for Puget Sound Educational Service District (PSESD), a regional agency in Washington state, serving 35 school districts in the Seattle-Tacoma area.

I was first introduced to Dr. Smith in August 2015, as we became colleagues in the inaugural cohort of The School Superintendents Association (AASA) University of Southern California (USC) Urban Superintendents Academy- a cross-institutional partnership that offers a dynamic approach to urban superintendent preparation and certification to bolster the effectiveness of school district leadership in our nation’s urban areas. During this time, Dr. Smith distinguished himself immediately as a professional with deep practitioner roots in budget and finance, urban education leadership, and the effective design and delivery of professional learning along with community engagement and data-informed decision making. Since this time and through our continued professional and scholarly collaborations, my initial impressions have not changed.

Dr. Smith is a focused and driven education leader with experiences in public school districts and charter management organization settings in Las Vegas, Philadelphia and Seattle. He has adept ability developing systems and equal ability implementing the developed systems to build adult capacity to impact student achievement. Given the challenges and opportunities facing public education today, Dr. Smith is an education systems leader committed to student, staff, families and community success. He creates the environment where this is a shared commitment among all stakeholders, while continuing to demonstrate adaptive leadership.

Dr. Smith demonstrates a genuine, unrelenting attitude and unwavering belief that every student will achieve at high levels. History documents his work in school districts and schools that have served all types of learners where he has done so successfully by designing and implementing systems to improve learning for all students while closing opportunity gaps in those educational settings that required turnaround strategies. He articulates his subtle and intricate equity-based vision in a way that has school system leaders and teachers creating the infrastructure to enable students typically disenfranchised by the U.S. educational system to accomplish things they could not have previously imagined.

As a professional, Dr. Smith has the ability to listen objectively, examine evidence, communicate with appropriate sources, and ground decisions in data. While acknowledging that subjects should be shorn of all assumptions and biases, he is adept at “problematizing” a situation into its essential components with a solution-oriented focus that addresses system-wide clarity, coherence and alignment. Combining his dedication, skills and scope of expertise, Dr. Smith brings a wealth of valuable experiences to the challenges of serving as a school district leader.

In conclusion, I simply state that Dr. Marion Smith, Jr. exemplifies and defines “leader” in its purest, most noble sense.

Sincerely,

Shawn Wightman, Ed.D.
SUPERINTENDENT
Marysville Public Schools
March 17, 2018

Dear Churchill County School District Board of Trustees:

I am very interested in becoming the next Superintendent of Churchill County School District. As a child, my father always pointed me upward, suggesting the message of Ghandi “to be the change that you wish to see in the world.” Although I am pretty sure my father didn’t study Ghandi, he showed me what it means to be a servant leader. Empathy and integrity as well as building the community of learners exemplify my role as a district leader. Forward thinking and commitment to growth are two key strengths that will embody my work in the district. I am drawn to the district’s Desired Candidate Profile as I feel it illustrates who I am!

Throughout a wide and varied career, my mission has remained the same—Create opportunities for children to excel and reach for their dreams and for teachers and other staff to have a deep toolbox to ensure that can happen. Developing skills in strategic planning, curriculum/instruction/assessment, facility management and fiscal planning, I have led district initiatives in small and mid-sized districts in two states. This demonstrates the flexibility and adaptability that you would find critical in a district leader. The integration of personalized learning strategies such as a broad course of study allowing for student voice and choice as well as learner agency development and design thinking empower students and staff to reach excellence. In addition, the implementation of strategies to maximize learning, including blended learning and other uses of educational technology, is critical to meeting goals of excellence. Developing trusting relationships with the staff and implementing personalized professional development and collaborative teams are key actions to create inspired and motivated staff.

Your desire to bring in an leader who can support the mission of developing the whole child through personal development, the arts, career and technical education, learning pathways, academics, and 21st Century skills meshes with my actions to keep students at the center of all decisions. Fostering strong relationships with the board and establishing effective governance practices are critical to the progress of a district. I bring experience in developing these relationships and practices that ensure strong systems-thinking. Please consider my track record in effective continuous improvement and strategic planning implementation, where my districts have focused on the critical use of data to inform and guide the work of students, teachers and administrators, parents, and district leadership. My fiscal management and development of a strong stakeholder engagement process around local finance issues has resulted in cost savings while maintaining programs, student support, and staff satisfaction. Additionally, my high visibility in and out of the district, including work at the state level, is key to success in leading the district forward.

I look forward to an opportunity to speak with you about my skills and my desire to work with the staff of Churchill County School District and its community continuing to build the success of the students.

Sincerely,

Dr. Summer E. Stephens

Summer E. Stephens, Ed.D.
LEADERSHIP STRENGTHS

- Ability to listen and value all perspectives, then use gathered information to set a vision and direction that captures group will and fosters engagement and commitment
- Comprehensive knowledge and experience with creating personalized learning systems through cultural shifts, structural and curricular redesign including proficiency-based learning opportunities for students and staff, district communication with community, and program budgeting in challenging economic times
- Ability to organize various individuals to collaborate and plan strategically to improve a system, from academics to engagement, teacher performance to site planning

ACADEMIC ACCOMPLISHMENTS & CERTIFICATIONS

Doctor of Education, Educational Administration
University of Nebraska—Lincoln, Lincoln, Nebraska 2010

Specialization in Education Administration and Supervision
University of Nebraska—Lincoln, Lincoln, Nebraska 2009

Master of Education in Educational Leadership
Doane College, Lincoln, Nebraska 2002

Bachelor of Arts, English/Language Arts with 7-12 Certification
Doane College, Crete, Nebraska 1999
Graduated Summa Cum Laude

Wyoming Standard Certificate
Superintendent K-12
Principal K-12
English Endorsement (6-12)

Nebraska Standard Certificate
Superintendent K-12
Principal K-12
English/Language Arts (7-12)

California Administrative Services Credential-Clear

PROFESSIONAL EXPERIENCE

Superintendent of Schools and Director of Curriculum
Weston County School District #7, Upton, Wyoming 2012-present

Lead strategic design and accreditation processes for the district, including goals of designing student-driven systems, engaging in effective and efficient system processes, development of a framework of instruction, and development of the whole child

Develop comprehensive personalized learning, curriculum, assessment, and grading/reporting practices
Reduce expenditures and double cash reserves in two years and develop and implement long-range facility planning.

Coach and mentor principals and district supervisors utilizing best practices.

**District Administrator--Director of Curriculum and Assessment**

Beatrice Public Schools, Beatrice Nebraska

2006-2012

Coach elementary and secondary teaching staff in highly effective instructional practices and guide and coach building principals in instructional leadership.

Spearhead district Professional Learning Communities and Response to Intervention initiatives.

Lead strategic action plan teams for instruction and curriculum development, parent engagement, comprehensive grading reform, 21st Century skills and tools, and assessment development.

Coordinate and conduct data analysis and data conversations with staff, parents, and school board using student management systems and data warehousing tools.

Initiate high-quality programming for students and professional development for teachers, administrators, and support staff while maximizing limited financial resources.

**Professional Development Consultant**

Educational Service Unit #2, Fremont, Nebraska

2005-2006

**Teacher and Secondary English Curriculum Coordinator**

Norris High School, Norris Public Schools District 160, Firth, Nebraska

2000-2005

**Teacher and Student Assistance Team Process Coordinator**

Bellevue East High School, Bellevue Public Schools, Bellevue, Nebraska

1999-2000

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**PROFESSIONAL EXPERIENCES, HONORS, & PRESENTATIONS**

- Leadership in Blended and Online Learning Facilitator Training
  
- Task Force for state OpenEdResources repository—WY
  
- Wyoming Virtual Education Task Force
  
- Future Ready Schools Superintendents’ Forum with USDE
  
- Wyoming K-20 Learning Management System implementation committee
  
- AASA Personalized Learning Cohort National Certification
  
- TIE Customized Learning Summit
  
- AASA Personalized Learning Summit
  
- Future Educators of America Conference Presenter
  
- Phi Delta Kappa 2014-2015 Emerging Leader
  
- AASA National Superintendent Certification Program—Cohort #1
  
- Wyoming Instructional Learning Network—Northeast Cooperative
  
- Wyoming Professional Judgment Panel Representative
  
- Guided Pathways to Success Conference Panelist—Developmental Bootcamp
  
- Complete College America Developmental Bootcamp
  
- Phi Delta Kappa Outstanding Dissertation Award Finalist
  
- Creating Data-Informed Individualized Learner Plans
  
- AdvanceED—NCA Team Chair and AdvanceED-NCA Team Member
  
- Cambridge Model--District Strategic Planning Team and Action Team Leader

2018

2016-present

2017

2016

2016-present

2015-2017

2016

2015

2014

2013-present

2013-present

2012-present

2014

2014

2011

2009-2012

2009-2012

2010-2012
Marzano’s Teacher Evaluation Training

- Nebraska Standards Development Team NeSA Test Development Team 2008-2010
- Nebraska State Accountability (NeSA) Test Development Team 2009-2012
- McREL Qualities of Effective Teaching Workshop 2007
- Assessment Literacy Development Workshops 2005-present
- Curriculum Mapping and Curriculum Leadership Institute Workshops 2003-present
- NE Excellence in Education Conference—“Using Learning Teams” 2004

PUBLICATIONS


PROFESSIONAL ORGANIZATIONS AND LEADERSHIP

- WASA—Wyoming Association of School Administrators
- AASA—The School Superintendent’s Association
- CCW—Complete College Wyoming Board Member
- ASCD
- PDK and the University of Nebraska-Lincoln PDK Chapter
- Previous member of the Nebraska-ASCD Executive Board Member (NASCD), Nebraska Council of School Administrators (NCSA), Nebraska Association of Curriculum, Instruction, and Assessment (NACIA), Nebraska Association for the Gifted Board Member (NAG)

COMMUNITY INVOLVEMENT

- Upton 2017 Citizen of the Year—Upton Chamber of Commerce 2017
- Upton 2015 Citizen of the Year—Weston County Gazette 2015
- Weston County Children’s Center—Board of Directors 2013-present
- Upton Chamber of Commerce Board of Directors 2012-present
- Upton Chamber of Commerce—Festival of Tables Chair 2013-present
- Girl Scout Leader (Daisy/Brownie Troops) 2008-2011
- 4-H Volunteer 2009-2012
Application for Position of Superintendent
Churchill County School District

REASONABLE ACCOMMODATION: If you believe you require a reasonable accommodation during any part of the selection process for this position, please contact the Search Consultant who will make arrangements with the District.

Last Name: Stephens    First Name: Summer    MI: E

Home Address: Upton, WY 82730

Phone: [Redacted]    E-mail: [Redacted]

Education (Undergraduate and Graduate) (Attach a supplemental page if necessary)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree</th>
</tr>
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<tbody>
<tr>
<td>University of Nebraska—Lincoln, NE</td>
<td>08/2003 to 12/2010</td>
<td>Education Specialist and Doctor of Education</td>
</tr>
<tr>
<td>Major</td>
<td></td>
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<tr>
<td>Educational Administration</td>
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<table>
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<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree</th>
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</thead>
<tbody>
<tr>
<td>Doane College—Lincoln, NE</td>
<td>06/1999 to 05/2002</td>
<td>Master of Education</td>
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<tr>
<td>Major</td>
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<td></td>
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<tr>
<td>Educational Leadership</td>
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<tr>
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<th>Dates Attended</th>
<th>Degree</th>
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</thead>
<tbody>
<tr>
<td>Doane College-Crete, NE</td>
<td>01/1997 to 05/1999</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English/Secondary Education</td>
<td></td>
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</tbody>
</table>

Employment History: List all full-time experience, both in and outside the field of education, beginning with your current employment. Breaks in service must be explained (Attach a supplemental page if necessary).

Position: Superintendent/Curriculum Director
Employer & Location: Weston County School District #7, Upton, WY 82730
Student Enrollment: 1637 Years (From/To): 07/12 to present
Name of Person responsible for evaluation: Woody Gaughenbaugh, Board of Trustees Chairman

Position: Director of Curriculum/Instruction/Assessment
Employer & Location: Beatrice Public Schools, Beatrice, NE 68310
Student Enrollment: 220 Years (From/To): 07/2006 to 06/2012

Position: Professional Development Consultant   Employer & Location: ESU #2, Fremont, NE
Student Enrollment: Served multiple school districts   Years (From/To): 07/2005 to 06/2006

Please see supplemental page for additional employment history.
Length of Present Contract: 2 Years (just renewed) Expiration Date: 6/30/2020 Date Available: July 1, 2018

Where did you learn about this position? Education Week Top Jobs

What is your reason for leaving your last position or wanting to leave your current position?
Looking to move to a larger district that is implementing elements of personalized 21st Century Learning

May we contact your current employer about your application for this position? Yes

List all other names or aliases you have used: Summer E. Wait (maiden)

Are you currently licensed as an Administrator in Nevada? Yes ☑ No ☒

If not, are you eligible to obtain the Nevada Administrator license? Yes ☐ No ☑

Have you listed ALL current and former employers who are education providers in the Employment History section of this application? Yes ☑ No ☐

If no, please provide them all on a separate sheet.

For more information about Nevada Administrative Licensure contact:

Nevada Department of Education
Educator Licensure Office
755 N. Roop Street #107
Carson City, NV 89701
Phone: 775-687-5980
www.doe.nv.gov/Educator_Licensure

I am able to perform the essential functions of the job for which I am applying with or without a reasonable accommodation. Yes ☑ No ☒

VETERAN’S PREFERENCE

1. Are you a “Veteran” who has served in the armed forces of the United States? Yes ☑ No ☒
   If yes, ATTACH Form DD-214 or other similar discharge document.

2. Are you a “Disabled Veteran”? Yes ☑ No ☒
   If yes, ATTACH document verifying disabled veteran status.

LANGUAGE SKILLS

Do you know any language other than English? No
What is your level of proficiency in the language? N/A

PLEASE NOTE:

1. Candidates selected for initial interview will be named in an open meeting of the School Board and interviews will be conducted in a public session.
2. The successful candidate must become a resident of Churchill County within 6 months of acceptance.
3. The successful applicant for this position will be required to complete an Employment History Verification Form and an Applicant History Disclosure Form found at www.doe.nv.gov/Educator_Licensure/Applications_Forms
For the purposes of this application the following questions must be answered, information provided and authorizations granted. Your signature is required at the end of this application for your application to be complete.

### Questions

<table>
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<tr>
<th>Questions</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1) Have you ever left any educational or school-related employment, voluntarily or involuntarily, while the subject of an inquiry, review or investigation of alleged misconduct or alleged violation of professional standards of conduct or when you had reason to believe such investigation was imminent?</td>
<td>No</td>
</tr>
<tr>
<td>2) Are you currently the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of professional standards of conduct?</td>
<td>No</td>
</tr>
<tr>
<td>3) Have you ever failed to complete a contract for educational services in any educational or school-related position for any alleged misconduct or alleged violation of professional standards of conduct?</td>
<td>No</td>
</tr>
<tr>
<td>4) Have you ever had a professional certificate, credential or license (of any kind) revoked or suspended or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards of conduct?</td>
<td>No</td>
</tr>
<tr>
<td>5) Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?</td>
<td>No</td>
</tr>
<tr>
<td>6) Have you ever surrendered a professional license of any kind before its expiration?</td>
<td>No</td>
</tr>
<tr>
<td>7) Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?</td>
<td>No</td>
</tr>
<tr>
<td>8) Have you ever been convicted or been granted conditional discharge by a court for any: (a) felony, (b) misdemeanor, or (c) major traffic violation, such as; driving under the influence of intoxicants or drugs; reckless driving; fleeing from or attempting to elude a police officer; driving while your license was suspended, revoked or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident?</td>
<td>No</td>
</tr>
<tr>
<td>9) Have you ever entered a plea of guilty or No Contest relative to any charge for an offense listed in the question 8 above?</td>
<td>No</td>
</tr>
<tr>
<td>10) Have you ever had any civil judgment or other court order entered against you resulting from abuse, assault, battery, harassment, intimidation, neglect, stalking or other threatening behavior toward other persons?</td>
<td>No</td>
</tr>
<tr>
<td>11) Have you EVER been the subject of a substantiated report of child abuse or sexual conduct (involving a K-12 student or minor child)?</td>
<td>No</td>
</tr>
<tr>
<td>12) Are you currently the subject of an ongoing investigation related to a report of suspected child abuse or sexual conduct (involving a K-12 student or minor child)?</td>
<td>No</td>
</tr>
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</table>

If you answered "yes" to any questions, please explain in detail on separate sheet indicating corresponding question number. Note: Existence of a criminal record does not constitute an automatic bar to employment.

### Consents and Authorizations

<table>
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<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>1) I hereby authorize all my current and former employers who are education providers to disclose the (a) dates of my employment; (b) whether I was the subject of any substantiated reports of child abuse or sexual conduct related to my employment; (c) the dates of any substantiated reports; (d) the definitions of child abuse and sexual conduct used by the education provider when the determination was made that any reports were substantiated; and (e) the definitions of child abuse and sexual conduct used by my education provider employer to determine whether any reports were substantiated.</td>
<td>Yes</td>
</tr>
<tr>
<td>2) I hereby authorize my current or former education provider employers to release any disciplinary records of a crime for which I was convicted—no convictions or claims</td>
<td>Yes</td>
</tr>
<tr>
<td>3) I authorize my listed references, current and past employers and educational institutions, and anyone else who has information about my work history, education qualifications, or fitness to provide such information to the school district for which I have completed an employment application. I release the school district and all persons providing this information to the school district, from any liability whatsoever for obtaining and providing that information, regardless of the results.</td>
<td>Yes</td>
</tr>
<tr>
<td>4) I understand I may be subject to a routine physical.</td>
<td>Yes</td>
</tr>
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</table>
Acknowledgements

1) I acknowledge that should I be offered a contract for the position of superintendent as a result of this application, the school district may not enter an employment contract or agreement that:
   (a) Has the effect of suppressing information relating to an ongoing investigation related to a report of suspected child abuse or sexual conduct or relating to a substantiated report of child abuse or sexual conduct by a current or former employee;
   (b) Affects the duties of the education provider to report suspected child abuse or sexual conduct or to discipline a current or former employee for a substantiated report of child abuse or sexual conduct;
   (c) Impairs the ability of the education provider to discipline an employee for a substantiated report of child abuse or sexual conduct; or
   (d) Requires the education provider to expunge substantiated information about child abuse or sexual conduct from any documents maintained by an education provider.

2) I acknowledge that finalists in this superintendent search may be subject to criminal records check by the school district and a license review through the Nevada Department of Education Educator Licensure Office or any other relevant state licensing agency related to my employment or prior employment.

3) I acknowledge that the school district may conduct an Internet search, reference checks, background investigations and confirmation of employment as a part of this application.

Verification

The information that I have provided in this application is true and accurate to the best of my knowledge. I have answered all of the questions to the best of my ability and I have not knowingly withheld information that would negatively affect my application. (Please attach a brief explanation for any circumstances arising from the Questions above which you believe might negatively affect your application including: criminal convictions, professional license discipline, and pending investigations in any state). Any misrepresentations or omissions of fact in this application, any materials submitted with this application, or during interviews may be cause for rejection of this application or subsequent dismissal from employment, if hired. The consents, authorizations and acknowledgements in this application will remain in effect during the entire course of my employment should I be hired.

Signed (a typed name in this field on the part of the application constitutes a valid signature)

D. Summer Stephens

Date

Please return the completed and signed application form with other application materials by e-mail attachment as either PDF or Word documents to:

A. Gregory McKenzie, Search Consultant
NextUp Leadership
1470 Rosemont Road
West Linn, Oregon 97068
Phone: 503-752-2438
E-mail: gremckenzie@att.net OR gremckenzie@window2leadership.com

Closing Date: April 5, 2018 (or open until filled)

APPLICATIONS RECEIVED AFTER 5:00 PM (PST) OF THE DEADLINE MAY NOT BE CONSIDERED.

The District is an Equal Opportunity Educator and Employer.
Employment History (continued)

Position: Teacher/Dept. Chair

Employer & Location: Norris School District #160, Firth, NE

Student Enrollment: 2200 Years (From/To): 08/2000 to 05/2005

Position: Teacher/SAT Team Coordinator

Employer & Location: Bellevue Public Schools, Bellevue, NE

Student Enrollment: 8900 Years (From/To): 08/1999 to 05/2000
Vision and Educational Philosophy

Be bold. Be different. Push yourself to be innovative beyond your imagination. These are the terms that define me, the road that I travel. These are the expectations that I have for students, teachers, administrators, the board of education, and most importantly, for myself as we work to achieve the goals we have for our school district and for students’ learning.

We are charged with ensuring that students possess the tools to be articulate, expressive thinkers and lifelong learners who are responsible and resilient. When students are engaged in their own learning and are surrounded by a safe environment, they grab hold of the possibilities and achieve at high levels, academically and socially. Education is about providing students with situations to address challenges that we cannot predict, to use adaptive skills in order to tackle problems that we cannot expect, to maximize technology’s opportunities, and to respect and understand diverse backgrounds and beliefs.

As quickly as information multiplies, educators can no longer “cover” the curriculum of the past. While maintaining rigorous programs that have been in place, schools must provide curriculum offerings that educate from a global perspective through a variety of delivery methods. As the demands of society morph and change so quickly, it is crucial that our student possess not only reading and math literacy, but also critical thinking, collaboration, communication, and creativity. Our graduates must be innovators, problem solvers, and global citizens who are prepared in a myriad of areas. Thus, systemic curriculum learning continuums are critical to reaching these goals. Technology integration and support runs parallel to these curriculum needs as the use of tools must be fully integrated into our daily practices for not only efficiencies, but to design, create, and extend our thinking beyond traditional uses.

Educational systems must attract and retain excellent educators who can provide challenging, relevant and engaging opportunities that serve the needs of diverse learners. At the heart of our classrooms must be the best teachers and support staff that a school has to offer, thus we must be committed to relevant, focused, and personalized professional development for our new and existing staff. Establishing collaborative teams to provide support and innovation among the staff is paramount to the professional growth of staff, leading to improved learning for students.

Educators today must think deeply and differently about the needs of learners, and as such, collaboration between administrators, teachers, and community and business leaders is vital for the continued success of schools. Establishing strong relationships between all of these stakeholders, along with students, is paramount for a school district to thrive. We must provide opportunities for students to participate in real life situations through community connections so that they develop as thinkers, team players, and leaders.

To achieve excellence for our students, we must be committed to being the highest quality educational system possible. This includes continuous school improvement, the collection and analysis of data, and reflection and action informed by the data. In addition, we must commit to the purposeful allocation of resources in order to become measurably among the best in the nation!
Churchill County School District
Mentor Questionnaire

Candidate Name: Dr. Summer E. Stephens
Date: 03/18/2018

Search Consultant: Greg McKenzie
gregmckenzie@att.net
gregmckenzie@window2leadership.com
503-752-2438

1. Identify one professional mentor who has strongly influenced your leadership style. Explain the circumstances of your professional mentor/protegée relationship.

Mentor: Mr. Jeff Dillon
Relationship: colleague in AASA Personalized Learning Cohort

I have been fortunate to work with Jeff over the past three years as we train and practice a variety of personalized instructional practices. Jeff and I have visited several districts and have worked with a number of colleagues from all over the United States in our learning journey. Jeff is one of the first people I reach out to when I have ideas to run past regarding personalized learning, rural schools, stakeholder conversations, and many other topics.

2. What leadership characteristics of this mentor did you admire the most? (Describe the style in narrative without reference to a particular model).

The leadership characteristics I admire most in Jeff include being a visionary, strategic thinker, focusing relentlessly on improving learning opportunities for students, maintaining high expectations for movement forward while supporting all stakeholders, exemplifying empathy and awareness, and developing opportunities and partnerships for student learning beyond the classroom. Jeff’s vision is exemplified with clear strategic design that considers many perspectives and beliefs while putting the design into place. The conversations that Jeff holds with colleagues and with those in his community revolve around continuous improvement of opportunities for all learners. He supports extensive professional development options for staff, collaborative teaming, and development and implementation of various programs that focus resources for student development. Jeff sees outside of the weight-bearing walls of school to a place that can be customized for individuals to maximize each person’s potential.

3. What characteristics of your own leadership style may have been influenced by this mentor?

Although I have always been someone willing to take risks based on research and best practice while still pressing past the status quo, through work with Jeff, I have grown in my approach to sharing the vision and implementing strategic design principles. Additionally, Jeff’s willingness to consider alternate options to achieving a goal inspires me on a daily basis in the work of leading our district in second-order change. The support of the staff in our system has been influenced by many leaders who have seen the need for personalized professional development, and Jeff is a go-to for me on different systems/ideas/options for making those opportunities have the greatest impact for staff. Working with Jeff and others has illuminated the need for me to continue to be a servant leader. I bring myself back to the characteristics of empathy, awareness, and commitment to the growth of people in our process to reimagine learning in our system.
4. What characteristics of your leadership style are most likely to influence your protégées?

Being a visionary, strategic thinker can be seen as something we can all be or something that other people can be. I believe in my experience that all of my colleagues experience the former as I support and guide them in the work of re-imagining school. Another characteristic of my style that may influence our staff is that of being a learner and having highly developed learner agency. This includes perseverance, the ability to ask questions, goal setting, listening, among other qualities. Staff and students have come to know me as someone who will set high expectations and will employ leader agency in all that I do, which in turn is something I see growing in our leadership team, staff, and students. Finally, the ability to step outside of a comfort zone to try something new but best for learners, based on consideration of a number of factors, is developing all around me. We are changing the culture of understanding the “Why” and asking “Why Not!”
To Whom It May Concern:

I am pleased to offer this letter of reference for Dr. Summer Stephens who is applying for a position with your organization. Dr. Stephens is a strong, proven educational leader who possesses deep instructional knowledge, positive and forward thinking attitude, and an incredible business acumen.

Dr. Stephens has the total perspective on the full scope necessary to lead your school district. She has been the Superintendent at Weston County School District #7 for the last 6 years. During that time, she has led us through a strategic design plan that has resulted in some amazing changes. Two years ago, our district transitioned to customized learning. Dr. Stephens has been working tirelessly to help the teachers, students, administrators, and other stakeholders with the transition. With her positive leadership and vision, we are realizing a shared vision of what school can be. In addition to changes in the classroom, Dr. Stephens was highly effective in helping the district restructure our budgeting procedures to a more efficient and streamlined process that gives each department more control and transparency.

Dr. Stephens is a positive leader for the classroom teachers. She has been instrumental in helping teachers improve students' meaningful use of technology in the classroom. Dr. Stephens initiated a student animation program for our students to improve their writing skills. Over the past two years, our elementary students have written and created animated videos for Halloween Safety and 8 Keys of Excellence. The videos have won some national awards and the 8 Keys videos are used by Quantum Learning. Dr. Stephens is a valued resource for teachers looking to improve their craft. She regularly provides one on one help, professional development, or guides us to relevant resources.

Weston County School District #7 has seen great systematic improvement and results over the last six years, including meeting and exceeding state and national accountability expectations. Instructional knowledge, forward thinking, fiscal responsibility, and deep community connections are the skills necessary to support all students as they strive for excellence in life. Your organization and community would be served extremely well by Dr. Summer Stephens serving at its helm.

Please feel free to contact me at [redacted] or lmccoy@weston7.org should you desire additional information.

Sincerely,

Lee A. McCoy
K-5 Science and Technology Facilitator
March 16, 2018

Dear Superintendent Search Committee,

It is my honor to share my thoughts about Dr. Stephens. I first worked with Dr. Stephens twelve years ago. I was the Assistant Superintendent for Curriculum and Instruction in a large school district in Nebraska. Summer was a staff developer for the educational service unit that served our district. From the time I met her, it was easy to see that she was intelligent, passionate about her work, creative, and would do anything to make education better for kids. So, those were my first impressions. Everything that followed not only verified those qualities but built on them. She went from being an excellent staff developer to a highly skilled curriculum director. She not only had a positive impact in her district, she had a major impact on the whole State of Nebraska. She was a leader on a number of task force groups. Summer was so skilled in the area of curriculum and instruction I thought that might be where she would spend her career. But one of the greatest attributes of Summer is her drive to learn and improve. When she called me to ask questions about becoming a superintendent, I immediately encouraged her to pursue the position. Education needs good people with strong values in the position of leadership.

I have now had the privilege of working with Summer as a peer in the superintendent position. Just as in her role as a curriculum director in Nebraska, Summer has become an excellent superintendent in the State of Wyoming. She has done a great job in her first position as a superintendent and is highly involved at the state level. Dr. Stephen is greatly respected around the state.

It has been very exciting and rewarding to watch Dr. Stephens grow as a professional. If you were to select Dr. Stephens as your superintendent, I think you will be getting a superintendent with a deep skill set who is about to enter into her prime as a professional educator. I have reviewed your needs as a district. In my assessment, Dr. Stephens is a perfect match to the qualities you are looking for in your next superintendent. I could continue to list all of Dr. Stephens qualities, but this letter would continue for pages. I project that within a short period of time after Dr. Stephens go to work for you, your kids, your parents and your community, you will be able to extend her list of qualities. She will contribute to the quality of your school district in ways you haven't even thought of yet. She will surprise you, but I have seen her work. She will not surprise me.

If you would like to and you have plenty of time, please feel welcome to contact me.

Respectfully Submitted,

Terry L. Snyder

The State of Wyoming provides Hathaway Merit and Need Scholarships to Wyoming students attending the University of Wyoming and Wyoming community colleges.

EDUCATE EMPOWER INSPIRE
Dear HR and Leadership Team representatives:

It is my pleasure to recommend Dr. Summer Stephens for the Superintendent of the Churchill County School District.

I have known Dr. Stephens since she accepted the superintendent position at Weston County School District #7 in 2012. My twin daughters were in middle school when her tenure started and are now finishing their senior year at Upton High School. I am currently serving my fourth year as a trustee in the district and as Area 16 Director for the Wyoming School Boards Association. During this time, I have worked closely with Dr. Stephens as a member of the district’s leadership team, attending district-wide professional development training for staff, and attending board development trainings with the Wyoming School Board Association. Dr. Stephens and I have attended countless legislative committee meetings and three legislative sessions together. These experiences have left me with the conclusion that she is hard working, enthusiastic, innovative, forward thinking, and has a boundless dedication to our students.

Dr. Stephens has been instrumental in developing a 21st century vision for our district that is student centered and learner driven. Innovation and creativity are some of her greatest assets and she has used these strengths to bring needed change to our instructional practices. She has been unwavering in her dedication to designing, facilitating, and implementing a curriculum that is dynamic and customized to each student’s needs. Weston County School District #7 is a small, rural, district with limited staff and resources available, and Dr. Stephens has shown initiative in implementing creative teaching and learning techniques by finding ways to provide our students with opportunities that have never been available to them. She has supported the technology department in 1:1 implementation across the district as well as supporting elementary students in engaging in computer science work as well as innovative Animation creation. We now offer many courses and electives thanks to a creative curriculum that includes on-line classes offered by various institutions in our state and around the country. In addition, we are able to offer courses facilitated by professionals in our district that encourage developing pathways to match student abilities and interests. She has also been instrumental in working with our leadership, staff, and students to create an environment that allows for flexible scheduling, self-paced learning, and student-directed assessment of their learning. These opportunities have allowed each student to customize an education tailored to their interests and pathways. Her efforts have earned her recognition in Wyoming as a member of Wyoming Virtual Ed Task Force, and nationally when she was invited to participate in the Future Ready Schools Superintendents Forum at the USDE. I am grateful to have witnessed the growth and learning in our students and my own children as a board member and as a parent.
Dr. Stephens sets high expectations for students, staff, and board members to be learners. She models this expectation through her own dedication to professional development and her participation in local, state and national organizations. Early on in my tenure as a trustee, I enrolled in a computer applications class taught by her and realized that she had the same high expectations of herself that she does of her staff. It was clear that she was able to demonstrate and carry out in her instruction the many principles and instructional design strategies that she encourages her facilitators to master.

We have grown accustomed to Dr. Stephen's presence at all school activities with her youngest child in tow. It is not unusual to see her family volunteering their talents in announcing and providing music at school activities and sporting events. Her oldest daughter has become the official performer of our national anthem at our school and at state events, and we often see the whole family at out of town events supporting our local teams even when their children are not participants. Dr. Stephens volunteers her time serving on our local Chamber of Commerce Board, and the Weston County Children's Center Board. She is involved in planning town celebrations, fundraisers, and securing grant monies for city park equipment and improvements. Our small town is a better place because of her efforts.

If you are looking for a strong, forward thinking leader who places a lot of importance on community, then Summer Stephens is a great fit for your district. Please feel free to contact me if you have any questions.

Sincerely,

Lori Olson
Lori Olson, Trustee
Weston County School District #7
March 16, 2018

Dear Members of the Search Committee,

It is a privilege to write this letter of recommendation for Summer Stephens. I can say with conviction Summer is one of the finest professionals with whom I have been associated. I first became acquainted with Summer after I joined the Wyoming Department of Education (WDE) as a supervisor of the Student & Teacher Resources Team. During my tenure with the Department, I have come to know Summer as person who possesses a number of outstanding characteristics and is willing to push innovation forward to create opportunities for students.

Summer has developed a leadership team that fully supports the vision and direction she and her board are moving. She inspires their passion for providing students with opportunities for meaningful learning, which is evident the leadership team discusses their schools, staff and students. She insures her leadership and teachers have the support they need to fulfill their district's strategic direction.

She creates a culture of trust and openness in her district that I rarely see when I visit other districts. In speaking with educators and students in her district, their willingness to communicate openly and work closely with both their school and district leadership is refreshing. It provides a window into the high level of student engagement.

As Summer implements innovative learning practices, her students clearly own their learning. I heard this when students spoke with me about being able to choose courses of interest, deciding when they will study different subjects, and understanding the learning environments they work best in. I heard students discuss how they problem solve and then work with school and district leadership to address areas of need or concern brought forth by the students.

Lastly, Summer has been an exceptional partner. She supports and collaborates as a member of various advisory teams on major statewide projects including our Open Education Resources statewide initiative, K-20 Statewide Learning Management System and Virtual Education Advisory Group. She is consistently an active member bringing forth ideas and suggestions to make these different systems and programs to work effectively for school districts. In this role she also serves as a liaison to communicate with her peers in the districts and bring feedback to the advisory committees and WDE.
Summer is clearly an innovative and powerful leader while being an incredible partner. I would highly recommend for this position. She would be a valuable addition to any organization with a focus on collaboration and innovation.

Sincerely,

Laurel Ballard, Ph.D.
March 16, 2018

Dear Superintendent Hiring Committee:

It is my honor to write this letter of recommendation on behalf of Summer Stephens regarding the position in your district. It has been my privilege to work with Summer for the last six years. Summer has led our administrative team as Superintendent of Weston County School District Seven for those six years. It is without hesitation that I recommend Summer for a position in your district.

Summer truly embodies the characteristics of a leader in the field of education. She is driven to strengthen the overall educational program for our district and is willing to do the hard work necessary to ensure that the mission of the district is carried out to the highest order. Summer is capable of motivating the administrative team, instructional staff and the students to grow and improve daily.

Summer is current on the most effective strategies in education that can bring about the greatest results in instructional practices and improve student learning. She is able to communicate this information to the staff and ensure that they have the resources and support to implement their knowledge gained through professional development to ensure that it reaches the students. Summer has also taken the time to bring a focus to the administrative team and staff on how they can prioritize resource allocation in buildings to focus on the greatest areas of need.

Summer has also taken on leadership roles in our community. Her involvement with the Chamber of Commerce has brought about new ideas and energy that have led that organization to move forward with new endeavors to improve the day to day life of Upton. Summer has dedicated a great amount of time to strengthening that organization and has truly led by example in getting other residents active in improving the way of life in our community.

Again, I highly recommend Summer for a position in your district. She expects a great deal from her colleagues, but truly leads by example as she gives a great deal back to our district and community. Summer is truly an asset to our district and the town of Upton. If you have any further questions concerning Summer, please feel free to call me at (307) 468-9331, or email me

Sincerely,

Clark Coberly
Principal, Upton Elementary/Middle School
April 4, 2018

Board of Trustees
Churchill County School District
690 S. Maine St.
Fallon, NV 89406

Dear Trustees,

I am writing to apply for the position of Superintendent of Churchill County School District (CCSD). I am very excited about this opportunity to continue my service to the District. My teaching career has been dedicated to helping the students of our District develop the skills necessary to become part of our educated citizenry. I enjoy the science and challenge of education and feel that my experience makes me an excellent candidate for this position.

In my current position as the Director of Special Services, I supervise over 90 staff members working on all District campuses. My work responsibilities include Special Education, Gifted Education, Northside Early Learning Center, Health Services and Instructional Consultation. The combined budgets of district and grant funds I oversee through my office amounts to over $7 million dollars annually. Prior to this position, I was the Dean of Students at Churchill County High School, a 6th grade teacher, and a special education teacher. My career has been, and will continue to be, serving the students, parents, and staff of this district. I value communication and excellence in work and if hired as Superintendent I will bring those qualities with me. I have earned the respect of my colleagues through my dedication and commitment to this profession and I will bring that same dedication and commitment to the Superintendent’s office.

I thank you for the opportunity to present this information to you. I believe that my personal philosophies meld well with the ideals and philosophies of CCSD and allow me to exceed the expectations you have for the Superintendent position. I welcome the chance of a personal interview and look forward to answering questions about my qualifications and how my actions as Superintendent would further promote a positive learning environment within CCSD.

Sincerely,

Derild Parsons

Derild Parsons
Wendell Derild Parsons

Objective
To secure the position as Superintendent, Churchill County School District

Certification
School Administrator (K-12)
Special Education Generalist (K-12)
Elementary (K-8)

Education
Jan 2006-Dec 2007
Grand Canyon University, Arizona, MEd in Education Administration
Aug 1996-Dec 1999
University of Nevada, Reno, Bachelor of Science in Education
With a major in Special Education/Elementary Education
Aug 1994-June 1996
Western NV CC, Fallon, NV, General education courses
June 1984
Battle Mtn. High School, Battle Mtn., NV, Diploma

Education Experience
July 2016-Present
Director of Special Services, Churchill County SD
January 2012-June 2016
Dean of Students, Churchill County High School, Churchill County SD
August 2011-December 2011
Sixth Grade Teacher, Lahontan Elementary, Churchill County SD
August 2008-August 2011
Sixth Grade Teacher, West End Elementary, Churchill County SD
Feb 2000-June 2008
Special Education Teacher, West End Elementary, Churchill County SD

Professional Development
August 2007-December 2011
Member Instructional Consultation Team (IC)
July 2007-June 2010
Instructor, Handle With Care Behavior Management System
August 2004-June 2006
District Trainer Central Nevada Educational Technology Consortium
Aug 2001-June 2003
Western Regional Professional Development Site Trainer

Work Experience
June 1984-Aug 1999
Vice-President, Parsons Drilling, Inc. Fallon, NV

Honors/Offices
College: Graduated UNR with High Distinction; Dean's list 8 semesters; Golden Key
National Honor Society; Distinguished Intern Award
High School: Graduated with honors; Student Council Representative (2 yrs);
National Honor Society President
Leadership Experience

**Elementary Special Education**
Focus on inclusion and behavior management
Handle With Care Behavior Managements System trainer for CCSD
Worked with staff members throughout West End and other schools to develop functional plans to modify behavior
In an inclusion classroom, developed and presented the first lesson using a Smartboard in CCSD
Completed all duties as a special education teacher

**Elementary Education**
evMints instructor, to integrating technology in the classroom.
Participated in collaboration with peers
Professional Development in CELL/ExCELL teaching
Completed all duties as a classroom teacher

**Dean of Students**
Violent Acts at CCHS dropped to low levels and level maintained while I was Dean of Students
Worked collaboratively with administrative team on school issues
Supervised Campus security
Worked with students, families, teachers, law enforcement and other agencies
Responsibility for school discipline issues including detention and suspensions
Responsible to address school attendance issues

**Director of Special Services**
Works with teachers to follow the components of the law and provide high quality instruction to students with disabilities
Creation of Special Education Advisory Council
Oversee in excess of $7 million dollars in grant and local funds annually
Administrator responsible for Northside Early Learning Center
Served on the Nevada Early Childhood Inclusion Panel and helped develop the Nevada Early Childhood Inclusion Guidance Document
Attend Superintendent’s Academy and participate in District Level leadership
Attend law conferences to direct District’s compliance with legal requirements in special education
Application for Position of Superintendent
Churchill County School District

REASONABLE ACCOMMODATION: If you believe you require a reasonable accommodation during any part of the selection process for this position, please contact the Search Consultant who will make arrangements with the District.

Last Name: Parson  First Name: Wendell  MI: D

Home Address: Street, City, State, Zip
Phone:  E-mail: 

Education (Undergraduate and Graduate)
(Attach a supplemental page if necessary)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Canyon University</td>
<td>January 2006-December 2007</td>
<td>Masters of Education</td>
</tr>
<tr>
<td>Major Education Administration</td>
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</tbody>
</table>

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<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nevada, Reno</td>
<td>August 1996-December 1999</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>Major</td>
<td></td>
<td></td>
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<tr>
<td>Special Education/Elementary Education</td>
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<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Nevada Community College</td>
<td>August 1994-June 1996</td>
<td>Transfer credits to UNR</td>
</tr>
<tr>
<td>Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Courses</td>
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Employment History: List all full-time experience, both in and outside the field of education, beginning with your current employment. Breaks in service must be explained (Attach a supplemental page if necessary).

Position: Director of Special Services  Employer & Location: Churchill County SD, Fallon, NV
Student Enrollment: 3,400  Years (From/To): 2016/Present
Name of Person responsible for evaluation: Dr. Sandra Sheldon

Position: Dean of Students  Employer & Location: Churchill County SD, Fallon, NV
Student Enrollment: 1,250  Years (From/To): 2012/2016

Position: Elementary Teacher  Employer & Location: Churchill County School SD, Fallon, NV
Student Enrollment: 4,000  Years (From/To): 2008/2012
Length of Present Contract: **Yearly**  
Expiration Date: **June 30, 2018**  
Date Available: **July 1, 2018**

Where did you learn about this position? **CCSD Employee**

What is your reason for leaving your last position or wanting to leave your current position?  
*Enjoy my current position and I believe that I have the necessary skills for the superintendent position in our district and would like the opportunity to serve my community as Superintendent of Schools.*

May we contact your current employer about your application for this position? **Yes**

List all other names or aliases you have used: **none**

Are you currently licensed as an Administrator in Nevada?  
*Yes*  
*No*

If not, are you eligible to obtain the Nevada Administrator license?  
*Yes*  
*No*

Have you listed ALL current and former employers who are education providers in the Employment History section of this application?  
*Yes*  
*No*

For more information about Nevada Administrative Licensure contact:

Nevada Department of Education  
Educator Licensure Office  
755 N. Roop Street #107  
Carson City, NV 89701  
Phone: 775-687-5980  
www.doe.nv.gov/Educator_Licensure

I am able to perform the essential functions of the job for which I am applying with or without a reasonable accommodation.  
*Yes*  
*No*

**VETERAN’S PREFERENCE**

1. Are you a “Veteran” who has served in the armed forces of the United States?  
*Yes*  
*No*  
*If yes, ATTACH Form DD-214 or other similar discharge document.*

2. Are you a “Disabled Veteran?”  
*Yes*  
*No*  
*If yes, ATTACH document verifying disabled veteran status.*

**LANGUAGE SKILLS**

Do you know any language other than English? If yes, what language? **none**

What is your level of proficiency in the language?  
[]

**PLEASE NOTE:**

1. Candidates selected for initial interview will be named in an open meeting of the School Board and interviews will be conducted in a public session.
2. The successful candidate must become a resident of Churchill County within 6 months of acceptance.
3. The successful applicant for this position will be required to complete an Employment History Verification Form and an Applicant History Disclosure Form found at www.doe.nv.gov/Educator_Licensure/Applications_Forms
For the purposes of this application the following questions must be answered, information provided and authorizations granted. Your signature is required at the end of this application for your application to be complete.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
<th>Yes/No</th>
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</thead>
<tbody>
<tr>
<td>1) Have you ever left any educational or school-related employment, voluntarily or involuntarily, while the subject of an inquiry, review or investigation of alleged misconduct or alleged violation of professional standards of conduct or when you had reason to believe such investigation was imminent?</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>2) Are you currently the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of professional standards of conduct?</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>3) Have you ever failed to complete a contract for educational services in any educational or school-related position for any alleged misconduct or alleged violation of professional standards of conduct?</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>4) Have you ever had a professional certificate, credential or license (of any kind) revoked or suspended or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards of conduct?</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>5) Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?</td>
<td></td>
<td>No</td>
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<tr>
<td>6) Have you ever surrendered a professional license of any kind before its expiration?</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>7) Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>8) Have you ever been convicted or been granted conditional discharge by a court for any: (a) felony, (b) misdemeanor, or (c) major traffic violation, such as: driving under the influence of intoxicants or drugs; reckless driving; fleeing from or attempting to elude a police officer; driving while your license was suspended, revoked or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident?</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>9) Have you ever entered a plea of guilty or No Contest relative to any charge for an offense listed in the question 8 above?</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>10) Have you ever had any civil judgment or other court order entered against you resulting from abuse, assault, battery, harassment, intimidation, neglect, stalking or other threatening behavior toward other persons?</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>11) Have you EVER been the subject of a substantiated report of child abuse or sexual conduct (involving a K-12 student or minor child)?</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>12) Are you currently the subject of an ongoing investigation related to a report of suspected child abuse or sexual conduct (involving a K-12 student or minor child)?</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

If you answered “yes” to any questions, please explain in detail on separate sheet indicating corresponding question number. Note: Existence of a criminal record does not constitute an automatic bar to employment.

<table>
<thead>
<tr>
<th>Consents and Authorizations</th>
<th>Answer</th>
<th>Yes/No</th>
</tr>
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<tbody>
<tr>
<td>1) I hereby authorize all my current and former employers who are education providers to disclose the (a) dates of my employment; (b) whether I was the subject of any substantiated reports of child abuse or sexual conduct related to my employment; (c) the dates of any substantiated reports; (d) the definitions of child abuse and sexual conduct used by the education provider when the determination was made that any reports were substantiated; and (e) the definitions of child abuse and sexual conduct used by my education provider employer to determine whether any reports were substantiated.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2) I hereby authorize my current or former education provider employers to release any disciplinary records of a crime for which I was convicted.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>3) I authorize my listed references, current and past employers and educational institutions, and anyone else who has information about my work history, education qualifications, or fitness to provide such information to the school district for which I have completed an employment application. I release the school district and all persons providing this information to the school district, from any liability whatsoever for obtaining and providing that information, regardless of the results.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>4) I understand I may be subject to a routine physical.</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>
Acknowledgements

1) I acknowledge that should I be offered a contract for the position of superintendent as a result of this application, the school district may not enter an employment contract or agreement that:
   (a) Has the effect of suppressing information relating to an ongoing investigation related to a report of suspected child abuse or sexual conduct or relating to a substantiated report of child abuse or sexual conduct by a current or former employee;
   (b) Affects the duties of the education provider to report suspected child abuse or sexual conduct or to discipline a current or former employee for a substantiated report of child abuse or sexual conduct;
   (c) Impairs the ability of the education provider to discipline an employee for a substantiated report of child abuse or sexual conduct; or
   (d) Requires the education provider to expunge substantiated information about child abuse or sexual conduct from any documents maintained by an education provider.

2) I acknowledge that finalists in this superintendent search may be subject to criminal records check by the school district and a license review through the Nevada Department of Education Educator Licensure Office or any other relevant state licensing agency related to my employment or prior employment.

3) I acknowledge that the school district may conduct an Internet search, reference checks, background investigations and confirmation of employment as a part of this application.

Verification

The information that I have provided in this application is true and accurate to the best of my knowledge. I have answered all of the questions to the best of my ability and I have not knowingly withheld information that would negatively affect my application. (Please attach a brief explanation for any circumstances arising from the Questions above which you believe might negatively affect your application including: criminal convictions, professional license discipline, and pending investigations in any state). Any misrepresentations or omissions of fact in this application, any materials submitted with this application, or during interviews may be cause for rejection of this application or subsequent dismissal from employment, if hired. The consents, authorizations and acknowledgements in this application will remain in effect during the entire course of my employment should I be hired.

Signed (a typed name in this field on the part of the application constitutes a valid signature)

Date

Please return the completed and signed application form with other application materials by e-mail attachment as either PDF or Word documents to:

A. Gregory McKenzie, Search Consultant
NextUp Leadership
1470 Rosemont Road
West Linn, Oregon 97068
Phone: 503-752-2438
E-mail: gregmckenzie@att.net OR gregmckenzie@window2leadership.com

Closing Date: April 5, 2018 (or open until filled)

APPLICATIONS RECEIVED AFTER 5:00 PM (PST) OF THE DEADLINE MAY NOT BE CONSIDERED.
The District is an Equal Opportunity Educator and Employer.

Additional Employment Information (continued from page 1)

Position: Special Education Teacher  
Employer & Location: Churchill County SD, Fallon, NV

Student Enrollment: 4000  
Years (From/To): 2000-2008

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Position: Vice-President  
Employer & Location: Parsons Drilling, Inc., Fallon, NV

Student Enrollment: non-education  
Years (From/To): 1984-1999
My Educational Philosophy

My philosophy of education can be broken down into the areas of learning community and beliefs about teaching and learning. I believe the education of students takes place within the context of a learning community. Fullan stated:

The research is abundantly clear: nothing motivates a child more than when learning is valued by schools and families/community working together in a partnership... These forms of [parent] involvement do not happen by accident or even by invitation. They happen by explicit strategic intervention. (Dufour & Eaker, 1998, p. 235)

All members of the learning community must work together to establish relationships that provide a variety of learning experiences both on and off campus for students. Communication between parents and the school establishes connections that allow parents to actively volunteer at their child’s school on a regular basis and become partners in school decision making processes. The school functions as a member of a larger community and continually strives to promote and develop positive aspects in their relationships with all members of the learning community and turn out students that contribute to the well-being of the community. Working together with the community, schools establish an environment for learning that is safe physically, socially and emotionally and teaches students in a manner that provides high academic achievement and establishes them as lifelong learners.

Teaching develops problem solving skills, social and emotional skills and academic skills in students that effectively promote lifelong learning and making contributions to society. Teachers facilitate this and allow students to learn new knowledge through a process of discovery. The lessons learned are guided by a fulfilling curriculum developed through collaborative efforts which account for and adapt to the needs and learning styles of the students. It could be said that all members of the learning community are living, growing, learning, and improving together.

Derild Parsons
Churchill County School District
Mentor Questionnaire

Candidate Name: Derild Parsons

Search Consultant: Greg McKenzie
gregmckenzie@att.net
gregmckenzie@window2leadership.com
503-752-2438

Date: 3/30/2018

1. Identify one professional mentor who has strongly influenced your leadership style. Explain the circumstances of your professional mentor/protégé relationship.

Mentor: Dr. Sandra Sheldon

Relationship: Current Supervisor (Superintendent)

2. What leadership characteristics of this mentor did you admire the most? (Describe the style in narrative without reference to a particular model).

Dr. Sheldon sat down with me when I first began as the Director of Special Services and she offered me some advice. She told me to take the time to observe things that were happening and to truly get to understand how things are working before I make any changes. Then, after I thoroughly understand how things currently work, she told me I should evaluate what changes need to be made then make them. The next step is hang in there for the long haul while they take effect. As I have worked with her, I have seen how she does this. There are often things we discuss she has been considering for a long time and part of the discussion usually includes the effects of the changes and what the possible systemic effects could be. I admire her dedication and desire to make well planned, thought out decisions designed to have a positive impact on student success. Along with this, I have seen her attention to detail, her ability to speak out on behalf of the district to seek out new opportunities for our students, and I admire and appreciate that she has an open door policy and makes herself available.

3. What characteristics of your own leadership style may have been influenced by this mentor?

I have always taken the time to thoroughly consider the issues surrounding decisions and Dr. Sheldon's guidance has helped me refine and sharpen this skill. I have been influenced by her ability to make things happen and to involve all the necessary people in the process. Dr. Sheldon has also influenced me in working to achieve a balance between the old and the new, the time-tested and proven methods and the new innovative and cutting-edge methods. She has also helped me evaluate and make improvements in my decision making skills.

4. What characteristics of your leadership style are most likely to influence your protégées?
| I strongly believe that my role in education, whatever my title and position may be, that I am first and foremost a leader. The characteristics that will influence my protégés are those that I value and demonstrate as part of everything that I do. This core set of values that will influence those I work with begins with my firm belief that students are people and the environment we create must be one of respect and learning. We must be dedicated to teaching the whole child in today's environment. All staff members need to be aware of the social and emotional needs of students and those they work with, valuing the individual and their role in the education process. I strive to demonstrate my dedication to students, their families, and staff members in all that I do. I work diligently on this and expect staff to work diligently to achieve the same. My protégés will be influenced by an environment that is dedicated to addressing student needs and developing each learner's potential to participate as a productive member of society. They will understand that they are as important a part of the process and realize that input from all stakeholders in the education process is valued. |
March 21, 2018

Churchill County School District
Board of Trustees
690 S Maine Street
Fallon, NV 89406

Dear Trustees,

I am pleased to recommend Derild Parsons for the Superintendent position for the District. I've worked alongside of Derild for the past two years and I have seen his dedication to the District since I was hired in 2012. Since his promotion to Director of Special Services, he has become a key player in the District Office. As soon as he began as Director, he has worked tirelessly to learn his new position and to be an effective leader of his department.

Derild’s experience with Special Education has taught him the invaluable ability to calmly assess a situation and methodically work to a resolution that is best for the student, staff and the District. His problem-solving abilities, tireless work ethic, and willingness to do whatever it takes to will ensure that the District has a leader that will continue the growth and success that we've seen under Dr. Sheldon’s leadership.

Derild has embraced professional development as Director, enhancing his knowledge of the operations of his department. He has worked with me to learn his funding streams as well as his budget limitations. He does not make spending commitments to staff without confirming the department has the funding to follow through. He has also enhanced his supervisory skills as he has become the supervisor of over 90 employees.

Derild’s reputation within the State will enhance his effectiveness as a Superintendent. He can bring forward issues the District faces and advocate on our behalf.

I am excited to see what the District could become under Derild’s leadership. I'd be happy to answer any questions you might have about his specific skills and experience.

Respectfully,

Phyllys Dowd
Director of Business Services
March 28, 2018

To Whom It May Concern:

Please let this letter serve as a recommendation for Derild Parsons. I have known Mr. Parsons for over 10 years, both personally and professionally.

In my position as the Chief Juvenile Probation Officer, I have worked with Mr. Parsons in many capacities as both a teacher and administrator. Mr. Parsons is always very professional and accommodating. He is also a problem solver. Mr. Parsons is a man of character and is a great team player within the community. Mr. Parsons truly cares about kids and always makes decisions based upon what is in their best interest.

It is my pleasure to recommend Mr. Parsons for the position of Superintendent.

Please feel free to contact me at (775) 423-6587 [redacted] should you have any questions.

Sincerely,

Tami D. Richardson, Chief
Juvenile Probation Officer
March 28, 2018

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation for Derild Parsons.

I have known and worked with Derild for over eighteen years. I worked with him at West End Elementary where he was a Special Ed teacher in an EH room, at Churchill County High School where he was a dean of students, and in his current position as the Special Ed Director. I would like to share with you some of the attributes I have seen in Derild

Learner: Derild is a continual learner. He is willing to reflect on his own teaching, take in feedback, and then look to improve his own practices. He is very aware of the needs of students and is always looking for best practices to meet their needs along with establishing a relationship with them. He understands what students and teachers need.

Sincere: Derild displays sincerity in all that he does. He takes his work seriously, is willing to put forth his best effort to ensure that students will have a powerful learning experience, that students receive the guidance they need, that a parent's concerns are being heard during an IEP meeting, and that a teacher receives the support they need.

Perseverance: During the time, I have known Derild he has displayed a willingness to push forward, to assist his students with their learning, and help them to feel good about their successes, while keeping their needs foremost in his mind. He will calmly explain the situation and patiently talk through the next steps. He uses these same skills as he assists teachers in their roles.

Quality: Derild is interested in providing a quality-learning environment for his students. He works hard to understand the concepts he is teaching, how the students might look at it, and then strives to provide them with the best learning environment possible. He provides clear instructions and guidance on the IEP process as he walks staff through the needed steps and requirements.

During the time I have known and worked with Derild I have found him to be a genuine, honest, hard working, and caring individual. He is a professional that understands the needs of students, wants to assist teachers, and works hard to fulfill his current role as Special Ed director.

I believe you find Derild a good candidate for the superintendent position. He is professional in his demeanor and his problem solving approach. He understands that a problem needs to have a solution and works to achieve that. He has strong listening skills and a desire to lead Churchill County School District.

Thanks for the opportunity to share about this fine individual. Please contact me should you have any questions.

Sincerely,

Janice Grant
Janice Grant
Educational Consultant
To Whom It May Concern,

It is with great enthusiasm that I present this letter of recommendation on behalf of Derild Parsons. I have known and worked with Derild for over 5 years and know of him for longer due to his excellent reputation in the district for working with the high risk emotionally disturbed (ED) population. In his early years at West end in the ED unit I saw him in action twice and was immensely impressed with his dedication and ability to stay cool and calm with students regardless of their demeanor or behavior. One of the greatest experiences I had as a new teacher was observing Derild in his program. No other teacher that I have worked with since has shown more patience and determination to help high risk special education students. He set a high standard for teachers because of his compassion and willingness to work with students that on a good day are still very difficult to work with. Seeing his success changed how I teach for the better.

Derild has spent the last two years as the Special Education Director and has worked closely with The Department of Education. This relationship has helped Churchill stay in a leadership role in the Department of Education in part by helping to make positive contributions to committees that affect change across the state. In the district he has opened up avenues for teachers to improve their knowledge and skills in the classroom. He has also spent countless hours at special education law conferences and researching law to make sure Churchill is current on its compliance and knowledge of court decisions. With this knowledge he has been very good at making data driven decisions which have helped the district stay focused on student's growth.

Derild has been a leader in many fashions throughout his 18 year career. His support and use of technology in the classroom is something he not only preaches but also practiced as an elementary teacher earning the eMints designations for his use of technology in the classroom. He has been a member of the Nevada State Early Childhood Inclusion Team and as such has written, contributed to and helped develop the Nevada Early Childhood Inclusion Guidance Manual. He has presented at early childhood meetings for people from all around the state on our methods in Churchill County with using braided funding and the inclusion environment at Northside Early Learning Center. He was the District’s Trainer for Handle With Care Behavior Management. While at the High School he was the Dean of Students. During his time, there was significant reduction in Violent Acts. As a teacher, we knew Derild would do his best to work with us and the students to get the best outcome and support both sides.

Derild has a collected and approachable personality and other staff look to him for help and guidance. He is comfortable thinking on his feet but is not going to make a quick decision on anything that he doesn't feel he has all the facts for. Something I and many others appreciate in a leader. First and foremost, if it doesn’t benefit students Derild is the first person to make changes that will. I think a great deal of his work ethic comes from his years growing up in a family run business. He believes that the job is more important than the hours or the schedule and hard work can be very satisfying.

As long as I have known Derild he has always had a desire to improve and keep one eye on the future so that his students or Churchill is prepared for change. This desire drives him to look for improvements in technology and teaching methods so that he can disseminate the information down to the staff and programs in his department. Thank you for reading this letter and considering Derild for Superintendent.

Sincerely,

Sara Camper
Work Experience and Transition Specialist
Churchill County School District