

# **SUPERINTENDENT SEARCH**

## **FINAL REPORT TO BOARD OF EDUCATION**

### **HUNTSVILLE CITY SCHOOLS**



872 S. Milwaukee Avenue, #224  
Libertyville, IL 60048

**Superintendent Search  
Huntsville City Schools  
Huntsville, Alabama**

**Consultants' Report**

This report presents the results of BWP & Associates' search for candidates for the position of Superintendent of Schools in Huntsville City Schools and contains information to assist the Board with its interview process.

Shortly after the Board's January selection of BWP & Associates, we began the initial phase of the search process. Utilizing the online survey results and focus group information gathered by the Alabama Association of School Boards, a profile for the district's position was developed. The position was posted on the BWP website, as well as AASA's. In addition, we talked personally and by telephone with educators across the country to ask for their nominations or to seek their candidacy.

The search process identified fifty (50) persons who inquired or were contacted by the consultants regarding the position. A breakout of the positions held by the candidates and the states from which they applied is attached. Sandra Sims-deGraffenried, Harold Dodge, and George McShan reviewed candidates' files and held screening interviews during the week of April 17. During and after that time, we have done extensive informal background checks on all interviewed candidates. We identified a slate of seven highly qualified persons to recommend to the Board. These persons, in our judgment, best meet the leadership characteristics and criteria published by the Huntsville Board in the vacancy announcement and will best fit the leadership profile.

George McShan and Sandra Sims-deGraffenried will discuss the recommended candidates with the Board on April 25, 2011. To assist the Board in the selection process, the following additional information completes this report: Candidate Facts (a comparative data table); the Candidate Slate with each individual Applicant Data Form; and Protocols for Interviews and Other Phases of the Search Process. In addition, each recommended candidate's file is available for Board review.

Respectfully submitted,

George H. McShan  
BWP & Associates, Ltd.

**Superintendent Search  
Huntsville City Schools  
Huntsville, Alabama**

**Candidate Facts**

**Positions held currently by the 50 candidates:**

Superintendent	19
Assistant/Deputy Supt/Superintendent	2
Deputy Chancellor	1
Assistant/Deputy/Associate Superintendent	3
Chief Financial Officer	1
Assoc. Supt for Special Projects	1
Executive Director/Assistant to Supt for Instruction	1
Supervisor of Testing & Child Nutrition	1
Executive Director	1
Director	1
Director of Secondary Education	1
Managing Director for Funding	1
District Coordinator Federal & State Programs	1
Chief, Human Capital Initiatives	1
Principal	2
Dean of Students	1
Semi-Retired Administrator Working w/Students	1
College Financial Aid Administrator	1
College Adjunct Professor	1
President/COO	1
Consultant	1
Consultant & Trainer	1
Writing/Education Consultant	1
Congressman	1
State Dept of Education Supervisor	1
Military Vice Commander	1
Education Foundation Program Director	1
Other	1

**States from which candidates applied (20 states):**

Alabama	10	Mississippi	4
California	1	New York	1
Colorado	1	North Carolina	1
Florida	3	Oklahoma	1
Georgia	2	South Carolina	3
Illinois	3	Tennessee	3
Indiana	2	Texas	7
Iowa	1	Virginia	3
Louisiana	1	Washington	1
Maryland	1	Wisconsin	1

**SUPERINTENDENT SEARCH**  
Huntsville City Schools  
Huntsville, Alabama

**CANDIDATE SLATE**

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Years in Enrollment</u>	<u>Position</u>	<u>Salary</u>	<u>Degree/Institution</u>
Brigman, Daniel	Superintendent	Macon County School System Franklin, North Carolina	4,500	5	\$149,500	Ed.D. Trevecca Nazarene University
Carroll, Barry	Superintendent of Education	Limestone County Schools Athens, Alabama	8,900	10	\$150,000	Ed.D. University of Alabama
King, Eric	Superintendent	Muncie Community School Corporation Muncie, Indiana	7,000	3	\$206,000	Ph.D. Loyola University of Chicago
Libutti, Frank	President and COO	3D Global Solutions New York, New York	N/A	1	\$120,000	B.S. The Citadel
Springston, Brett	Superintendent	Brownsville Independent School District Brownsville, Texas	47,880	2	\$198,500	M.Ed. Sul Ross State University
Wardynski, Casey	Chief Financial Officer	Aurora Public Schools Aurora, Colorado	36,000	1	\$138,400	Ph.D. Rand Graduate School
Wright, Beth	Superintendent	Florence County School District Three Lake City, South Carolina	3,800	10	\$145,500	Ed.S. Middle Tennessee State University



## Applicant Data Form for BWP & Associates.

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### Education Continued

Name and location	Dates Attended: From - To	Major area of study	Minor area of study	Degree	Date Conferred or Expected
Rand Graduate School, Santa Monica, CA	08/97 05/00	Policy Analysis		PhD	05/00
U.S. Army Command & General Staff College, Ft. Leavenworth, KS	06/93 05/94	General Staff Operations			05/94
Harvard University, JFK School of Government, Cambridge, MA	08/88 05/90	MPP		Master's	05/90
U.S. Military Academy, West Point, NY	07/76 05/80	BS General		Bachelor's	05/80

### Certifications

- Do you hold the appropriate certification for this position? **No**
- \* Are you eligible for certification/licensure? **No**
- \* Have you applied for the appropriate certificate? **No**
- \* List the date you applied for certification:

### Statement

#### **ADM1. List and explain four major accomplishments in your leadership.**

- Leveraging Significant Budget Cuts to Improve the Performance of K-12 Education. One of the reasons I accepted the Broad Superintendent's Academy challenge to lead reform in K-12 Education was my expectation that the ongoing economic crisis would create a crisis in school finance, and that this crisis would open the door to new strategies for increasing student achievement. While other educational leaders look for a return to the pre-2008 normal funding levels, I believe school systems must plan to operate and succeed in the new normal situation that provides relatively fewer budgetary resources and demands greater organizational effectiveness. Based upon my background in leading change in the Army, I felt well prepared to lead reform in the new normal within which K-12 Education must meet the 21 Century learning needs of students.

My first challenge as Chief Financial Officer of Aurora Public Schools was to prepare this large, diverse district to succeed in closing achievement gaps and accelerating student growth while adapting to a 12 percent cut in revenues due to reduced state funding and falling property taxes. Through careful analysis of the timing and level of revenue flows and a detailed review of program expenditures, I developed a budget plan that closed a \$25 million gap between revenues and expenditures. This plan entailed raising new General Fund revenues and eliminating General Fund Subsidies to restricted use funds such as Nutrition Services. It included metering school kitchens and charging Food Services for utilities and worker compensation insurance, expenses previously paid for with General Fund dollars. To increase student participation in federal and state nutrition programs, I began a breakfast in the classroom program in Title 1. This program will improve student health, provide students the nutrition needed for a morning of learning, and double federal reimbursements to the Nutrition Fund so that it will cover the utility and insurance reimbursements to the General Fund. I also instituted decision support systems to measure the cost of programs in terms of their contribution to student growth and achievement. This information will highlight effective programs that should grow and identify programs that should be consolidated or curtailed. Through these and other management efforts, I designed and secured community and Board approval for a budget that closes a \$25 million budget gap without reducing support to classroom instruction or slowing efforts to accelerate student growth. Moreover, this program focused upon reducing recurring expenses so as to avoid the need to expend managerial talent and Board energy on cuts in future years.

- Talent Management. In my view, the most important ingredient to success in any organization is talent management. By talent management I mean recruiting, developing, retaining and employing people in an organization in terms of their skills, aptitudes, passions and behaviors so as to create a culture of high-expectations and high-performance. As my final project while on active duty, I conceived the theoretic framework and implementing technology necessary to advance the Army from a human resources system that

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### Question Continued

treated officers as interchangeable widgets to one based upon talent management. Until this year, the Army's legacy personnel systems failed to account for the interests and passions of talented officers it recruited and developed through West Point and ROTC. As a result, the Army experienced increasing personnel turnover and a culture that devalued the unique talents of officers. By failing to track and employ officers according to their talents (skills, aptitudes and interests), the Army was increasingly challenged to meet the demands of a world characterized by accelerating change in operations ranging from the Global War on Terrorism to Hurricane Katrina. Based upon the strategy I laid out in six published papers (see link below) and technologies I conceived Army Green Pages, the new Chief of Staff of the Army, General Dempsey, is now creating a new leadership and organizational culture focused upon talent. This culture seeks to differentiate the management of officers so as to put the right leader in the right job at the right time. In the past two years, my work has moved the Army from a culture focused upon leadership adequacy to one focused upon achievement and high expectations. This shift is reflected in changes to Army leadership doctrine which heretofore focused upon competence and now focuses upon talent. In his attached letter of recommendation, LTC Lyle makes reference to this project and its potential to fundamentally change the culture and systems within which the Army manages its officer talent. I believe that a very similar approach is required in K-12 education today to end the widget effect in which teachers and school leaders are treated as interchangeable parts in an assembly line education system. This approach should also apply to students with the objective of placing the right combinations of teachers and students together so as employ the differentiated talents of teachers to meet the differentiated learning and motivational needs of students and thereby accelerate learning.

#### Talent Management Publications:

[http://www.amazon.com/s/ref=nb\\_sb\\_noss?url=search-alias%3Daps&field-keywords=wardynski+officer+corps&x=0&y=0](http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Daps&field-keywords=wardynski+officer+corps&x=0&y=0)

- Army Game Project. From 2000 to 2010, I led the Army Game Project, managing several hundred million dollars in expenditures and diverse teams of military, technology, marketing, and public relations professionals to employ new media, entertainment technology, and information technology to create entirely new and highly cost effective solutions for communicating with young adults about Army career opportunities through virtual learning experiences designed to align with their interests and their preferences for consuming information in a framework in which they do to learn rather than learn to do. This project engaged the interest of almost 25 percent of young American males and has become a key platform for classroom and distributed online learning within the Army and government. This project, which I conceived and led, has fundamentally changed the way the Army communicates with young adults and engages their interests to motivate learning. Today, based upon the strategy I created, The Army Game Project, now home-based in Huntsville, Alabama, has become an engine for change that is accelerating organizational adaptation and enhancing individual and team learning and education while reducing cost and increasing productivity.

- Army Officer Career Incentive Program I led efforts to reduce turnover among the Army's population of high-potential young officers by 90 percent in five years. By 2004, about 38 percent of young officers from West Point and ROTC scholarship programs were remaining in the Army beyond their initial period of obligated service. As a result, the Army's capacity to develop and employ seasoned junior officer leadership spiraled towards collapse. This situation caused the Army to increase accessions of new officers and expenditures for their professional development. It also caused the Army to abandon effectiveness standards in selecting officers for advancement. This lessening of standards threatened the Army's organizational culture and capacity to develop new generations of leaders for decades to come. To reverse this situation, I developed a new officer retention strategy that focused upon education and differentiation as a vehicle to retain officers. With my program of incentives, cadets at West Point and ROTC were afforded the opportunity to exchange additional years of obligated service for the option to attend a graduate school of their choice, and in a program of their choice, between their eighth and eleventh year of service. Other incentives allowed officers to exchange service for their branch or station of choice upon entering the Army. By linking education to retention, the graduate school incentive ingrained an expectation of continuous learning in the officer corps culture and provides officers with a vehicle to meet their educational goals while meeting the leadership needs of the Army. Today, with 600 new West Point and ROTC officers selecting the graduate school incentive, the program I created and led to implementation is creating a culture of high expectations with regard to educational achievement and attainment that will make the Army a learning organization for decades to come.

#### ADM2. List any honors, awards and distinctions.

Distinction - Selected by Aurora, Colorado Chamber of Commerce for Leadership Aurora, Class of 2010

Distinction - Talent Management, 2004 to 2010. I created the concept for, and led the team that implemented, talent management within

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### Question Continued

the U.S. Army officer corps. Since 2004, elements of this program known as the Career Incentive Program and the Green Pages have accrued billions of dollars in savings and increased the Army's organizational effectiveness by increasing its capacity to access, develop, retain and employ officer talent. This effort is now the centerpiece of Army manpower programs to create the Army of the Future. In part, for my efforts in creating and leading this effort, I received the following award: Distinguished Service Medal, United States of America

I believe that insights from this national level innovation are fully applicable in K-12 education with regard to acquiring, developing and employing teacher talent and matching the attributes, passions and skills of teachers to the specific needs of individual students. Such a 21st century approach to education will harness technology to afford learning organizations the ability to align the capacities of teachers and the needs of children to deliver differentiated instruction that reaches beyond the classroom and the school day to raise the achievement of all children. Given the technological prowess of the Huntsville community, and the diverse needs of Huntsville students, Huntsville City Schools is the very sort of system where this shift from industrial age practices to 21st century learning can take root. Moreover, as part of an integrated strategy to raise the achievement of all children, talent management can coalesce the interests of children and educators around requirements of creating a learning system designed to inspire and empower children to become lifelong learners.

Award - Army Game Project, 2000 to 2010. I created and led the Army Game Project from 2000 to 2010. Today, this project and the team I created continue delivery of system-wide innovations in education, training and marketing within the United States Government. For my efforts in creating and leading this effort, I received the following award: Legion of Merit, United States of America.

Distinction - The unprecedented success of the Army Game Project reflects the key role leadership, vision, and perseverance play in achieving positive organizational change. While I had no academic preparation or employment history in marketing, I effectively and quickly employed empirical, organizational, and policy analysis to identify systemic challenges that impaired the Army's capacity to communicate with rising generations. My talent for leveraging new technologies, media, and organizational analysis afforded me with the capacity to identify new modes of operation to raise organizational effectiveness. My abilities as a leader allowed me to galvanize the support of key stakeholders and quickly build a diverse team of technologists, marketers, Soldiers, artists, engineers and content developers to create the Army Game Project and undertake fundamental innovations. These innovations have changed the way the Army communicates with young adults and employs foundation technologies. Moreover, I led efforts to employ new media and technologies from the Army Game Project to reach across "stovepipe" processes and gain network benefits in marketing, education and training across organizations as disparate as U.S. Strategic Command to the Army Football team. By innovating and leading change, I was able to work far outside domains normally expected of an Army officer. So doing, I led efforts that dramatically lowered costs and raised effectiveness of learning systems throughout the U.S. Government. I am convinced that similar success is possible and essential in K-12 education. Therefore, in 2009 I accepted the Broad Foundation's challenge to help transform struggling school systems. I chose to enter K-12 education in a time of economic crisis with the knowledge that the learning needs of our children will increasingly outstrip our financial resources unless we innovate and transform school systems into 21st century learning systems that prepare children to become life-long learners.

Distinctions for Projects and Teams I have led:

- America's Army Game:

2008 - Five Guinness World's Records

2006 Federal Government Finalist, 2006 Innovations In U.S. Government Award, Harvard University & Council for Excellence in Government, <http://www.innovations.harvard.edu/awards.html?id=14156>

2005 Digital Entertainment and Media Excellence Award, Advergame of the Year, Billboard Magazine, <http://www.digitalentertainmentawards.com/finalists2.html>

2003 - PC Gamer magazine "Editor's Choice Award"

- Virtual Army Experience:



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2009 Gold and Silver "Effie" Awards for "Institutional Recruitment" and "Best Brand Experience" from the Association of National Advertisers, <http://www.effie.org/winners/showcase/2009/2945> and <http://www.effie.org/winners/showcase/2009/3502>

2009 Strategic Horizon's ThinkAbout Conference "EXPY" Award for event stager of the year (America's Army and Virtual Army Experience)

2009 Corporate Events magazine "Judges' Choice Award"

2009 Bronze "Jay Chiat Award" from the American Association of Advertising Agencies for Strategic Excellence for Innovation and Design, [http://www.aaaa.org/news/press/Pages/092309\\_ChiafWinners09.aspx](http://www.aaaa.org/news/press/Pages/092309_ChiafWinners09.aspx)

2008 American Business Award, [http://www.stevieawards.com/pubs/awards/403\\_2591\\_19321.cfm](http://www.stevieawards.com/pubs/awards/403_2591_19321.cfm)

2007 Cover, AdWeek magazine, [http://www.adweek.com/aw/eseach/article\\_display.jsp?vnu\\_content\\_id=1003676881](http://www.adweek.com/aw/eseach/article_display.jsp?vnu_content_id=1003676881)

2007 - "Best Outdoor Consumer Environment," Event Design Magazine

For a complete list of over thirty awards and recognitions, see the Reception section of the America's Army page on wikipedia, [http://en.wikipedia.org/wiki/America's\\_Army](http://en.wikipedia.org/wiki/America's_Army)

#### Personal Recognition:

Profiled by Fast Company business magazine, as a leader who created one of the top jobs in the United States by working at the intersection of business and technology and by keeping things fresh, 25 Top Jobs for 2005, (Fast Company, 24 Jan 2005), <http://www.fastcompany.com/articles/2005/01/top-jobs-wardynski.html>

Featured as a conceptual thinker in Daniel H. Pink's "A Whole New Mind: Moving from the Information Age to the Conceptual Age" (Riverhead Books, 2005), 181-82.

Featured as a leader in the development & application of game technology in "Smart Bomb: The Quest for Art, Entertainment & Big Bucks in the Video Game Revolution.

Featured in books and documentaries on economic innovation and new media as an innovator in the use of entertainment technology to communicate with rising generations.

David Edery and Ethan Mollick, "Changing the Game: How Video Games Are Transforming the Future of Business" (Financial Times Press, 2009), 97 and 141-44.

David Verklin and Bernice Kanner, "Watch This, Listen Up, Click Here: Inside the 300 Billion Dollar Business Behind the Media You Constantly Consume" (Wiley, 2007), 89-98

Gabe Zichermann and Joselin Linder, "Game-Based Marketing: Inspire Customer Loyalty Through Rewards, Challenges, and Contests" (Wiley, 2010), 80-81 and 82-84

James Gilmore and B. Joseph Pine, "Authenticity" (Harvard Business School Press, 2007), 168, 173

Max Lenderman, "Experience the Message: How Experiential Marketing is Changing the Brand World" (Avalon, 2006), 217-222

Nina B. Huntemann and Matthew Thomas Payne, "Joystick Soldiers: The Politics of Play in Military Video Games" (Routledge, 2010), 39-64 and 178-188

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Tom Himpe, "Advertising NEXT: 150 Winning Campaigns for the New Communications Age" (Chronicle Books, 2008), 20-21

Discovery Channel, "Rise of the Video Game: Level Three" (Discovery Channel, 5 Dec 2008),  
<http://dsc.discovery.com/tv/video-game/episode/episode-tab-03.html>

#### Military Awards:

Army Superior Unit Award. Under my leadership, the Office of Economic and Manpower Analysis received two awards for excellence from the Secretary of the Army. Of all the awards I have cited, I am most proud of these unit level awards. They reflect the degree to which I attracted and developed a team of very talented individuals and turned the talents of these individuals to solving profound challenges confronting the Army. These awards reflect the success I enjoyed in institutionalizing high expectations and a capacity for excellence in the Office of Economic and Manpower Analysis that has endured beyond my tenure and propels that organization forward in its work for senior Army leaders.

Distinguished Service Medal

Legion of Merit

Meritorious Service Medal with four Oak Leaf Clusters (five awards)

Army Commendation Medal with three Oak Leaf Clusters (four awards)

Army Achievement Medal with three Oak Leaf Clusters (four awards)

#### **ADM3. List additional information you believe will support your candidacy.**

Those who knew me in second grade would never have suspected that I would find my calling as a leader in raising the performance of struggling schools systems. Indeed, in terms of today's education literature, I would have been characterized as a high-risk student in terms of my early learning outcomes. By the end of second grade, my best subject was playground and my reading skills were non-existent. Luckily for me, my second grade teacher took the long view. She recognized that I wasn't ready to move to the next grade and told my parents I needed to spend a second year in second grade. I was mortified. My friends were going to move ahead and I was the kid who couldn't read. Well, at that point, I made the decision that I would never fail at anything ever again. I would succeed in all my classes.

In fourth grade, thanks to my teacher, Mrs. Bishop, I found out that there was more to learning than just success. I learned that there were subjects I had a passion for and in which I had talents. It was my good fortune that leaders in my school had developed a caring and talented staff, provided foreign languages and extra-curricular activities and held high expectations for the learning outcomes of all its students. The teachers and leaders provided more than just a "meat and potatoes" education. They created a learning environment that ignited my interests and excited me about going to school and learning.

Thanks to Mrs. Bishop and other teachers, I found my niche. I discovered my talents and in doing so, I gained confidence to try new things, to try difficult things and to take on challenges. That pivotal event shaped my life. My teachers took the long-view; they could have passed me along. They could have written me off. They didn't. They had an eye on the future, on my future, and what it would look like if I couldn't read.

With this background in view, K-12 education again provided a turning point in my life. In September 2009, having just returned from a long business trip, I found among my business mail, a large orange envelop from the Broad Superintendent's Academy. The letter from Broad, inviting me to compete for a fellowship, came as I was contemplating retirement from the Army and my beginning of a new career—ideally one of service. While I had many offers to work in industry and in Washington DC, none of those opportunities fired up my imagination and passion to create a better future for America. The letter from Broad did. I pursued the Broad fellowship and was

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selected as one of fourteen fellows from a field of over 600 invited candidates. Towards the end of the selection process, I attended selection day the last formal step in the Broad selection process. The first event on selection day I was called upon to deliver a short impromptu talk regarding my capacity to lead in K-12 education. As part of that speech, I recounted the role Mrs. Bishop had played in my life. Upon returning home, I discussed the rigor of the Broad event late into the night with my wife. The next day she brought me a box to go through that had childhood mementos she had retrieved from my parents home the prior week. Among the papers in the box was an old letter from Mrs. Bishop written to me in 1968. I called to my wife and showed her the letter and, wiping away tears that came to our eyes, we knew our role after the Army would be in leading challenged K-12 school systems seeking to raise the achievement of all children. Today, my objective is to do for the children of Huntsville what Mrs. Bishop did for me. I seek to foster high expectations and to lead efforts to build Huntsville City Schools into a world-class learning system in which Huntsville's children can realize their potential and become life-long learners.

### Language Skills

Do you know any language other than English? Yes

Language(s): Spanish  
 Oral Level: Literate  
 Written Level: Literate

### Professional References

	Reference 1 of 4	Reference 2 of 4
<b>Name:</b>	John Barry	Dave Lyle
<b>School/Org:</b>	Aurora Public Schools	United States Military Academy, West Point
<b>Current Position:</b>	Superintendent	Associate Professor & Deputy Director Office of Econ Rsch
<b>Home Phone:</b>	(303) 512-3966	
<b>Cell Phone:</b>	(303) 512-3966	
<b>Work Phone:</b>	(303) 512-3966	(845) 938-3329
<b>Mailing Address:</b>	21165 E Eastman Ave Aurora, CO 80013	Office of Economic & Manpower Analysis 607 Cullum Road United States Military Academy West Point, New York 10996
<b>Email:</b>	jlbarry@aps.k12.co.us	david.lyle@usma.edu
<b>Relationship to Candidate:</b>	Supervisor	Student & Direct Report
<b>Years Known:</b>	1	17

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### Professional References (cont.)

	Reference 3 of 4	Reference 4 of 4
<b>Name:</b>	Eric Johnson	Robert Gordon
<b>School/Org:</b>	Ignited Marketing	Department of Defense
<b>Current Position:</b>	President/CEO	Deputy Under Secretary of Defense
<b>Home Phone:</b>		
<b>Cell Phone:</b>		
<b>Work Phone:</b>	(310) 754-3210	703 697 7220
<b>Mailing Address:</b>	2221 Park Place El Segundo, CA 90245	Office of the Under Secretary of Defense 4000 Defense Pentagon Washington, D.C. 20301-4000
<b>Email:</b>		
<b>Relationship to Candidate:</b>	Business Associate	Colleague
<b>Years Known:</b>	10	21

### General Information

Are you presently under contract? Yes  
If yes, list expiration date? 30 Jun 2011

### Legal Information

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

1. Have you ever been convicted of a felony? No  
If yes, explain, giving dates:
  
2. Have you ever been dismissed for cause from a position in a public or non-public school or child care facility? No  
If yes, explain, giving dates:
  
3. Have you ever failed to be rehired, been asked to resign a position, or resigned to avoid termination? No  
If yes, explain, giving dates:
  
4. Have you ever had a teaching credential revoked, suspended or annulled in any state, territory or foreign country? No  
If yes, explain, giving dates:

### Confirmation

By agreeing online, I authorize the school district and BWP & Associates to contact my references or any other reference deemed necessary to determine the merits of my candidacy for this position. I authorize references to discuss and/or release information about me, and agree to hold them, the district and the consultants harmless for providing and/or utilizing any information requested and/or provided. Information will remain confidential as long as is feasible.

By agreeing online, I affirm that there are no misrepresentations or omissions in the preceding statements and answers and that the entries made by me are correct and complete to the best of my knowledge. I acknowledge that if there are any misrepresentations in the information provided, it may be grounds for dismissal if employed for this position.

Casey . Wardynski  
(agreed online)