

May 21, 2023

Newton County School System  
2109 Newton Drive NE  
Covington, GA 30014

Members of the Board of Education:

I am writing to introduce myself and express interest in the role of Superintendent for the Newton County School System. By both experience and training, I believe that I am the right candidate to help advance the district's mission of providing educational excellence for all students.

### **Professional Foundation**

A native of Columbus, Georgia, my first introduction to education was through the influence of my parents. I was fortunate to have observed my mother devote her life to serving young people as a teacher and drama coach. My father, a member of our local Board of Education was also committed to serving the students of my hometown – and it is by their example that my formative years were valuable training for my future as an educator.

While in college, I studied English, worked as a pre-service teacher, and organized community service projects while volunteering in local schools. Every volunteer experience that I had was located in Atlanta's (GA) urban core – where I observed young people successfully emerge from less than ideal social conditions. I learned very quickly that circumstance does not determine outcomes, but the beliefs, skill, and habits of adults who influence young people can make a significant difference in their lives. This understanding has informed a deeply held belief that has persisted throughout my career: All children can achieve at high levels when given the right resources, support, and placed in the care of a continuously improving adult.

Once my formal education was completed, I began my career as a teacher and coach. Having now served as an education leader in various settings, I have devoted my career to creating the conditions whereby students can reach their full potential.

### **Successful Executive Leadership Experience**

Today, I serve as the Chief of Staff of Henry County Schools in Henry County, Georgia. In that role, I am primarily responsible for implementing the Superintendent's strategy for district performance. I was also previously the Deputy Superintendent and Chief of Schools with the Beaufort County School District in Beaufort, South Carolina where I supported 32 schools, 21,000 students and execute an annual budget of approximately \$245M. Noted for its significant cultural and ethnic diversity, Beaufort County Schools is a district of wide-ranging social demographics. Within this setting, I provided leadership as the Superintendent's second-in-command and chief designee with oversight that includes Academics, Student Services, and Principal Supervision.

Previously, I was a senior executive with one of the nation's most dynamic education organizations - 3DE by Junior Achievement. 3DE focuses on making the student experience more relevant, more engaging, and more directly aligned to the skills necessary for students to be competitive in a 21<sup>st</sup> century workforce. My work with Junior Achievement has convinced me that innovation is critical to producing success within the modern context of public education. As Vice President of School Leadership and Accountability, I led the implementation of new academic programming across a

national portfolio of schools and school districts.

Preceded by a decade of service as a principal – having led schools at every level, I have also excelled at leading comprehensive school turnaround efforts where the hallmark of my leadership was:

- **No excuses, visionary leadership for urgent change and results**
- **A relentless pursuit of comprehensive organizational excellence**
- **Coalition building for collective engagement**

Upon review of my record, you will find that each of these leadership elements are featured prominently in my work. They are the foundation upon which I have led successful organizations while working tirelessly to involve others – to coalesce around a broad and shared vision.

I am confident that the breadth of my experience has been excellent preparation for managing the complex challenges of leading Newton County Schools and I look forward to the opportunity to share how I might be able to contribute to your continued success.

#### **For Additional Consideration:**

Aspects of my professional profile that may not be readily apparent upon a review of my background and credentials are that I have pronounced strengths in communication, innovative practice, and community leadership. Evidence of each are provided below:

#### **Communication**

- Maureen Downey, Education Writer for the Atlanta Journal Constitution, published an article that I wrote entitled, “*Students Need their School Communities More than Ever.*” [Opinion: Students need their school communities more than ever \(ajc.com\)](#)
- I have served as a panelist and resident expert on the topic of school turnaround on the GPB’s, *Lawmakers*. [\(151\) Dr. Bradley Talks High School Readiness on Lawmakers - YouTube](#)

#### **Innovation**

- I have been recognized nationally as a wraparound services expert – having partnered with the Georgia Department of Education to and the Council for National around how to best to implement a comprehensive services center within schools. [The S.A.F.E. Center helps students inside and outside the classroom - SaportaReport](#)
- As an executive with 3DE Schools by Junior Achievement where I served as Vice President of Leadership and Accountability, I implemented new school models that focus on business connectivity and the development of student competencies aligned to 21<sup>st</sup> century skills.
- Bright Magazine published an article that I wrote discussing an innovative approach for students to experience success and graduate from high school. [A High School Gap Year Could Mean The Difference Between A Diploma And Dropping Out | by Dr. Duke Bradley III | BRIGHT Magazine \(brightthemag.com\)](#)

#### **Community Engagement and Public Service**

- I have served as a Board Member of the Atlanta-based Grove Park Foundation – an organization that focuses on community revitalization through systemic social change

through education, housing, and economic opportunity.

- I have received multiple awards, recognitions, and commendations for community involvement. Among them include 1) Community Leadership Award from the Fulton County District Attorney's Office 2) Community Service Award from the Ebenezer Baptist Church (Atlanta, Georgia) 3) Honor of the Scroll Award, Omega Psi Phi Fraternity, Inc.
- I have led community engagement initiatives as Chief of Staff in Henry County Schools and facilitated public report-outs on the outcomes of that engagement. [BOE Jan 2023 - Dec 2022 Community Conversations Report - Dr. Duke Bradley, COS - YouTube](#)

I highlight these attributes because they may not be clearly demonstrable, but they very much represent a part of my professional profile that I believe add to my strengths as a leader and could potentially elevate my impact as Superintendent.

Sincerely,

Duke Bradley, III

# DUKE J. BRADLEY, III, Ph.D.

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## Profile and Attributes

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Senior Education Executive, highly skilled at motivating adults and inspiring organizational change to achieve improved outcomes for children. Noted for leveraging stakeholder relationships to meet goals and deliverables; Highly engaged and conscious observer of trends in education and public policy; Skilled at consensus building; Highly capable, expressive, and experienced public speaker; Well regarded for written skills and communicating clearly across various settings.

## Education

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- **University of Southern Mississippi**, Hattiesburg, MS, Doctor of Philosophy (Ph.D.), 2015
- **John Marshall Law School**, Atlanta, GA, Doctor of Jurisprudence (JD), 2003
- **Brown University**, Providence, RI, Master of Arts in Teaching (MAT), 1999
- **Morehouse College**, Atlanta, GA, Bachelor of Arts, English (BA), 1998

## Executive Leadership Experience

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HENRY COUNTY SCHOOLS, McDonough, GA, Mar. 2021 to present  
**Chief of Staff**

Provide direct leadership to the Office of the Superintendent, serving as a key advisor and performance driver for key projects and strategic initiatives. Provides leadership for external engagement and constituent services. Serves as the surrogate to the Superintendent for engagement with the Board of Education and prepares executive reports for critical, public facing communiqué.

BEAUFORT COUNTY SCHOOLS, Beaufort, SC, Jul. 2020 to Mar. 2021  
**Deputy Superintendent & Chief of Schools**

The Superintendent's primary designee and second-in-command. Coordinate across all departments to manage day-to-day operations for a district of 32 schools, 22,000 students, and \$245M general budget. Provide leadership and collaboration with and among all offices to ensure that resources and supports are prioritized to meet individual school needs. Maintain supervisory authority over school leadership and academics with direct reports including the Chief Academic Officer, Chief of Student Services, and Executive Directors of elementary, secondary and turnaround schools. Chair the district's Academic Cabinet – consisting of core instructional department leaders.

## SIGNIFICANT ACCOMPLISHMENTS

- **Student Achievement**
  - Increased overall high school graduation rate to highest in district history; 88.5%. (SY '21)
  - Outperformed state averages in every tested subject area. 9 in all. (SY '21)
- **Equity Leadership**
  - Increased minority (Black and Hispanic) student enrollment in AP, Honors, dual credit, and other accelerated courses, district-wide.
  - Awarded a \$12.8 million federal Magnet Schools Assistance Program (MSAP) grant - implemented within select schools to reduce academic isolation among minority groups.
  - Supervise and monitor the district's focus to increase access to specialized programs for minority students and the expansion of essential technology access for underserved communities.
  - SC State Department of Education committee appointee for the revision of leadership standards

to include equity and culturally inclusive competencies

- **Operations and COVID-19 Leadership**
  - Authored and managed each of the district's school re-opening plans which led to state approval and the continuation of school operations.
  - Authored and shepherded the development of the district's Instructional Continuity Plan which ensures ongoing instruction for students affected by COVID-19.

3DE SCHOOLS by JUNIOR ACHIEVEMENT, Atlanta, GA, Oct. 2019 to Jun. 2020  
**Vice President, School Leadership and Accountability**

Managed the strategy for incubating programmatic innovation within 23 schools across 14 school districts and spanning 5 states. Led the change management process inside of host schools in partnership with district leadership teams. Assisted in prospecting new markets to expand the national portfolio, serving as an educational leadership voice to partner organizations. Managed 3 Regional Directors.

FULTON COUNTY SCHOOLS, Banneker High School (9-12), College Park, GA, Jul 2015 to Oct. 2019  
**Turnaround Principal**

Led the transformation of a large, urban, comprehensive high school. Managed a student population of over 1500 students and a staff numbering 200. Chiefly responsible for executing the school's strategic plan and supporting the professional growth and development of a 21-person leadership team. Other responsibilities included administering evaluations consistent with state mandates, liaising with district staff, and managing relationships with community partners and various other stakeholders.

#### **SIGNIFICANT ACCOMPLISHMENTS:**

- **Student Achievement:**
  - Increased graduation rate by 26 percentage points over 4 year span – highest rate of growth among the district's 15 high schools; Reduced school vs. state graduation rate gap by 25% over 4-year span.
  - Increased CCRPI rating by 21 points over 4-year span.
  - Exited from the state's (GA) failing schools list through increased CCRPI ratings (SY '16-'17).
  - Produced growth in 7 of 8 Milestones tested subject areas, with no performance regression (SY '17-'18).
  - Named AP STEM Honors School by the Georgia State Department of Education
  - Implemented new academic programming through comprehensive school redesign; 6 new AP course offerings and 5 new career pathways.
  - Produced 10% gains on major college admissions exams; ACT and SAT (SY '17-'18)
  - Named a 'Beating the Odds' School for consecutive years by the GA Governor's Office of Student Achievement; Achieved more academic growth than 64% of schools in the state of Georgia over 4-year span.
- **People and Culture:** Decreased exclusionary practices (ISS and OSS) by 50%; SY '16-'17; Reduced staff attrition; Produced lowest staff absentee rate of all district high schools; Reached fully staffed distinction (100%) for the first time in 10 years; Produced 4-star climate rating for the first time in school history.
- **Innovation:** Awarded \$5.4M Federal School Improvement Grant (SIG); SY 2016-2017; Awarded \$20,000 Verizon School Innovation Grant; Launched the nationally recognized Student and Family Engagement Center to address the social/emotional needs of students and families. Regarded as a pioneering state leader in implementing 'whole child' support models.
- **Finance and Accountability:** Produced annual reductions in financial audit findings - reduced from 24 to 4 total findings in a 4-year span.

WESLEY INTERNATIONAL ACADEMY (K-8), Atlanta, GA, May 2012 to Jun. 2015  
**Executive Director**

Provided organizational leadership for all matters related to the function of the non-profit enterprise. Maintained oversight and accountability for academic outcomes, talent acquisition, fiscal priorities and allocations, school operations, and external relationships. Oversaw an annual budget of 8.2 million dollars, a staff of 85 persons, and 800 students -- Kindergarten through 8<sup>th</sup> grade. Directly managed two principals, Chief Financial Officer, Director of School Services, and Director of Culture and Discipline. Partnered with 9-member Governing Board of Directors to establish and implement strategic plan.

**SIGNIFICANT ACCOMPLISHMENTS:**

- **Executive Leadership:** Successfully led the school's charter renewal process at both the state and district level – resulting in the award of a second 5-year term.
- **Organizational Development:** Reduced organizational debts and improved the financial standing of the non-profit enterprise; Successfully transitioned the school into a rent-free facility resulting in improved financial standing.
- **Innovation:** Substantially overhauled business practices to improve operational efficiency; Shepherded new practices to improve fiscal discipline and ensure organizational stability; Leveraged autonomy to provide new course offerings consistent with school's mission.

**Additional Professional Experience**

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THE CITADEL, ZUCKER FAMILY GRADUATE SCHOOL OF ED., Charleston, SC, 2021 to present  
**Adjunct Professor**

UNIVERSITY OF VIRGINIA, PARTNERSHIP FOR LEADERS IN EDUCATION, 2015 to present  
**Consultant**

- Provide strategic district-level leadership consultation for school districts across the country. To date, Memphis City Schools (TN), Dayton Public Schools (OH), Portland Public Schools (OR), Mapleton Public Schools (CO), Adams 14 School District (CO) and Ector Co. Independent School District (TX).

BENJAMIN E. MAYS PREPARATORY SCHOOL, New Orleans, LA, Jul. 2008 to Apr. 2011  
**Founding Principal**

RECOVERY SCHOOL DISTRICT, New Orleans, LA, Aug. 2007 to Jun. 2008  
**Resident Principal**

GEORGIA DEPARTMENT OF TECHNICAL & ADULT EDUCATION  
 DeKalb Technical College, Clarkston, GA, Jun. 2003 to May 2007  
**Program Coordinator & Instructor of Legal Studies**

DEKALB COUNTY SCHOOL DISTRICT, Decatur, GA, Aug. 1999 to Jun. 2000; Aug. 2005 to Dec. 2005  
**Secondary Education Teacher, English**

THE OFFICE OF U.S. CONGRESSMAN JOHN LEWIS (Atlanta, GA) Jan. 2001 to Jun. 2001  
**Congressional Intern, Focus Area: Education Policy Research**

**Professional Contributions**

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**Publications:**

- Bradley, III, Duke J. (2020) "Students Need Their School Communities More Than Ever", Op-Ed, *Maureen Downey Education Blog*, Atlanta Journal Constitution, Atlanta, Georgia.

- Bradley, III Duke J. (2017) “*A High School Gap Year Could Mean the Difference Between A Diploma and Dropping Out*”, Bright Magazine.

#### **Presentations:**

- Bradley, III, Duke J. (2021), *Embracing Equity as the Path Forward: Preparing Students for a New Future*, New Leaders, Inc. Senior Leadership Team Retreat, New York, NY. (conducted virtually).
- Bradley, III, Duke J., Johnson, Stephanie (2019) *Building Strategic Partnerships for Stakeholder Engagement*, Council for Chief State School Officers Conference, Salt Lake City, UT.
- Bradley, III, Duke J., Rogers, Parky (2019), *Creating Impactful Business Partnerships Through Community Collaboration*, National School Boards Association, Philadelphia, PA.
- Bradley, III, Duke J., Robinson, William, Wilson, Dara, (2018), *Grappling with District Expectations and Principal Autonomy*, National Summit for Principal Supervisors, Fort Lauderdale, FL.

#### **Public Service and Civic Leadership**

- **Appointed Member**, Henry County Steering Committee on Growth and Expansion
- **Board Member**, Shaquille O’Neal Boys and Girls Club, Henry County, GA
- **Appointed Advisor**, Penguin Random House, Equity Summit on Building a Diverse and Inclusive Reading Culture.
- **Advisory Board Member**, Wallace Foundation, Building Pipelines of Equity-Centered Leaders Project
  - Advise on the strategy to develop comprehensive, aligned principal preparation programs for 8 large urban school districts.
- **Board Member**, Grove Park Foundation (additional service, Housing Committee)
- **Appointed Member**, Aerotropolis Atlanta Education Collective
- **Appointed Member**, Child Well-Being Steering Committee (United Way of Metropolitan Atlanta)
- **Member**, 100 Black Men of America; Atlanta, GA Chapter
- **Executive Board Member**, Cascade United Methodist Church (additional service, Treasurer)
- **Member**, Omega Psi Phi Fraternity, Inc., Eta Omega Chapter (Twenty-Year + Member)

#### **Awards and Honors**

- **Community Partner Champion Award**; *conferred by* United Way of Metropolitan Atlanta, 2019
- **District-Wide Principal of the Year**; Fulton County Schools (GA), 2018
- **Dane Literacy Award**; Rising in the Community Excellence Awards (R.I.C.E.), 2018
- **Headlight Award for Civic Leadership**; *conferred by* Fulton County (GA), Office of the District Attorney, 2017
- **Making the Difference Community Service Award**; *conferred by* Ebenezer Baptist Church, 2017
- **“Most Likely to be Secretary of Education”** – class superlative; *conferred by* Georgia Partnership for Excellence in Education, 2015
- **School Turnaround Leader** – designated by the Georgia State Department of Education, 2015

#### **Training and Development**

- **Leadership Henry** (*Member*) Henry Co, GA, c/o 2023
- **National Superintendents Academy** Summer 2021
- **Leadership Atlanta** (*Member*) Atlanta, GA, c/o 2017
- **New Leaders Council, Atlanta** (*Fellow*) Atlanta, GA, c/o 2015
- **Georgia Partnership for Excellence in Education** (*Fellow*) Atlanta, GA, c/o 2015  
Education Policy Fellowship Program (EPFP)
- **New Leaders for New Schools** (*Fellow*) New York, NY, 2007

**Licensure**

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- **State of Georgia:** Educational Leadership
- **State of South Carolina:** Superintendent's License



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 Newton County? Share the superintendent training programs that you have completed and discuss the value derived from these professional development experiences in preparing you for the Newton superintendent role.

**INDICATOR 2: LEADERSHIP EXPERIENCE** - Share your experience serving in leadership roles at principal level or above in a district like ours. Based on what you know about our district, what have you learned from those experiences that might be applicable to a district like ours?

Pt. I: Dating back to my years as a college student, I have been committed to a life of service through education. In fact, throughout my career-long pursuit of becoming an effective leader, I have consistently worked to prepare for the myriad opportunities and challenges that this profession has presented. Upon review of my record, you will find that I have successfully earned multiple degrees - each, directly applicable to the professional experiences that I've had. They include a Bachelor's in English, a Master of Arts in Teaching, a law degree, and a Doctorate in Educational Leadership. I share my education history because it reflects the intentionality with which I have approached my professional preparation. I have also consistently sought ways to supplement my formal education through additional training opportunities - and over the years, there have been several. They include the following: 1. Teacher Preparation Institute for the Recruitment of Teachers (IRT) Andover, MA, 1997 2. School Leader Preparation New Leaders for New Schools New York, NY, 2007 3. Non-profit and Executive Board Leadership United Way Volunteer Involvement Program Atlanta, GA, 2011 4. Education Policy Education Policy Fellowship Program (EPFP) Atlanta, GA, 2014 5. Civic Engagement and Leadership • New Leaders Council, 2015 • 100 Black Men of Atlanta, 2015 • Leadership Atlanta, 2018 • Leadership Henry, 2023 6. Superintendent Preparation National Superintendent's Academy National, 2021 Pt. II: As the former Deputy Superintendent and Chief of Schools of the Beaufort County School District in Beaufort, South Carolina, I oversaw the day-to-day operations of a district with unique demographics. During my tenure, the district consisted of schools with student populations very similar to those of Newton County Schools. For example, Beaufort County consists of schools located in somewhat rural settings, where the opportunities for social advancement are limited by various associated factors. There are also schools located in communities where there is significant wealth. Within these two extremes, there schools that serve students from immigrant and indigenous backgrounds - most of whom emerge from working class families. Leading a district with this wide-ranging socio-economic profile has helped prepare me to lead in various other settings, but Newton County Schools in particular - a county that is experiencing increased diversity, industry growth, and an influx of new families to the area. Similarly, the county that I currently serve is experiencing many of the same economic and cultural shifts - and I am working in the midst of that environment which has given me unique professional insights and perspectives. In preparation for the superintendency, I have completed the National Superintendent's Academy (NSA) - a fellowship that equips aspiring superintendents with the skills that they need to lead positive transformations in culture and achievement for their districts. I concluded my experience with NSA better prepared to inspire and lead school districts toward the shifts that enable better collaboration between stakeholders, a stronger focus on organizational mission, and improved outcomes for every learner. It is worth noting that during my time in the fellowship, I also had the opportunity to work with leaders from across the country and to enhance my knowledge about various aspects of senior district leadership. This network and the intellectual capital that it represents will be a critically important resource as I prepare to transition into the superintendency.

My leadership experience is broad and diverse. I have been a principal at every level; elementary, middle, and high school. I have also served in executive leadership positions for national organizations and in school districts similar to the size, geography, and demographic makeup of Newton County Schools. Please see below: 1. District: Fulton County Schools, GA Enrollment: 90,000 Number of Schools: 96 Position: Principal (Banneker HS, 1580 students, 97% Black, 3% other, 99% Economically Disadvantaged) District Demographics: • 25.8% White • 42.4% Black • 12.2% Asian or Asian/Pacific Islander • 15.9% Hispanic/Latino • 0.2% American Indian or Alaska Native • 31% Economically Disadvantaged 2. District: Beaufort County Schools, SC Enrollment: 22,000 Number of Schools: 32 Position: Deputy Superintendent and Chief of Schools Demographics: • 38.5% White, • 25.5% Black • 1.3% Asian or Asian/Pacific Islander, • 29.6% Hispanic/Latino • 0.2% American Indian or Alaska Native • 40% Economically Disadvantaged 3. District: Henry County Schools Enrollment: 41,000 Number of Schools: 52 Position: Chief of Staff Demographics: • 23% White, • 57.6% Black • 2.9% Asian or Asian/Pacific Islander • 11.1% Hispanic/Latino • 0.2% American Indian or Alaska Native • 31.4% Economically Disadvantaged Newton County Schools is strikingly similar to both Henry County Schools and Beaufort County Schools - all three bearing rural sensibilities and experiencing decades-long consistent population, business, and residential growth. From my research, these communities are also similar given their shifting demographics - resulting in increased diversity, multi-generationalism, and general changes to historical identity. I have taken particular interest in working communities with these characteristics because I've learned that within them is significant opportunity; the kinds of opportunities that only school districts are best and most uniquely positioned to take advantage of for the benefit of children. In my view, school districts should represent the best hopes of a community by being a unifying force, by modeling civility and collaboration, and by elevating young people as the community's great promise.

**INDICATOR 3: MISSION, VISION AND CORE VALUES** - Share the process you will use for ensuring that the district's identity (mission, vision, and core values) actually drives all decisions and reflects the culture of the district community.

First - I believe that the primary responsibility of the Superintendent, beyond keeping students safe, is to steward the hopes, dreams, and aspirations of the community. This effort, of course, must correspond with the consensus view of the local Board of Education. When there is clarity about the school district's vision, coupled with the larger aspirations of the community, the process for making informed decisions becomes a practical matter. To ensure that the district's identity (mission, vision, and values) actually drives all decisions and reflects the culture of the community, I would deploy a three-part strategy. □ Create Awareness - Not only must an organizational mission, vision, and core values be internalized, there must be broad awareness of them all. And while it may be somewhat pedestrian, the district's values and mission must be incorporated into every aspect of the organization - and made visible as regularly as possible. This strategy helps to generate familiarity through enhanced awareness while also penetrating the conscious of every district stakeholder. Research has shown that the repetitive nature of clear messaging is most powerful and most effective. □ Facilitate Alignment - While there are several decisions that Boards of Education must make - mostly informed by Superintendent recommendations, the Board must trust that there exists an internal mechanism that enables decisions to be made in alignment with organizational beliefs - and for this work, the Superintendent is responsible. Procedurally, facilitating alignment requires that all significant organizational divisions arrive at decisions that reflect stated values and advance the organization's mission. This begins with training of senior leaders; training that is focused on executive competencies, management and performance monitoring, systems development, and mission-aligned work prioritization. When senior leaders' skills are refined through adequate training, strategic organizational practices can permeate throughout the organization by way of commonly-held practices that result in organizational alignment. □ Develop Systems - Among the most effective ways to ensure that the district's values inform decisions is to develop systems - systems that are both reliable and produce predictable results. By definition, systems are structures that yield a particular outcome through common practice and disciplined execution. When those systems have been developed for the purpose of honoring established beliefs (e.g. mission and vision), the organization is positioned to advance what is most important. Considered altogether, when the Superintendent creates awareness, facilitates alignment, and develops systems for the purpose of ensuring that the district's identity drives all decisions, it should be apparent to stakeholders that their values are reflected in the general operations of the district. The following areas are where community values should be most apparent: 1) Communications 2) Customer Service 3) Community Engagement 4) The Student Experience. 5) Personnel Selection

**INDICATOR 4: ETHICS AND PROFESSIONAL NORMS** - Share your current knowledge about how to detect, monitor, and respond to ethical issues.

As the Chief Executive of any complex organization, it is not a simple task to uncover ethical violations, which is why a reliance on systems development must be a priority. In my current role as Chief of Staff for a large school district with over 6000 employees, this category of work falls under my scope of responsibility - and my approach to ensuring organizational compliance has been to make certain that employees are well trained and aware of the kind of conduct that is expected. My leadership approach has been to be proactive with the goal of avoiding unethical conduct while responding swiftly (often with the consult of legal counsel) when a particular violation occurs. Nonetheless, my personal knowledge and professional experience around detecting, monitoring, and responding to ethical issues corresponds with the following approach: 1. Establishing a Culture of Compliance - A well-established professional culture is vital to the success of any endeavor, whether it is educating kids or leading a high functioning organization. Toward the effort of detecting, monitoring, and responding to ethical issues, I have found success by insisting that work is performed "the right way" - disallowing shortcuts, unsustainable quick fixes, or allowing procedures that do not correspond with established best practices or guidelines to persist. The consequence of this insistence is that a professional standard is established which ultimately permeates the organization - thereby establishing a culture that is rooted in compliance, consistency of practice, and excellence. 2. Consistent Training - In order to maintain an organization that is both compliant and ethical, employees should be clear about what is required of them. Within school districts, a clear standard must be established by the Superintendent - reinforced by senior leaders, and monitored through systems that allow for adjustments and course corrections. However, there is no substitute for a strong regimen of training that cascades throughout the organization and spans every department and division. 3. Rapid Response - Unfortunately, ethical violations will occur - no organization is immune to them. Sometimes these violations will occur knowingly, and other times unwittingly. But when they do occur, an internal reporting structure or protocol should be in place that is informed by three simple inquiries, "what did you know", when did you know it" and what did you do about it?" It has been my experience that when these three tenets (compliance culture, consistent training, and rapid response) are embedded within an organization's standard practices, ethical violations can be reduced, and their impact, mitigated.

**INDICATOR 5: EQUITY AND CULTURAL RESPONSIVENESS** - Share your plan for training, implementing and expecting equity and cultural responsiveness in all district initiatives and aligning equitable training to school improvement plan goals.

It is a commonly held belief that schools are reflections of society. In many ways, this is true. In fact, it is difficult to imagine schools being immune to the challenges of the communities in which they are located. But I also believe that schools and school districts alike can be catalysts for positive change. They should be spaces where established structures, practices, and norms help push us toward the kind of society that we want to live in; the kinds of spaces where we can all thrive and be the best version of ourselves. [I]n order for districts to realize their full potential, the Superintendent must collaboratively develop a vision for how best to ensure the practice of values such as equity and cultural responsiveness. My plan would involve the following: 1) Policy Review and New Policy Development - The most efficient and transparent way to ensure that cultural responsiveness is present within district initiatives is through policy adoption. When policies are developed through a collaborative process that involves the perspectives of multiple stakeholders - a proverbial roadmap is created, and subsequently, the qualities that the district holds sacred are made clear. When values are clear, they must actually be reflected in the practice of the district, and this begins with the Superintendent. A district's executive leadership must champion workplace diversity and reflect collectivism and cohesion. It must also ensure that its people - students and staff alike, are treated fairly and equitably which can be evidenced by the internal structures that have been implemented. My approach to training, implementing, and expecting equity and cultural responsiveness in all district initiatives would be informed by beginning with existing policy - and evaluating whether or the extent which those policies are being adhered to or are otherwise being threatened. In my view, this policy assessment is as important as the district's values, mission, and vision. 2) Training Emphasis - Training with clearly defined desired outcomes that reliably result in the furtherance of the district's values should be prioritized. And district's need not rely on their own personnel or own human capital. There is value in enlisting the expertise of highly trained individuals who are skilled in this kind of work to support the district's objectives. For example, addressing matters of equity can be challenging - but I firmly believe that this is among the most significant and rewarding work that leaders must do. And while there are a number of strategies that can be deployed to safeguard against systemic inequities like audits and policy revisions, the foremost responsibility of the Superintendent is to articulate its importance and urgently respond to all things that run contrary to it.

**INDICATOR 6: CURRICULUM, INSTRUCTION AND ASSESSMENT** - What do you consider the most critical data needed for consistently and effectively guiding instruction and how will you incorporate evidence-based practices for improving student outcomes?

The most critical data needed for consistently and effectively guiding instruction is formative data - assessment results produced on an interim basis related to material that has been recently taught. This data is important because it helps to provide valuable insights to a very critical inquiry: "Did students learn what was taught?" This question should constantly be evaluated - but when done so on an interim basis, there exists more opportunities for problem identification and correction. It is not prudent to allow for extended periods of time to pass without determining where a student stands regarding material that they are expected to learn. There is equal value in making course corrections compared to the alternative of waiting and hoping for positive outcomes. Additionally, there is no silver bullet to improving student outcomes - but research clearly defines the ecosystem that must be in place to ensure sustained improvement. That ecosystem begins with 1) A culture of belief and high expectations 2) Skilled adults working within a community of collective efficacy, continuous improvement, and joy 3) Standards-aligned curriculum - taught to the rigor of which it will be assessed 5) Data rich environment. From my experience, it is possible to improve student outcomes when these elements are in place - and in fact, it is possible to achieve moderate improvement when only a few of these are done well. But true, lasting student achievement can only be achieved when each is present. The role of the Superintendent in this effort is to facilitate alignment - beginning by working with the Board of Education to establish core beliefs, to determine the necessary conditions for learning, and to articulate the desired outcomes for every child. Once established, the organization has a clear charge. As Superintendent, I would conduct an analysis on what systems are currently in place, evaluate data to assess the outcomes that those systems are producing, and work with district leaders to determine the appropriate next steps to ensure that the necessary infrastructure is in place that can reliably produce improved outcomes.

**INDICATOR 7: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS** - 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?

In my current role as Chief of Staff, I am responsible for external engagement. My responsibilities include working closely with stakeholders including civic organizations, state and local officials, and the local legislative delegation - most often serving as a surrogate for the Superintendent. Throughout my career, this aspect of my work has been richly rewarding and represents a clear strength that I have been fortunate to cultivate over time. Throughout my years of extensive experience working with key stakeholders, I have found that the most effective strategy to building relationships is consistency - being present, being a keen observer, consistently soliciting feedback, and listening intensely - and doing so systematically. For example, I consciously limit my in-office commitments and non-essential meetings to spend time in schools and to perform civic and community outreach. I make time to attend sporting events, cultural and musical demonstrations, and other school-based special activities. I also utilize my calendar to initiate outreach. These are the days when I am checking with my local delegation, making contact with community leaders, and sending correspondence toward the effort of maintaining relationships. But this process is not exclusively about cultivating strong relationships, it is about making sure that the district is positioned as a key element to the larger ambitions of the community while also minimizing the "distance" between the district office and the people who work in our schools and live in our community. Lastly, everything that the Superintendent does should be in service to the district - to highlight and celebrate the good works of students and staff - and to put their accomplishments on display for the community. I believe that this is a part of the cycle of leadership that helps to advance student learning and well-being. For example, when the community is aware of how the district is responsibly utilizing resources or producing competitive students and good citizens - everyone benefits - because a school district cannot reach its potential to serve kids without an informed and engaged community. The Superintendent helps to set these things in motion by simply showing up, being consistent, and being a fierce advocate for the district in every room and space that they occupy.

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

It has been well documented that school districts across the country are facing an unprecedented challenge in recruiting and retaining staff to work in schools. The research on this matter is clear - compensation, respect as a professional, development, and opportunities for career advancement are among the most important factors driving departures from the profession. As Superintendent, my overarching position will be to ensure that there is a system in place that consistently addresses each of these factors. Teachers, leaders, and staff members should be aware that their school district is constantly strategizing to improve their working conditions and professional experience. On the matter of retention and employee satisfaction: There is no secret that keeping quality people can be a challenging endeavor - especially within the modern context. But as is the case in most circumstances, the employee experience is a local matter - meaning, the people who directly impact employees' day-to-day experiences must be supported to help keep school-based personnel professionally satisfied and productive. To that end, I strongly believe that the district has a role in supporting schools to find creative ways to respond to personnel needs. A premium must be placed on investing in school-based leadership teams to ensure that they are creating positive and supportive environments. As a former school leader, I once led a perpetually failing school that consistently produced sub-optimal school climate ratings. Over a period of time, I was able to reduce school's staff retention rate. I found that the key to keeping people in place, fulfilled, and committed was predicated on the extent to which they viewed themselves as meaningful contributors to the organization; that they felt empowered to lead and valued for the full range of skills that they possessed. The same, I believe, is true as a general matter. And while this was a single strategy for a particular school, it could easily be customized for individual schools based on their needs. The point, however, is that schools should never be without the benefit of thought partnership or strategy support from the district. There is a role within large organizations for centralized strategy, but decentralized execution. The district must also be diligent in assessing the environment by soliciting employee feedback. My experience has been that sincere and reliable feedback can be generated when feedback is consistently requested; it signals sincerity. The district, through the leadership of the Superintendent, sets the tone for the receipt of honest feedback by asking for it and returning back with regular updates or by sharing details of how that information is informing internal decisions. Lastly, we must know who our most effective people are - whether they are coaches, teachers, or support personnel, and while there may be objective factors to determining effectiveness, the observational factors are equally important. Value is derived from impact and positive influence - and within every district, there are unheralded and under-celebrated people. This phenomenon must be counteracted by creating a culture of celebration, joy, and recognition which is led by the Superintendent and a commitment to seeking out the most impactful and valuable teachers and leaders within the organization. On the matter of recruitment: In a moment in time where recruitment is perhaps more difficult than retention, retention becomes an elevated priority. But recruitment efforts must underscore many of the same tenets as a district's retention efforts. Persons seeking employment in schools can be found in all places - retirees, career changers, college students - but they will all ask the same questions: will I be compensated well, will I be supported, and will there be opportunities for advancement. A district's responsibility is to respond affirmatively to each of these, and to have data that actually reinforces them as being true. Equally, this must be communicated by leveraging every platform and every communications medium.

**INDICATOR 9:  
PROFESSIONAL COMMUNITY  
FOR DISTRICT STAFF -**  
Describe your experience with providing opportunities for instructional staff to collaborate on practice and engage in collective learning?

Having served as the Deputy Superintendent and Chief of Schools for the Beaufort County School District in Beaufort, South Carolina, I was responsible for the general leadership of the district's 22 principals. This work was supported by three direct reports - Executive Directors for each of the district's varying school levels; elementary, middle, and high school. While the scope of my responsibilities were wide-ranging, chief among them included leading our Instructional Cabinet. Instructional Cabinet consisted of division leaders representing Teaching and Learning, Special Education, Student Support Services, Career and Technical Education, and others. The primary responsibility of Instructional Cabinet was to ensure alignment of the district's divisions and to elevate organizational leadership capacity. The monthly culmination of the Cabinet's work was reflected in the planning of monthly principal's meetings, determining learning outcomes, and creating an environment conducive to adult learners. And while there are many approaches to ensuring quality, meaningful, and rich learning experiences for adults, my approach was to make certain that every opportunity to come together created an opportunity to work on a specified problem of practice, to receive feedback, and to depart with useful takeaways. The deeply held core belief that this practice addressed was collaboration and group learning - even when introducing new concepts.

**INDICATOR 10:  
MEANINGFUL ENGAGEMENT  
OF FAMILIES AND  
COMMUNITY -** What will you do as superintendent to maintain a positive presence in the district community and engage regularly in two-way communications about the district and its students?

Pt. I. I believe that one of the foremost responsibilities of the Superintendent is to maintain a positive presence in the district community and to engage regularly in two-way communication about the district and its students. I forthrightly subscribe to the notion that the Superintendent must be consistently visible in every quarter of the district and the community. This includes in schools, special events and services, athletic events. The power of regular and consistent presence is that it helps to ingratiate you into the larger community - but it also allows for the Superintendent to position himself to hear directly from stakeholders. But I also believe the Superintendent must be a fierce and unapologetic advocate for the district; a proverbial cheerleader who constantly trumpets its success. But the formula for engagement and two-way communication is not a complicated. It begins with a commitment to being present, to constantly seek feedback, and to avail oneself for direct interaction with stakeholders. This is a responsibility that I currently broker in my current role as Chief of Staff. Among my duties is to position the Superintendent to be accessible and to be a regular presence in the community. Pt. II. Throughout my career, I have successfully transitioned into new locales; some have been out of state, and others have simply been into neighboring districts. In each experience, I have taken the time to learn about my surroundings. I have always prioritized meeting people and learning names; visiting churches, engaging the community, and building relationships with key stakeholders. I've enthusiastically learned the traditions and the local history which has helped to add additional context and meaning for me. Fortunately, I have also been graciously welcomed everywhere I've been - and I attribute that to my willingness to earn the respect of others and to consistently engage.

**INDICATOR 11: OPERATIONS  
AND MANAGEMENT -**  
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.

The relationship between the school board and the Superintendent, pursuant to the tenets of effective governance are well-established. The Board of Education, with the supportive guidance of the Superintendent, is responsible for the governance of the district reflected through 1) Hiring, supervising, and evaluating the Superintendent 2) Passing an operating budget, and 3) Approving policy. The Superintendent is responsible for managing the day-to-day operations of the district pursuant to the vision of the Board - who, in turn, represent the collective desires of the community. In my current role as Chief of Staff, among my responsibilities is to make certain that our established governance model is honored. This work involves significant interaction with the Board of Education and the Superintendent. To that end, I am uniquely familiar with the unified governance model which reflects a system of management where executive roles and responsibilities have been clearly defined - but also where team members are working cooperatively toward a particular end. Within school districts, the unified governance model is most evident when the Board of Education delegates authority to the Superintendent to make certain decisions while adhering to established decision-making protocols. My research indicates that Newton County Schools adheres to this model as well. To ensure that the unified governance model is effectively sustained, there are a few key actions that the Superintendent must take. The first is to consistently engage in transparent interactions; for example - 1) meeting with board members regularly (individually and collectively) to keep them adequately aware of essential happenings within the district 2) Adhering to established policy 3) Honest communication and complete disclosures of critical information, and 4) Consistent and predictable routines that help to establish informal customs. When these practices are regularly exercised, the Superintendent and the Board of Education are able to establish a cadence that strengthens their relationship, and by extension, helps to make the applicable governance model more effective.

**INDICATOR 12: SCHOOL IMPROVEMENT** - Describe the key actions you believe are needed for ensuring that schools are more effective for each student, teachers and staff. Include the specific methods of continuous improvement aligned with achieving the vision, fulfilling the mission and promoting the core values of the district.

Strong and effective school systems work well for students, teachers and staff when there is board-led clarity on mission, vision, core values, and beliefs. Stemming from these determinations, desired outcomes can be defined and the Superintendent can work to facilitate the expressed desires of the community. Typically, these desires are presented within a strategic plan, coupled by clear performance deliverables. However, the plan merely represents organizational direction. Methodology and execution is the responsibility of the Superintendent - of which continuous improvement is central to that process. As a general matter, continuous improvement is a function of belief and habit. First, the belief that improvement is vital to a thriving organization, and second - the habit of refining institutional practices in pursuit of articulated goals. My experience has been that results-driven continuous improvement can only be reliable when it is formalized through Operational Management Plans (OMP's); plans that clearly prescribe work that will be performed over a period of time. To that end, my first action would be to evaluate the internal processes in place that are intended to produce results consistent with pre-determined goals. Secondly, I would collaborate with senior team members to determine whether there is clear alignment between the vision of the Board and the outcomes being produced. The results of these efforts would determine next steps, but I strongly believe that planning out rigorous and ambitious work through OMP's is an essential function of district level productivity - and when done well, the possibilities for improvement are not incidental or left to chance. Next, I would ensure that robust monitoring systems are in place through a cadence of senior cabinet meetings, administrative staff meetings, and 1:1's. Each of these would serve a specific purpose, but they would all include a review of the progress being made on core work objectives. This is the kind of leadership that I would bring to Newton County Schools - a clear methodology for achieving results for students by focusing on the development of adults.

**INDICATOR 13: LEADERSHIP PERSONAL QUALITIES / COMMUNICATION** - Provide the key points that you will expect district staff to communicate to students, staff and other stakeholders concerning the priority for school improvement in the district.

I heartily believe that the priorities for school improvement must be determined by the Board of Education, but informed by the collective input of key stakeholders and facilitated by the Superintendent. It is not appropriate for the Superintendent to unilaterally articulate priorities, but this is because doing-so undermines a culture of shared accountability - which is critically important. The Superintendent most certainly has a role in communicating priorities, and if given the opportunity to outline overarching beliefs about an effective strategy for school improvement, my points of emphasis would be the following: 1. For students, the message would be that as a district, we will work to ensure a system that allows them to find and pursue their interests and passions; to do so with energy and enthusiasm - and extending to academics, arts, athletics or any combination thereof. School improvement begins with young people being engaged, their access to skilled teachers, and within a system that is obsessively concerned and responsive to whatever positions them to be successful, to feel confident, and have a sense of belonging. 2. For staff, I would communicate that our work is about creating a culture where they, as professional educators, are fulfilled and can be at their best for students. This only occurs when adults are continuously improving and experiencing a correlation between their skillfulness and student and/or school success. Additionally, I would message the theme of "connectedness" - emphasizing that there is no room in successful organizations for silos or solo actors. Within a school district, the ability of the Superintendent to foster an environment of shared mission and deep professional connection is essential to preparing for the challenging work of district-wide school improvement. 3. For stakeholders, my message would be that our schools and our community are not separate entities - they are one, and their success is overlapping and intertwined. I would communicate that the future hope and promise of the community is determined by the depth and consistency of our investment in our children - and investment takes many forms, but it begins with an understanding that the greatest resource of any community is its children. Considered together, I believe that these themes, addressed to each of the above-stated constituent groups reflects the foundation of school improvement; 1. Opportunities for students aligned to their interests 2) Professional fulfillment and satisfaction, and 3) Community support, engagement, and investiture.

**INDICATOR 13: LEADERSHIP PERSONAL QUALITIES / PERSONAL ETHICS** - 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?

The key drivers for my personal value system are threefold: my lifelong pursuit to honor God, to represent my family well, and to serve my community consistent with my passions, interests, and training. In fact, I have organized my life to ensure that my professional pursuits align to this value system. This is a framework that was passed on to me by my parents - both having been educators, community leaders, and devoted Christians. It is not only important that my personal value system match the values of the community where I serve, but it is a requirement. I do not separate identity from my work - I ensure that who I am is actually reflected in my profession. From the observations that I've made about Newton County, and by extension, Newton County Schools, I have come to know that it is a family-based community, steeped in tradition, but currently representing a convergence of multiple generations and gradual change. It is at this intersection that I can facilitate connectivity - translating the vision of the community and the Board of Education into schools. As a leader, I have done this before - and I am confident in my abilities to do it yet again.

**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.

In a word, my decision-making style is "collaborative" - but I also believe that the nature of the Superintendency calls for multiple methods by which decisions are made. There are some instances where a decision must be reached collectively - that is, with members of the senior leadership team and after having been informed by multiple perspectives. There are also instances where others should be consulted. And there are times, albeit rare, when the Superintendent must make a unilateral decision based solely on available information, experience, and good judgement. In my current role as Chief of Staff, particularly in moments of crisis - my job is to retrieve as much information as possible about a given matter, to assess organizational risk that it carries, and to recommend an action to the Superintendent. Examples: In preparation for a district sponsored event earlier this year, I was responsible for cultivating the strategy for ensuring that our community had adequate opportunity to express their concerns and to ask questions of the Superintendent and other guests. The objective was to honor the spirit of the gathering, thereby ensuring transparency and community input. The challenge, however, was related to maintaining civility and safeguarding the integrity of the moment. This was a problem that the Superintendent relied exclusively on me (as her Chief of Staff) to solve for. My decision was to personally facilitate the discussion (which also carried risk) - and in so doing, to carry out the best intentions of the district. I have also made hiring decisions (better stated as recommendations for the Board of Education to consider) - which I believe are among the most important decisions that an organization can make. Of particular note, I have made recommendations following the vetting of equally qualified, credentialed, and capable candidates. And although in some areas, there were stark differences, the margins of variance were negligible. Again, I was relied upon to triangulate available information and arrive at a decision that best served the organization. Decisions of this sort are not uncommon for the kind of work that I have been engaged in as an administrative professional. The strategies that I have consistently deployed have been focused on upholding the integrity of the district by using honest and fair dealings.

**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 our school community.

My career, spanning over two decades, has been centered on making an impact in the lives of children where the opportunity to do so was most apparent. Ironically, my career journey has consistently led me to what is best described as "legacy schools" - schools that have been the centerpieces of their communities; places of hope and possibility that are full of ambitious students and dedicated adults. These schools, and the students that attend them emerge from proud families who have high aspirations and clear goals for their children. Equally so, many of these schools have been located in communities impacted by unfortunate socio-economic conditions that complicate the lives of children and create barriers to opportunity. Over the years, I have become motivated by the challenge that these schools present. I've become enlivened by the opportunity to elevate the passions of entire communities by demonstrating the power of young people when the adults in their lives function at a high level. Respectfully, Newton County Schools bears resemblance to communities that I am both familiar and comfortable with. I have come to view Newton County as a community in transition - experiencing growth, multi-generationalism, and increased cultural diversity - all within a historically rural setting with new and emerging urban sensibilities. It is a community that is complex and unique - and yet, full of promise. It is precisely the kind of community that I desire to be a part of because of the opportunity that it presents. My current district sits in the state of Georgia's fastest growing county (Henry County) - Newton's neighbor to the west. Henry County has experienced the unprecedented growth of business and industry alongside a school district that has grown with it. Today, Henry County is working to define its future and clarify its identity. As a member of the Henry County Advisory for Growth and Expansion, I have observed how schools are a prominent factor in that planning. The programs that schools offer, how they're organized to respond to contemporary workforce demands, and how they will reflect the ambitions of the community are questions currently being grappled with. But I believe the same work will soon be true for Newton County, because on a smaller scale, these communities mirror one another. A great joy of mine would be to help position the school district as a catalyst to fulfilling the hopes, dreams, and aspirations of the larger community.

Aspects of my professional profile that may not be readily apparent upon a review of my background and credentials are that I have pronounced strengths in communication, innovative practice, and community leadership. Evidence of each are provided below: Communication  Maureen Downey, Education Writer for the Atlanta Journal Constitution, published an article that I wrote entitled, "Students Need their School Communities More than Ever." Opinion: Students need their school communities more than ever (ajc.com)  I have served as a panelist and resident expert on the topic of school turnaround on the GPB's, Lawmakers. (151) Dr. Bradley Talks High School Readiness on Lawmakers - YouTube Innovation  I have been recognized nationally as a wraparound services expert - having partnered with the Georgia Department of Education to and the Council for National around how to best to implement a comprehensive services center within schools. The S.A.F.E. Center helps students inside and outside the classroom - SaportaReport  As an executive with 3DE Schools by Junior Achievement where I served as Vice President of Leadership and Accountability, I implemented new school models that focus on business connectivity and the development of student competencies aligned to 21st century skills.  Bright Magazine published an article that I wrote discussing an innovative approach for students to experience success and graduate from high school. A High School Gap Year Could Mean The Difference Between A Diploma And Dropping Out | by Dr. Duke Bradley III | BRIGHT Magazine (brightthemag.com) Community Engagement and Public Service  I have served as a Board Member of the Atlanta-based Grove Park Foundation - an organization that focuses on community revitalization through systemic social change through education, housing, and economic opportunity.  I have received multiple awards, recognitions, and commendations for community involvement. Among them include 1) Community Leadership Award from the Fulton County District Attorney's Office 2) Community Service Award from the Ebenezer Baptist Church (Atlanta, Georgia) 3) Honor of the Scroll Award, Omega Psi Phi Fraternity, Inc.  I have led community engagement initiatives as Chief of Staff in Henry County Schools and facilitated public report-outs on the outcomes of that engagement. BOE Jan 2023 - Dec 2022 Community Conversations Report - Dr. Duke Bradley, COS - YouTube I highlight these attributes because they may not be clearly demonstrable, but they very much represent a part of my professional profile that I believe add to my strengths as a leader and could potentially elevate my impact as Superintendent.

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

**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 explain, 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

Do you have a relative(s) on the Board of Education or relative(s) employed after July 1, 2009 as a school district administrator in the district for which you are making application? No

If you answered yes, please explain