

## Devon Q. Horton, Ed.D.

As a true testament to how education can change one's life trajectory, I would like to challenge the current state of our education system. I am an educator with over 23 years of experience in the field, which includes 14 years in school and district administrative roles. I was born and raised in Chicago where I was educated, taught and led in Chicago Public Schools. The last two years have proven the true value of educators and the important role that public education plays in our society. I have spent these years working to identify why various gaps exist. What I have come to learn is that achievement gaps exist for two reasons. The first reason is, many minority students are not afforded the same opportunities as their counterparts in public education. This leads to an opportunity gap. Secondly, opportunities are not offered because there is a strong expectation gap that exists through implicit biases that we all have. As a minority leader, I will prioritize connecting with all students and staff across all races through culturally responsive practices, equitable policies and strategic implementation.

I currently serve as the Superintendent of Evanston/Skokie District 65 in Illinois. While leading during a pandemic has been a challenge for many district leaders, we have been able to turn this tragedy into opportunities for our community. Under these circumstances, District 65 has positioned ourselves to be better than before the shutdown. I have created a teacher residency to address the teacher shortages that are plaguing our country. We launched a redistricting task force that identified a way to fund a school in a community that has not had one since 1968. This was accomplished without a referendum, spending of reserves, ESSR or fundraising. Our very first Superintendent Student Advisory committee was built, as well as launched our first Aspiring Leaders cohort. On top of getting our schools reopened safely, we have prioritized the mental health of not just our students, but also our educators. All of this has been done while keeping equity at the center of our decision making. While all of this work has been pivotal for the Evanston community, the most important work that has been led by my team is the build out of the MIRACLES framework. The framework, which has gears to work across departments and schools, allowed me to intentionally connect action to the district's strategic plan. We have been able to move a significant amount of work during this global pandemic. The most exciting part about moving this work is that we have built out a Change Management policy and procedure that drives how we involve stakeholders. This led to historic change.

Prior to me serving as Superintendent in Evanston Skokie, Illinois, I served as Chief of Schools for Jefferson County Public Schools in Kentucky. My responsibilities were to lead and support all 172

schools which serve 101,000 students. My leadership team helped drive the work and lead the three pillars of the district. They consisted of the Racial Equity Policy, deeper learning through Backpack of Skills and Six Systems for Instructional Success. As a result of having weekly deep data dives with critical district staff, all of the key areas of Corrective Actions were corrected and removed from that status in two years. During this time, JCPS had been notified by NWEA that we had the largest student growth of comparable size districts in the country who were implementing MAP in its second year.

In my former position as Deputy Superintendent with the East Saint Louis School District, I oversaw the daily workings of all schools and handled the School Improvement Grant (SIG) turnaround initiatives as well as budgets for all 12 campuses. I also managed the entire curriculum department and led numerous district-wide initiatives ranging from Restorative Practices, to the development of the new Teacher Residency in partnership with the Illinois State Board of Education and National Louis University. This resulted in a 15% decrease in teacher vacancies. We also used Restorative Practices as a tool to deeply and positively impact the culture across K-12 grades within the East Saint Louis School District. Suspension rates decreased from 32% in 2015 to 15% in 2018. In addition, I led the advancement of our district-wide professional development program with New Leaders to ensure all school administrators are equipped with the skills necessary to be highly effective in their roles. Most importantly, graduation rates increased from 59% in 2012 to 77% in 2018, while 98% of all graduates for the last four years had been accepted into college/military or trade school.

During my time as Superintendent, I have been challenged to continue to fight the fight and to build educational systems that do not allow students to fail. It is my passion to lead a large school district where my skills can take hold and improve outcomes for our most marginalized students and families. My colleagues and stakeholders value me as both a visionary leader and as a resource guide that offers systems and structures to get the work done in the best interest of our students. I appreciate varied perspectives from all stakeholders and strive to keep our community unified to obtain our goals. I have earned the respect of colleagues from the district, as well as throughout the nation for my innovation and accountability systemic processes. As my most recent honor as being named the National Alliance of Black School Educators 2022 National Superintendent of the Year. I would like to leverage my equity centered leadership to increase support for our students of today and tomorrow in DeKalb County Public Schools.

Yours in Education,

Dr. Devon Horton

# Dr. Devon Q. Horton

## Superintendent of Schools Evanston Skokie 65

*Dedicated to driving a culturally responsive learning community where the gaps are closed by providing equitable opportunities for all students regardless of zip code, gender or race.*

- Selected to serve on the Illinois State Board of Education's (ISBE) All Inclusive American History Commission which led to designing statewide blueprint for all inclusive history requirement
- Serves as a Lead for ISBE's Equity Commission
- Serves as Operations team member and HR member for our Collective Impact organization called Evanston Cradle to Career
- Wrote a grant for the creation of Evanston Skokie 65 Teacher Residency program.
- Led a Community wide Student Assignment plan to build a school that has been needed for over 55 years.
- Designed a Student Assignment planning committee to address attendance boundaries and build a new school in the 5th ward.
- Shifted Advance Math class at the middle school to increase access for all students which led to higher math outcomes for all
- Expanded Emerging Bilingual services to additional schools and purchased the first Two Way Immersion curriculum resources

## Education and Certifications

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AASA National Superintendent certification  
Obtained - February 2022

Chicago State University, Chicago, IL  
*Ed.D in Educational Leadership*  
Date conferred – December 2018

Chicago State University, Chicago, IL  
*Master of Arts in Educational Leadership*  
Date conferred – August 2005

Jackson State University, Jackson, MS  
*Bachelor of Science in Elementary Education*  
Date conferred – May 2000

## Leadership Experience

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### **Evanston Skokie 65, Evanston, IL**

Student population: 8,000 Demographics: White 44%- Black 23%- Hispanic 21%- 14% SpEd- 15.1%  
English Learners- 18 schools- 850 Teachers- 38% Free & reduced lunch and \$159 million dollar budget

### **Superintendent**

**2020 to Present**

#### *Instructional Leadership*

- Eliminated Reading Interventionists across the district in exchange for Academic Skills centers at all campuses which led to increased reading and math outcomes for Black and Latinx students.
- Launched a district wide curriculum audit in year one that led to the writing of a curriculum plan that focused on what's written, taught and assessed.
- Launched district wide benchmark assessments for the first time in over a decade leading to the adoption of district adoption of "The Art of Coaching"

- Led Cabinet through collaborative calibration visits with each school twice a year. This created authentic opportunities for schools and central office to connect deeper in the areas of teaching and learning as well as culture and climate
- Revamped our SPED department by restructuring positions to provide more support for our students. This led to an adoption of district wide co-teaching and a new IEP writing system. We now have over 70% of all SpEd students learning in the least restrictive environment.
- Adopted the district's first Two Way Immersion Spanish curriculum after 20 years of having TWI programs.
- Adoption of AVID in all of our middle schools

#### *Organizational Leadership*

- Launched the 6 Systems of instruction in which every school had to build a system in each of the instructional areas: Standards Alignment-Data Usage-Instructional Framework-Progress Monitoring and Review of student work- Academic & Behavior support and Walkthrough tool for teacher and Administrator feedback
- Adoption of Schoolmint which provided a platform for high frequency visits of classrooms from school leaders which led to deeper discussions between teachers and administrators about instruction
- Implementation of District wide Reality checks with each school to review and analyze student data
- First district in the State of Illinois to rewrite social studies curriculum to focus on All Inclusive History
- Built a fully staffed security department to create a safe campus at each school.
- Hosts annual Chat and Chews at each campus staff to learn about the challenges and build relationships.

#### *Governance, Policy and Advocacy*

- Creation Superintendent Student Advisory committee. This group over the last two years have been critical in the student voice area.
- Implementation of the MIRACLES district improvement plan. This work has provided vision and accountability through an equity lens for schools and central office leaders.
- Creation of Change Management admin procedures. This allowed buy-in and stakeholder's voice to be centered.
- Advised and supported the School Board to put in place committees (Finance, Curriculum, Policy) as a whole in order to provide more transparency around Board and admin decision making.
- Full implementation of the use of REIA (Racial Equity Impact Assessment) to assess equity in critical decision making
- Creation of Diversity, Equity, Inclusion and Belonging leadership group to lead our district equity work.

#### *Finance*

- Awarded recognition from ISBE as having the most high quality equitable budget for a school district in Illinois. We were sent to present to other districts in Denver about our process.
- The Finance Department now has the highest rating possible for the State of Illinois for four years in a row.
- Identified funding for the new 5th ward school using a Lease Certificate model that allowed for a \$40 million dollar bond sale.
- We have been able to secure over \$4.5 million dollars in grants to support increasing our diversity in teaching and Principal's pipeline, as well as improving our bilingual programming.
- Restructured our Tort funding to build an entirely brand new Safety and Security department after five years of not having security
- Launched a year long Master Facility Plan which the district had never done before and identified \$188 million dollars in deficiencies.

#### *Human Capital*

- Developed a teacher residency program called CREATE65 where we partnered with two local Universities to train and develop Master-level candidates to become teachers in one year. We have developed 13 teachers in year one and we have hired 11 for school year 23.
- Wrote two grants for the creation of Evanston Skokie 65 teacher residency program. We were awarded one Federal grant for \$600,000 and a 2nd grant from the State was for \$200,000

- Placed Assistant Principals and Instructional Coaches in every school. Transitioned all AP's to 12 month employees, which led to more organized and planned reopening of schools
- Trained 20 key staff in COMPRESSION planning which led to numerous decisions being made around COVID and systemic shifts
- Increased the number of minority principals from 27% to 50% after the first year.
- Created PREP 65, a Principal Preparation program in partnership with ISBE to certify leaders of color to lead our schools.
- Created Aspiring Leaders for current, certified educators to be trained to lead our schools. In our first cohort, 65% of the members were promoted to either an Assistant Principal or Principal position.
- Fully adopted Workforce labor management program with our teacher's union. This led to a strong partnership with our teacher's union; leading to real collaboration on key decision making during such contentious times featured by NEA.
- Successfully bargained 3 of the 5 union contracts for the long term which was driven by the impact bargaining process.
- 100% restaffed the Human Resources Department in year two. We currently have a highly sufficient HR department.
- Built a position control process that led us to reduce positions by 22 saving us 1.7 million. We also shifted 40 teachers across the district so that no teacher lost their job.
- Eliminated the outsourcing of substitute staffing and built an internal department. This to an increase in the number of subs on staff to support our vacancies.
- Created and hired a Sustainability Coordinator to lead our Sustainability work

#### *Information technology*

- Created a district technology plan that is now tied to the district's Strategic plan
- Built new modern website to support our efforts to improve communication
- Adopted Clever as the districts single sign on
- Adopted and implemented new Student information system PowerSchool
- Converted the district to one-to-one with technology
- Provided 10% of our students and families with internet access that did not have it at home during the pandemic
- Hosted virtual Conversations with the Superintendent monthly to share updates on critical items

#### *COVID*

- Used a 60 member taskforce to plan for our reopening and return to school
- Created a Medical Advisory group during pandemic
- Hosted seven vaccination clinics for students, staff and families
- Provided free meals for families throughout the entire pandemic while the district was remote
- Added School counselors to all schools that served 6th through 8th grade students
- Hired two mental health practitioners to support our staff once we returned to in person learning
- Provided hepa filters to all schools to support classrooms or offices that did not have proper ventilation
- Created a fully structured COVID mitigation guide book that included, but not limited to, masking, outdoor meals, classroom spacing, support to remove clutter, COVID testing and contact tracing.
- Provide staff and the community with weekly updates around mitigation and possible shifts

#### **Jefferson County Public Schools, Kentucky**

**2018 - 2020**

##### **Chief of Schools**

Student Population: 101,000- 172 schools- 6200 teachers - Operating Budget: \$1.6 Billion-

Demographics: White 48%- Black 38%- Hispanic 12%- SpEd- 14%- EL- 13%- 65% free or reduced lunch

- Led in the creation and build out of JCPS's teacher residency program. Targeted cohorts of 30 minority residents starting summer 2020.
- Served as critical Cabinet leader to successfully lift JCPS out of the state of Kentucky Corrective Action Plan
- Supervised, Supported and helped expand the Academies of Louisville to build nationally recognized Career readiness programs.

- July 2018, Developed the Collaborative Calibration visit process and protocol for weekly MIRACLES team building walkthroughs.
- July 2018, led my team of Assistant Superintendents to create the 6 Systems of instruction in which every school had to build a system in each of the instructional areas: Standards alignment-Data usage-Instructional framework-Progress monitoring and review of student work-Academic & Behavior support and Walkthrough tool for teacher and Administrator feedback.
- December 2018, Led the successful instructional planning and implementation for district wide growth on winter MAP assessment with NWEA. Leading Jefferson County Public Schools to have the highest student growth results in the nation in its second year of implementation.
- Spring 2019 Decreased suspension rates district wide by 13% in the first year. Notably reducing suspensions by 15% for African Americans and 54% at the elementary level.

#### **East St. Louis School District 189, Illinois**

**2014 - 2018**

**Deputy Superintendent-** Student Population: 6,000, 400 teachers- Budget: \$100 Million

Demographics: White 1%- Black 98%- Hispanic 1%- Free and Reduced lunch 99%- SpEd 15%- El 5%

- Successfully led the East Saint Louis School District to full accreditation with AdvancED in 2018
- Achieved 82.9% to 177.5% of expected growth in NWEA across all cohorts in reading and math from Fall 2014 to Winter 2017.
- Increased the Advanced Placement enrollment from 30 seats in 2012 to 444 seat in 2017.
- Increased the ACT average score one full point from 15.1 in 2016 to 16.1 in 2017.
- Increased percentage of students enrolling into college within 12 months of graduation from 47% in 2014 to 59% in 2017. In addition, increased college persistence rate from 49% in 2016 to 61% in 2017.
- Served on a team of three to write and present four proposals in four consecutive years to the State of Illinois Appropriation Committee. Over the four years, we were granted our \$20 million. Out of 800 school districts, we were only one of two school districts to be awarded funding.

#### **Chicago Public Schools, Illinois**

**2000 - 2014**

Student Population: 400,000- Budget: \$5.2 Billion

Demographics: White 10%- Black 38%- Hispanic 46%

**Principal** of Wendell Phillips Academy High School: September 2011 to June 2014

**Assistant Principal** of Mays Elementary & Wendell Phillips High School June 2010 to September 2011

### **Professional & Community Affiliations**

AASA (The School Superintendents Association)- IASA (Illinois Association of School Administrators)  
Midwest Suburban Superintendent Association- MSAN (Minority Student Achievement Network)  
ASCD (Association for Supervision and Curriculum Development)- NAACP- Illinois All Inclusive History  
Commission- Evanston Cradle to Career Human Resource Team Member

### **Awards**

**National Alliance of Black School Educators 2022 Superintendent of the Year-** RTM 2022 ED  
Tech All Star- The National School Public Relations Association (NSPRA) Golden Achievement Award  
2022- Member of AASA National Superintendent certification 2022- Superintendent of the Year for  
Equity finalist RTM 2020- Recipient of Racial Harmony ELITE Leaders Award Fall 2016- Certified  
Curriculum Management Solutions Auditor 2017- Recipient of Illinois Board of Education "Those Who  
Excel Award" "Office of School Turnaround" 2017- Recipient of Illinois Board of Education "Those Who  
Excel Award" "Teacher Residency" 2018

### **Publications and Presentations**

Panelist for Equity Continuum Journey ISBE "Going Above and Beyond" 2022  
Co-writer for White Paper on Diversity, Equity, Inclusion and Belonging through RTM 2022  
Ed weekly presentation with Doug Reeves: Schoolmint Instructional coaching 2021  
Served as team member for the city of Louisville By Any Means Conference Harvard University 2020

# Devon Horton

- **Personal Information**

You **may not** contact my current employer.

I am available for employment after **7/1/2023**.

Current Base Salary **\$262,500**

Indicate how you prefer to be contacted confidentially: **Mobile Phone**

2. **Address**

United States

United States

3. **Education History**

**Chicago State University**

Attended from 2012 to 2018

Graduated: **Yes**

Course:

Degree: **Doctoral**

Major Area of Study or Concentration

Minor Area of Study or Concentration

Upload transcript

Date Degree Awarded/Expected or if currently or formerly enrolled provide last date applicable **2018-12-15**

**Superintendent**

**School leadership**

[20190625100247726.pdf](#)

**Jackson State University**

Attended from 1995 to 2000

Graduated: **No**

Course:

Degree: **Bachelors**

Major Area of Study or Concentration

Minor Area of Study or Concentration

Upload transcript

Date Degree Awarded/Expected or if currently or formerly enrolled provide last date applicable

**Elem. Education**

**Teaching and Learning**

[Jackson State Transcript\\_0.pdf](#)

**2000-05-14**

**Chicago State University**

Attended from 0 to 0

Graduated: **Yes**

Course:

Degree: **Doctorate**

Major Area of Study or Concentration

Minor Area of Study or Concentration

Upload transcript

Date Degree Awarded/Expected or if currently or formerly enrolled provide last date applicable **2018-12-13**

**Educational Leadership**

**Turnaround Leadership**

[20190625100247726.pdf](#)

4. **Employment History**

**Evanston Skokie 65**

*Superintendent*

From 6/18/2022 to 6/30/2026

Reason for leaving: I have enjoyed serving as Superintendent in Evanston Skokie 65. My reason for seeking a new Superintendent position is based on wanting to lead a full kg to 12 school district. My current district is a kg to 8th. I am now fully aware of where my true passion lies and it lies with communities that have been marginalized and desire to be supported through true transformation.

Supervisor Name:	<b>Sergio Hernandez</b>
Supervisor Phone:	
Supervisor Email:	
Annual Salary	<b>262500</b>
Check here if we may contact this employer	<b>No</b>
Select one	<b>Full-time position</b>
Key Responsibilities	<b>As Superintendent I had to lead the entire school community. Chief lead for building an equitable school community for all stakeholders. Guiding the district and community through a global pandemic. Create a safe environment for all, retain and recruit top talent, be resourceful and fiscally responsible with the districts resources all while improving school facilities.</b>
Key Accomplishments	<b>Selected to serve on the Illinois State Board of Education's (ISBE) All Inclusive American History Commission which led to designing statewide blueprint for all inclusive history requirement Serves as a Lead for ISBE's Equity Commission Serves as Operations team member and HR member for our Collective Impact organization called Evanston Cradle to Career Wrote a grant for the creation of Evanston Skokie 65 Teacher Residency program. Led a Community wide Student Assignment plan to build a school that has been needed for over 55 years. Designed a Student Assignment planning committee to address attendance boundaries and build a new school in the 5th ward. Shifted Advance Math class at the middle school to increase access for all students which led to higher math outcomes for all Expanded Emerging Bilingual services to additional schools and purchased the first Two Way Immersion curriculum resources</b>
Number of Persons Supervised	<b>1500</b>
Budget Allocated for which you are responsible	<b>159000000</b>
Other Information	<b>Dr. Horton, NASBE's 2022 Superintendent of the year is eager to support communities to help identify leaders and teachers who have the desire and passion to make a difference in today's society. He is a leader who operates with a sense of urgency to create dramatic, systemic and rapid change. Dr. Horton has been seen as an anti-racist leader across the nation. He just recently won the 2022 RTM National EdTech All Star award for his support in the field of education of other dynamic leaders.</b>

## 5. References

**Marquise Weatherspoon**, Former Supervisor

Reference Evaluation Form	<a href="#">View Evaluation Form</a>
Years Known	<b>3</b>
Organization	<b>Former School Board member Evanston Skokie 65</b>
Current Position	<b>Admin</b>

Address

**Michelle Dillard**, Former Colleague

Reference Evaluation Form	<a href="#">View Evaluation Form</a>
Years Known	<b>5</b>
Organization	<b>JCPS</b>
Current Position	<b>Assistant Superintendent</b>



Address

**Jennifer Brumback**, Former Colleague

Reference Evaluation Form [View Evaluation Form](#)

Years Known **9**

Organization **East Saint Louis**

Current Position **Chief of Schools**

Address

6. **Files**

[Georgia Cert](#) - Credentials

[Chicago State University Transcripts](#) - Transcripts

[Dr. Rodgers Reference](#) - Reference Letter

[Dr. Marshall Reference](#) - Reference Letter

7. **Certifications**

**Other:**

NA

Louisville, KY

United States

**Other:** 532825

Evanston, IL

United States

8. **Additional Information**

**Honors and Awards**

National Alliance of Black School Educators 2022 Superintendent of the Year- NASBE 2022 Superintendent of the Year- RTM 2022 ED Tech All Star- The National School Public Relations Association (NSPRA) Golden Achievement Award 2022- Member of AASA National Superintendent certification 2022- Superintendent of the Year for Equity finalist RTM 2020- Recipient of Racial Harmony ELITE Leaders Award Fall 2016- Certified Curriculum Management Solutions Auditor 2017- Recipient of Illinois Board of Education "Those Who Excel Award" "Office of School Turnaround" 2017- Recipient of Illinois Board of Education "Those Who Excel Award" "Teacher Residency" 2018

**Interests, Hobbies, Special Talents**

Spending time with family and friends. Reading and supporting others on their education journey.

**Community Outreach**

Member of NAACP, Operations team member for Evanston cradle to career and Executive team member of Minority student achievement network.

9. **Other Training**

Institution, Program or Trainer/Consultant Providing Training

AASA National Superintendent Certification East 2022

Training Location

Alexandria , VA

United States

Duration of Training

July 2020 to February 2022

Date

Wed, 12/14/2022 - 12:00

Institution, Program or Trainer/Consultant Providing Training

Leading Now

Training Location

Boston , MA

United States

Duration of Training

September 2022 to June 2023

Date

Thu, 06/01/2023 - 12:00

Institution, Program or Trainer/Consultant Providing Training  
Future Chiefs Cohort 7  
Training Location

Washington DC, DC  
United States

Duration of Training  
January 2023 to June 2024

Date  
Sat, 06/01/2024 - 12:00

10. **Application Questions**

When are you available to start this position? 2023-07-01

Indicators

**INDICATOR 1: PREPARATION: EDUCATION, TRAINING AND LICENSURE** - How has your formal education and training prepared you for the superintendent's role in a district with the demographics and variables that describe Dekalb?

Fortunately Chicago State University is the leading higher ed institution for producing black educators in the state of Illinois. I mention this because the leadership training that I was exposed to was designed to support communities that look like Dekalb county schools. Formally I was introduced to critical educational leaders and philosophers through reading and in some cases real life engagements. While working on my dissertation I was introduced to how critical it was to operate from a set of values while leading. This stuck with me throughout my education journey and wherever I have led we have been able to keep students first. As far as my work experience I have spent my entire career working in communities that have similar demographics as Dekalb county. I started in Chicago Public Schools for the first 14 years of my career working in three of the most challenging neighborhoods in the city. I was able to quickly build relationships with our families, community, staff but most importantly students. We were able to defy the odds by creating warm and welcoming learning environments where all students could thrive. Our academic pathways were designed to meet students where they are while still pushing them to accelerate. This work was replicated in East Saint Louis as well as Jefferson County Public Schools(Louisville, Ky.) East Saint Louis is famously known for being the murder capital of the United States for over a decade. It's a community that's 99% African American. It is also one of the poorest cities in the country. I entered at a time when the state had taken over the district and was charged with leading the turnaround. Shortly after building some initial relationships I was able to lead a powerful transformation. We had to destroy some of the systems that were causing issues towards progress and rebuild new ones. We were able to shift the outcomes of our graduating seniors through a structure I built called the Post Secondary push plan. In short this led to a class of 300 seniors receiving 359K in scholarships in 2014 to averaging 8 million dollars in scholarships each of the following school years. In Jefferson county is where I led my most comparable work to Dekalb County Public Schools. In Louisville we had 100K students and the demographics matched pretty well as far as race and social. The entry point for me was right after the board had passed one of the nation's first racial equity policies and the team struggled with moving the policy from writing into action. As Chief of schools I was able to lift this work through two critical structures: Collaborative Calibration visits and Six instructional systems. The end result was that the Kentucky department of Education had put JCPS under a corrective plan right before I joined. After my two years there we were able to come out of the Corrective action plan.

**INDICATOR 1: PREPARATION: EDUCATION, TRAINING AND LICENSURE** - Share the superintendent training programs that you have completed and discuss the value derived from these professional development experiences in preparing you for the Dekalb superintendent role.

Outside of my Superintendent program to receive my Doctorate, I have had the honor of participating in a few Superintendent training programs. When I started as Superintendent the first program that I joined was the AASA National Certification 18 month program. Secondly I participated in the 5th cohort of Leading Now and most recently I've been accepted as a member for the 7th Cohort of Future Chiefs for Chiefs for Change. The AASA program was a key priority for me because it offered me real time experiences via other Superintendents from across the country. I learned how to navigate through the pandemic based on the needs of my specific community. One other major learning that I picked up was to not let a good crisis go to waste. We were encouraged and supported to do the unthinkable during these uncertain times. This aided me in making some historical decisions that will forever impact the community in a positive way. Leading Now has been great because they allow you to share problems of practice but also receive valuable feedback from other leaders across the country. We have also been able to build some real connections with other leaders that will last well beyond Leading Now. Chiefs for change is a Non profit Bipartisan organization. As leaders of state and district education systems, we collectively advocate for policies and practices that make a difference for students and work to develop the next generation of bold Future Chiefs. While the first meeting does not start until January of 2023 I'm excited about the five critical priorities that CFC will support me to continue to develop for my school community: Safe and welcoming schools Access to an excellent education Fully prepared teachers with the support they need to do their jobs well High-quality instructional materials Reliable and affordable pathways to college and meaningful careers

**<b>INDICATOR 2: LEADERSHIP EXPERIENCE</b>** - Share a key accomplishment that you believe shaped your career and readiness for the superintendency in a district with our demographics. Provide details about your path to achieving the accomplishment and the impact that it had on your career and your role as a leader.

While serving as Chief of Schools in Jefferson County Public schools I had just joined shortly after the new Superintendent had been permanently hired to lead the district out of corrective action by the Kentucky department of education. The district had 172 schools that were operating 172 different ways. Instructional focus did not exist and culturally schools would perform based on the zipcodes of where their students came from. In addition I also was responsible for building and designing a School Improvement zone where 35 of our schools were either CSI or TSI according to the state report card. The role that I had entered was brand new to the district. My primary responsibility was to bring structure and systems into play so that schools could receive the proper support. I had taken some inventory from the six Assistant Superintendents that reported to me and it became very clear that we needed to build an instructional framework that focused on the 6 key levers of instruction and support, a rubric for schools to self assess and a rating scale for each rubric. I took my team through the first 6 weeks of me joining to build our six instructional systems: System 1 - Standards Implementation vs Prime & Strategic Locations System 2 - Effective Use of Data vs. Aesthetic Appeal and Concepts of its Stores System 3 - Instructional Planning and Practice for Deeper Learning vs. Global Brand Recognition & Equity System 4 - Progress Monitoring and Analysis of Student Work vs. Large Size and Strong Global Presence System 5 - Academic and Behavioral Supports vs. Human Resource Management and Company Culture System 6 - Instructional Feedback and Professional Learning vs. Good Corporate Social Responsibility Image These six systems were built and school leadership teams were trained in how to operate and leverage the systems. Some of the critical takeaways that I was able to glean from this experience was first any school system must adopt, train, model and institute a consistent instructional framework. Secondly it is clear that in order to improve the outcomes of students the practices of the adults have to change accordingly. Finally it was important to monitor the expectation that was set by our team. We designed a system called Collaborative calibration visits that served our schools well. After leading JCPS through this seismic shift the end results were astonishing. We were able to come out of the Corrective Plan in just two years. The district saw an overall improvement for students of color on the MAP assessment. This led to NWEA celebrating that we achieved the highest growth in the nation for districts comparable to us in size in 2019. Also over the last four years JCPS has been able to lift over 20 of the schools out of the school improvement zone.

**<b>INDICATOR 3: MISSION, VISION AND CORE VALUES</b>** - What strategies have you employed to align programs to a district's broader mission, vision and philosophy; and how will you go about effectively listening to and representing the interests and concerns of students, staff, parents and community members in strategic plan implementation?

Throughout my many experiences with leading school systems and reading research, it became clear a few years back that in a school system there should be three critical plans to operate by. Traditionally school leaders will lead with a strategic plan that's board and community driven. The second plan is typically a school improvement plan. While these two plans are necessary to moving the work and the district priorities there is a third plan that is often missing. This plan can be referred to as the district improvement plan. Strategic planning is a major part of continuous improvement for districts. This process heavily involves feedback from all stakeholders. Strat plans are key components to lifting the Boards goals and priorities. These goals are oftentimes laid out over a five year timeline that comes with checks and balances multiple times a year. Unfortunately some districts try to work directly from the strategic goals but struggle because these plans are not fluid. District improvement plans are created based on the priorities and goals from the strat plan. In my experience serving as Superintendent I was responsible for building our district improvement plan. This was designed using the MIRACLES framework in which I designed back in East Saint Louis in order to set targets and shift annual goals accordingly. Motion towards Equity Improved Instructional Methodology Relevant and Rigorous Course of Study Attract and Retain High Quality Staff Commitment to Accountability Learning Environments that support Student Success Establish Expected Targets Driven by Results Sound Fiscal Stewardship Each district department takes ownership in multiple tenets of the framework. Departments then set SMART goals to obtain success in each of the areas. In many cases these goals are targeted to overall support schools. The MIRACLES framework is where the action takes place in order to tie Strat plans and school improvement plans together. Finally school improvement plans are aligned to the strategic plans as well and are oftentimes measured by the tenets of the MIRACLES framework. Most School improvement plans are set by school leaders, teachers, students and families. In order to collect the voices of our stakeholders we leveraged a few processes. We used compression planning, Thought Exchanges, Chat and chews with teachers at all schools as well as in the community and surveys.

**<b>INDICATOR 4: ETHICS AND PROFESSIONAL NORMS<b/>** - Generally, share your current knowledge about how to detect, monitor and respond to ethical issues.

It is extremely important that as a leader you build a culture of trust but verify. One of the first steps would be to become really familiar with district policies and any staffing contracts. During this time it's helpful to possibly seek a curriculum audit. The audit will review everything from policies, admin procedures, job descriptions, instructional resources as well as practices. Once complete then review findings as well as initial recommendations to your board. Cabinet is included at the very beginning and admin procedures are then reviewed and adjusted to support policies. At the beginning of every school year all admin will attend in what I have called in the past something called a legal conference. In this full day event admin will be either refreshed or retrained on crucial aspects around operations and safety for students. We will review the chain of communication for how progressive discipline is followed. Finally we will do REALITY checks for each department annually to assess progress towards goals but also checking to make sure that our processes are followed accordingly. Finally we will host district internal committees that will review the following: curriculum, policy, finance, buildings and grounds, personnel, SPED and Career to education.

**<b>INDICATOR 5: EQUITY AND CULTURAL RESPONSIVENESS<b/>** - What safeguards do you think should be in place to ensure that the values of democracy, equity, justice, community and diversity are held high in your district?

In order to build safeguards we must be committed to creating schools that work for all students. Children learn and grow in different ways and we know that some need more care and resources. We believe that by creating supportive environments where all students, staff and families feel a sense of belonging and safety, they can be their authentic selves and excel in their learning. There have been many efforts put in place to derail the equity work across the country. It's clear that the inequities really live within the system and not so much by an individual or group. So our strongest strategy has to be to dismantle the systems that continue to plague our school systems. In the schools it's our policies that operate as the system. Therefore we have to address policies that create inequalities and place racist barriers to stop student progress. We must assess the policies using tools like the Racial Equity Impact Assessment to audit them and build more equity centered policies. Through this work we must be vigilant about our policies, the people we hire and the practices that's used to do the work. We further know that our students do not fail, our systems fail our students. We must remain committed to racial and educational equity and creating more just schools. We will continue to commit to break down barriers and change our practices, policies, and procedures that have historically marginalized students. Together, as a community, we can make the change necessary to achieve our goals. With these commitments and continued action, we know that ALL students can and will achieve their full potential in Dekalb County schools.

**<b>INDICATOR 6: CURRICULUM, INSTRUCTION AND ASSESSMENT<b/>** - As instructional leader, what steps will you take to ensure the alignment of rigorous curricula, research-based best practices in instruction, and comprehensive diagnostic, formative and summative assessment approaches to close achievement gaps and provide timely and accurate feedback to students and parents and inform instructional practices?

As I listed in an earlier response the first step is to work with a fresh set of eyes to audit the district's curriculum. Whatever organization is chosen must audit through a lens of a strong researched based framework that factors in culturally responsive teaching. This was the first step that we took here in Evanston where I currently serve as Superintendent. There was so much discovered during this audit around teaching and learning, what's written, what's taught and what's assessed, instructional strategies, misalignment with job descriptions, ineffective benchmark assessments and lack of quality PLC's. This data has allowed us to hit a full reset in the areas that we are lacking but move forward in the areas where we were strong. The district adopted the six instructional systems and opened up the door to do authentic collaboration with our teachers around best practices.

**<b>INDICATOR 7: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS<b/>** - What will be the keys to your strategy for building trusting relationships with school staff and community members to support student learning and well-being?

While serving as superintendent I have worked to build strong relationships with each board member as well as the board as a whole. I provide weekly reports to the board through the course of the entire school year. I have prioritized regularly scheduled meetings with my staff. We have school leaders collaborative meetings monthly. Direct reports with Cabinet meetings are weekly. There central office staff meetings monthly where Cabinet has a month of focus using the MIRACLES framework. This helps to keep staff connected to key district priorities. In addition I spend quite a bit of time at each campus every month hosting Chat and Chews with the board liaison and myself in order to support and better understand the nuances of each campus. We also host staff communication meetings every other month where we share information as well as listen to concerns of the staff. We have developed a couple of advisory groups as well as committee's that provide all students and parents with a voice. The Superintendent student advisory group meets monthly and our Parent Superintendent advisory group meets every other month. We also host four key parent and community stakeholder Chat and Chew a year in targeted communities where we share updates and stakeholders get to express their concerns and issues. We are launching a Parent University where parents are trained in soft skills as well as how to better support their child academically or engage with their school.

**<b>INDICATOR 8: PROFESSIONAL CAPACITY OF DISTRICT PERSONNEL</b>** - What will be your overarching position relative to hiring and retaining highly effective teachers and leaders for the district?

Across the country there is a teacher shortage. It has long been a problem in the k12 world but specifically for school districts that serve marginalized students and families. I have been able to lead this work in three different districts and have experienced quite a bit of success. In the areas of hiring and retaining they have a direct impact on each other. The current state in which we identify the majority of our teachers has not worked for quite some time. The old model of Universities leading this work alone has created many of the challenges as far as finding the right teachers and keeping them in the district. I have now built 3 teacher residencies in each of my last three districts. Teacher residencies shifts the structure in which teacher candidates are identified, selected, placed for a year long paid residency and trained in the district where they will be teaching for at least the next four years. They receive a masters degree in a year, work with a lead teacher for the entire year and partner with a cohort of fellow residents that will be being trained at the same time. The district has 6 one week bridge weeks where they train and introduce them to the district's curriculum and instruction plan, teaching strategies and other critical district priorities especially focused on culturally responsive teaching. In addition the district has looked at high needs areas like sped, math and science and has targeted residents to be trained and hired in these areas. The residents traditionally come from the community. We have also built a pipeline for paraprofessionals to have their last two years of college paid for to become certified teachers as well. This is being done in partnership with Bloom Board and they are a national organization. On the leadership side in my last three districts I have built an aspiring leaders cohort. This cohort is designed for educators internally who have the leadership certification that desire to become school leaders but would like more training specifically to support the schools in their respective districts. We have been able to create a strong bullpen and as we have leadership needs we have leaders matched and prepared to step into our schools. Another area that's important to mention is that I was approached by the state board of education to see how we could increase the number of minority Principals in the state. So I helped to form a district wide committee to design a statewide Principal pipeline grant where districts or higher ed institutions could apply to attract minority candidates to be trained to become Principals. In my current district we also applied for this grant and were awarded twelve scholarships to train aspiring minority principals. We paid their full tuition and they have been included in the aspiring leaders cohort as well. Finally on the retention side it's important to note that teachers must first be heard and valued. One of the key focuses for me has been to create a true work force labor management commitment. In partnership with a third party district Cabinet/leadership and Union leadership have embarked on a true collaborative decision making journey. We are using the framework from TURN and our teachers are responding that for the first time they feel heard and valued. We are no longer making all decisions from a top down mechanism. Teachers should be compensated better and working conditions like access to the best resources and facilities have to be a top priority.

**<b>INDICATOR 9: PROFESSIONAL COMMUNITY FOR DISTRICT STAFF</b>** - Share your expectations for teachers in carrying out effective and caring parent-teacher conferences. What guidance do you have for this process and what artifacts would you like to see as evidence of these discussions?

Parent and teacher conferences are important actions that each teacher and parent should walk away feeling supported. We have learned from the pandemic that virtual conferences have better participation than in person. There are some teachers as well as parents that prefer in person so I would first look into trying to offer both. Now these conferences should be a culminating event due to other opportunities for parents and teachers to communicate. Curriculum nights and other events should be great touch points for frequent and ongoing communication. There should be an every five week connection that would allow these conferences to be more meaningful. As students get older we should consider student led conferences because it's a three prong approach. Teachers would have time to work with students on understanding their goals and also connecting with key benchmarks along the way. This process will also open up an avenue for students and parents to communicate about school overall. Artifacts would include parent guides for understanding syllabus, documents with grades and written communications about support and student conference documents.

**<b>INDICATOR 10: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY</b>** - How will you assess the level of connection between the schools and families?

Assessing the level of connection between the schools and families are multifaceted. Step one would be to partner with an organization like Dr. Mapp and adopting the Family and community framework. The framework has a strong research base and has proven to provide phenomenal guidance in family and community work. Secondly we would audit each school's family and engagement work to identify strengths and opportunities to improve. Once the audits are done then each school will have a Engagement specialist that would work with the school and community directly to build the plan and embark on execution. There will be frequent surveys or Thought Exchanges to continue hearing from the parents and community. Finally we will do a distinct wide family and community survey that will give us feedback from multiple stakeholders. This could already exist and we would use this data to plan for the new school year.

**<b>INDICATOR 11: OPERATIONS AND MANAGEMENT<b/>** - Describe the relationship between the school board and the superintendent as it relates to school district operations and management. Clearly define the role of the board and the role of the superintendent.

An effective, strong relationship between the superintendent and school board members rest upon clear understanding of each body's duties and responsibilities. Successful districts have board members that focus on governance/policy, approving budgets, long-term strategic planning and superintendents to focus on successfully implementing policy and day to day operations. This requires the Superintendent to be politically savvy enough to engage the board in critical operations and management discussions before decisions are made. Successful board/superintendent relationship requires frequent, clear and honest communication both in and out of official settings. To ensure the timely fulfillment of strategic plans, school boards should conduct frequent, informal superintendent "check-ups," as well as extensive formal evaluations. Superintendent and the board should recognize these meetings as more than simply a time to critique the superintendent, and should use the opportunity to self-evaluate and review district performance data. Extensive board member onboarding and continuous professional development in a non negotiable.

**<b>INDICATOR 12: SCHOOL IMPROVEMENT<b/>** - The superintendent serves as the key agent for delivering the message around continuous improvement in a district. What will be the key components of your strategy for involving the school district community in school improvement efforts?

School districts are forever in a state of continuous improvement therefore the community must have a role. A top priority will be to always keep our data public and also displayed by demographics. Secondly each year schools have to make changes to their school improvement plan and each school must have multiple opportunities for parents to provide feedback or insight to the school plan. On the district level it's mission critical that as the leader I provide frequent opportunities for the community to hear from me on progress towards our goals. Some of these sessions will be more of a state of the district while other sessions will be in person two conversations about specific work. Chat and Chews with the Superintendent with staff as well as with the community will happen multiple times throughout the school year. Finally we will leverage problem solving structures like COMPRESSION planning to work through issues with large committee groups. This could include strategic planning, student assignment and budgeting to name a few. Key components of my strategy will include but not limited to: Clear data, multiple stakeholder voice including students, use of surveys or some form of electronic feedback, in person focus groups and use of systems like TREGOED or COMPRESSION.

**INDICATOR 13: LEADERSHIP PERSONAL QUALITIES** - *Decision Making* - Describe your decision-making style. Give at least two (2) examples of different decisions you have made and the strategies you used in each of these situations.

**Decision #1** As a superintendent we make so many different decisions at varying scales but each decision can be critical. Upon my first year as Superintendent in Evanston it was the heart of the pandemic. Schools had just shut down in March and the world was in a frenzy. One of my first tasks was to build a plan so that we could reopen our schools safely. Fortunately for me I had done my homework on the culture of the community and understood that it was some division about how we should return. Just like many other communities, our marginalized families had been impacted pretty hard by the pandemic and wanted guaranteed safety for their children at home. Our families that were more financially stable had a different outlook and wanted all children back in school. This was a huge decision and there was no blueprint to making the right choice. While I love making decisions it's a hallmark of my work to build consensus whenever possible. So I met with the board and explained to them that I wanted to use a large committee to help us return to school in the fall leveraging COMPRESSION planning. They supported the inclusive approach and my team got to work. Step one was to do outreach to select key members of this return to school taskforce. We ended up with a committee of 60. It included teachers, admin, parents, students, community organizations, University partners, community members, medical experts, local government officials and Faith leaders. We launched our virtual COMPRESSION work and built out our plan to reopen that laid out conditions needed for a return down to how to communicate our decisions to the community. Our plan was received really well by most of our community and the state used our plan as one example of how to reopen the schools. This work was launched in June of 2020 and our district remained remote until February Of 2021. Our educators were really appreciative of our process and when we returned we had a hybrid design. The entire process was planned out in our Reopen plans and we made sure that our Board did not have to take on this fight alone so the decisions were 100% based on the committee. **Decision #2** In spring 2021, we (District 65) embarked on a multi-year process to develop a comprehensive Student Assignment Plan (SAP) in order to modernize its structure and address historic inequities that continue to most significantly impact students of color. The process included updating school attendance boundaries, selection process for magnet schools/programs, and returning a school to the Fifth Ward community. Despite changes to enrollment, student demographics, and academic services/programs, the District had not reviewed attendance boundaries holistically or recommended changes in nearly 30 years. This process should be completed annually per Board policy. District and Board leaders knew that tackling student assignment, after decades of neglect, is a critical and necessary process in the longstanding effort to close opportunity gaps and eliminate racial predictability in student outcomes. Knowing the impact that this process would inevitably have on our community, we were committed to making informed, thoughtful decisions rooted in community voice. A community-based Student Assignment Planning Committee was formed that had over 30 members and included educators, administrators, parents/caregivers, support staff, and community members. Led by my hand picked Director of Student Assignment, this group was charged with making a recommendation for a new student assignment plan to more fully and equitably meet the needs of our diverse student body. Over the course of the year, this Committee looked at data from the master facilities report, demographic analysis, and all of the feedback gathered from the community. After over a year of robust community engagement and the SAP Committee review of our 50 different scenarios, on March 14, 2022, the School Board approved a new Student Assignment Plan which included updated attendance boundaries, a new K-8 school in the Fifth Ward after it was removed 55 years ago, and moving the Bessie Rhodes community and programming to this new school.

**INDICATOR 13: LEADERSHIP PERSONAL QUALITIES** - *Personal Ethics and Values* - What is the key driver of your personal value system? How important is it that your value system is a match with the values of the district and community where you expect to serve as superintendent?

"Students do not fail, it's the systems that we create that fail our students" is my value system. There are three key drivers to my value system. The first one is that teachers and leaders must be extremely passionate about this work and driven to lead our students beyond society's expectations. The second driver is that teachers and leaders must have powerful research based practices that they live by to lift our students up and beyond. Finally, we must all be persistent in our pursuit of not allowing a student's zip code to dictate their future. The districts, communities and my value system must be aligned in order for the relationship to work and meet the goals set. If our value system is not aligned then students will suffer. This is why I have sought out Dekalb County Public schools and this community because our values seem to be really aligned.

**INDICATOR 13: LEADERSHIP PERSONAL QUALITIES** - *Judgment* - Share what factors and issues you consider when you have to make a decision about closing schools or seriously altering the instructional practices to align with current environmental issues, such as the pandemic, weather, or other emergency situations.

Decisions around when to close schools have taken on a new meaning since the pandemic. There are multiple factors to consider but I would first start with our district policy and or admin procedure. Our district will have a crisis/emergency decision team that will meet urgently. We would collaborate with other districts across the region to see how they are shifting. Our local government will have to be connected to our committee and then a recommendation will be made. Each board member will be contacted with the decision and then our admin leaders and union leaders. We will take advantage of the emergency remote days as needed but if there are too many missed days in person we will adjust accordingly.

**INDICATOR 14: "FIT" FOR POSITION AND DISTRICT COMMUNITY** - Describe the school communities in which you have worked in the past. Compare and contrast those communities with the Dekalb school community.

Evanston Skokie, Illinois Student Population: 7,000 Budget: \$151 million Demographics: White 42%- Black 23%- Hispanic 22% Evanston is an extremely diverse school district that sits north of Chicago. It's a progressive community that has struggled to close the achievement gap. It has carried one of the largest achievement gaps in the country between white and black students. It's a resource rich community but struggles with connecting where and how to use the resources properly. I was hired intentionally to find funding and build a school in the predominantly black 5th ward. In addition the board has charged me with building systems to allow the district to operate at its highest levels and close the achievement gap. Dekalb and Evanston share some similarities in the need to address historic facility issues, enrollment concerns and addressing the achievement gap between students. Another glaring similarity is in the divided community around social classes. The differences come in size and overall demographics. Jefferson County Public Schools, Kentucky Student Population: 101,000 Budget: \$1.6 Billion Demographics: White 48%- Black 38%- Hispanic 14% Jefferson County is a school district that is a majority minority school district. I was brought in to serve as Chief of Schools(2nd in command) because the Kentucky board of education placed them under corrective action for failing schools. In two years I was able to help lead JCPS out of corrective action. At one point JCPS was recognized nationally for their Student Assignment plan but specifically the busing structure. In the last 5 years the student assignment plan has come under scrutiny due to the inequitable amount of time that black students in west Louisville have to travel daily to get to quality schools. JCPS has been a leading district across the country in prioritizing racial equity. JCPS and Dekalb county Master facility plans revealed major concerns about building conditions. Both districts had issues with students bringing weapons into the school. They also had similar challenges during the pandemic. Both districts are similar in population with JCPS being slightly larger. While Dekalb has 271 square miles to cover, Jefferson County covers 400 square miles. Dekalb and JCPS both have a growing hispanic population that needs more support. Over the last 3 years JCPS has had some great success with their teachers residency and they have been able to cut their teacher shortage pretty significantly. Dekalb is still trying to find a way to address the teacher vacancies. East St. Louis School District 189, Illinois Student Population: 6,000 Budget: \$100 Million Demographics: White 1%- Black 98%- Hispanic 1% East Saint Louis is a school district with 99% African American. It sets right west of the Mississippi river in Illinois. It's a proud community that is oftentimes misunderstood. East Saint Louis has found itself serving as the murder capital of the US for many years. East Saint Louis was a state takeover and I was brought in as Deputy Superintendent to lead the transformation. We were able to drastically improve graduation rate and post secondary planning and scholarship earnings. Students are now graduating from HS with an associates degree. East Saint Louis has not had issues with teacher shortages since they started their teacher residency. Dekalb and East Saint Louis are similar in demographics around race and free and reduced lunch. Similar to East Saint Louis, Dekalb county is starting to see some consistent academic success as well as athletics. Both districts have issues with student enrollment decline, school discipline and improving academic outcomes for their marginalized students. Chicago Public Schools, Illinois Student Population: 400,000 Budget: \$5.2 Billion Demographics: White 10%- Black 38%- Hispanic 46% Chicago public schools is a district that is 90% minority. It's a great city to visit and live but as of late crime has been tantamount. CPS is home to 5 of the top 100 performing High schools in the country. But CPS also has some of the lowest performing schools in the state. The school where I served as Principal was taken over by CPS and I was brought in to lead it. The school went from a level 3 for 15 years in a row to a level one under my leadership. It's the 3rd largest district in the country. Dekalb and CPS are similar in the areas of demographics majority minority. CPS is 3 to 4 times larger but has some of the same struggles. CPS has a really tough union that they have to grapple with daily, Dekalb doesn't so the collaboration work happens with less red tape. Both districts have issues with student enrollment decline, school discipline and improving academic outcomes for their marginalized students.

Provide any additional information that you believe will support your application for the superintendent's position for which you are applying.

NA

Personal Affirmation

Have you ever been dismissed, suspended or terminated, resigned or given the opportunity to resign, withdrawn an employment offer, or not offered re-employment from any professional, educational or management employment position, OR while under investigation, left employment?

No



Please provide the date(s) address of the employer, fully stated reason(s), basis and circumstances for the adverse action(s).

Do you understand that because of the nature of the position for which you are applying, that the school district employer may require a background check, including a search of fingerprint, criminal records and credit history?

Yes

Please explain.

Do you agree and consent for such background search and investigation to be conducted and agree to hold the school district and Georgia School Boards Association (GSBA) and all officials, representatives, and employees of the foregoing, harmless from all claims for libel, slander, invasion of privacy, intentional infliction of emotional distress and similar claims?

Yes

Please explain.

Have you ever had an adverse action (i.e. warning, reprimand, suspension, denial, voluntary surrender, disbarment, etc.) taken against a professional certificate, license or permit issued by any state agency?

No

Please explaining provide dates, agency and location

Are you currently the subject of OR have you ever been the subject of any investigation involving a violation of a profession's laws, rules, standards, Code of Ethics or Conduct by any state agency and/or involving a criminal act, sexual misconduct or physical harm to a child?

No

Please explaining provide dates, agency and location

Have you ever been convicted or pled to a lesser offense for any sexual offense or drug offense (felony or misdemeanor)?

No

Please explain and provide dates, location and other essential information.

Have you ever received a less than honorable discharge from any branch of the armed services of the United States?

No

Please explain

Please upload Form DD214