

June 15, 2020

Austin Independent School District  
Board of Education

Dear Trustees:

The Austin ISD school board has aggressively sought to improve outcomes for students. I believe that my skills that contributed to the successes experienced in the Dallas Independent School District over the past five years are closely matched to this commitment. My focus on the development of great school leaders is a foundation for success in every school. By supporting, rewarding and retaining excellent teachers, expanding early learning opportunities, leveraging partners for college and career readiness, with a constant resolve of listening and learning to create a culture and climate that serves the whole child, closing the opportunity gap and creating boundless success across an entire system is possible.

It is an honor and a privilege to submit my letter of interest for the position of **Superintendent of Austin Independent School District (Austin ISD)**. Providing a high-quality, challenging, and inspiring comprehensive education to ALL students significantly contributes positively to society. The Austin ISD superintendency offers an opportunity to use my expertise and knowledge in academic policy and pedagogy to increase student academic achievement. My resume chronicles a proven track record of continually seeking and implementing best practices to maximize the success of the entire organization, with an unwavering focus on raising academic achievement of and for ALL students. My understanding, support, and work in building a culture of inclusion and equity with a diverse community is the very foundation of who I am and how I lead. The 80,000+ students in the district's 129 school communities represent the diversity of the city. The make-up of the district is uniquely similar to the students I currently serve in the Dallas Independent School District. The success that has been achieved among our African American, Latino and economically disadvantaged students has lifted the entire district to greater achievement. I believe many of the initiatives spearheaded through our School Leadership team and network would prove successful with the ethnically and culturally rich student population in Austin ISD.

As a school leader in one of the country's largest urban cities, I understand the importance of developing collaborative relationships with the city and individual communities that are home to each individual school. Our leadership team meets with the City Manager and other city leaders in Dallas each quarter to ensure our goals, and the greater vision for the city and district, are closely aligned. Austin ISD has embraced a united approach to providing a safe and welcoming learning environment for every student. Our efforts have similarly focused on establishing a united front for the benefit of families, children, and communities.

Dallas has engaged in a process of building a portfolio of schools that represent a variety of educational options within the context of our neighborhood schools. School choice has proven to attract thousands of students back to our district. Single gender, dual language, STEM, and Arts programs have renewed the commitment of our families to give Dallas ISD a second chance. Austin ISD has a strong foundation of partnerships with world-class universities, businesses, nonprofit organizations, and community leaders. These partnerships are key levers in preparing students beyond high school. I look forward with excitement at the possibility of applying the skills I have acquired over the years to build and extend on the clearly articulated mission and vision in Austin ISD.

I look forward to engaging with the board to determine how my skills match those identified as critical to the next leader of your great district. A strong bond and working relationship built between the board and the next superintendent will serve to continue to propel Austin ISD forward in the best interest for EVERY child.

**My educational philosophy stated at the top of my resume is practiced with:**

- **Compassion**
- **Courage**
- **Confidence**

Respectfully,

*Stephanie S. Elizalde*

Stephanie S. Elizalde

# STEPHANIE S. ELIZALDE, ED.D.

## EXPERIENCED EDUCATIONAL LEADER

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A reflective visionary, systemic leader and bridge builder characterized by

- **Excellence and Equity in Education for ALL Students**
- **People Support What They Help to Create** and
- **The Teacher is the Program**

focused on culture, climate, curriculum, and instructional feedback resulting in increased student academic achievement.

## EDUCATION

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University of Texas at Austin, Austin, TX

*Ed.D. Educational Leadership and Policy*

University of Texas at San Antonio, San Antonio, TX

*M.Ed. Educational Leadership and B.S. Biology*

### Certifications

- Superintendent, State of Texas, EC-12; 03/24/17 thru 9/30/22
- Mid-Management Administrator, State of Texas, PK-12; Lifetime
- Secondary Science Composite, State of Texas, 6-12; Lifetime

## SUMMARY OF QUALIFICATIONS

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- An enthusiastic, creative and passionate educator, mentor and advisor who believes that all children can learn and thrive in an environment that is stimulating and engaging with high expectations.
- Fiscal manager maximizing and aligning the utilization of various fund sources to ensure equity in meeting the needs of diverse school communities.
- Inspirational leadership with a balanced blend of motivational and targeted coaching focused on improving the quality of instruction through a systematic professional development built on a comprehensive and cohesive curriculum with progress monitoring through data driven decisions.
- Engages parents working closely with community, demonstrating repeated successes securing a high level of parental and community involvement through multiple forums and settings.
- Utilizes a visionary approach with cohesiveness and consistency based on Socrates' saying, "Education is the kindling of a flame, not the filling of a vessel."

## HIGHLIGHTED DOCUMENTED ACHIEVEMENTS

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- Has served as Chief Schools Officer for more than 4 years in leading, evaluating and supporting two deputy chiefs and a team of executive directors for the district's 154,000 students (87% of which are economically disadvantaged and 44% of whom are English learners) across 222 campuses.
- Steered Dallas ISD to earning a "B" letter grade (87) from the state and being home to six of the 12 schools in Texas with the highest possible score on the 2018 state accountability rating system.
- Facilitated a decrease in the percentage of Dallas ISD students educated on a campus rated Improvement Required or "F" from 19% to just 3% in four years.
- Oversaw a 14% proficiency point increase in STAAR at the 'Meets' standard across all grades and subjects since 2014, with Dallas ISD now exceeding every large urban district in Texas in STAAR proficiency for both low income and English learner students.

**Dallas Independent School District, Dallas, TX**

*Dallas ISD is the 15<sup>th</sup> largest school district in the U.S. serving approximately 154,000 culturally, linguistically, and economically diverse students in 222 schools, with over 20,000 employees and a budget in excess of \$1.4 billion.*

**Chief of Schools**

**December 2015 – Present**

- Provide leadership and direction for instructional programs at the district’s 222 schools with a focus on increasing student achievement and improving instruction.
- Successfully anticipate and identify schools for the Accelerating Campus Excellence program – a plan that accelerates school transformation through three primary factors: strong school leadership, effective teachers, and high expectations for both students and staff.
- Identify and create new innovative neighborhood schools to increase enrollment and retention of students, and in past year stemmed the enrollment loss by 1,500 students.
- Oversee Student Services that include athletics, student activities, health services, parent advocacy and urban community specialists.

**Deputy Chief of School Leadership**

**September 2015 – December 2015**

- Select, supervise and evaluate executive directors for half of the district’s 23 feeder patterns.
- Provide professional development for Executive Directors and Assistant Superintendents.
- Ensure each executive director and principal in assigned feeder patterns improve the quality of instruction resulting in increased student performance.

**Assistant Superintendent of School Leadership**

**May 2014 – September 2015**

- Lead and support executive directors and principals in the implementation of the district’s curriculum, instruction and assessment programs.
- Conduct campus visits monitoring and assessing student achievement progress.
- Use student and campus data to develop and provide professional development for administrators and teachers.

**Executive Director of School Leadership**

**July 2012 – May 2014**

- Supervised and evaluated the performance of principals in assigned feeder pattern/cluster of schools.
- Directed, supported and monitored principals into effective instructional leaders through coaching, professional development and instructional feedback.
- Improved the quality of instruction for ALL students through an ongoing system of observation and feedback based on data.

**Director for Science, Technology, Engineering, and Mathematics**

**Aug 2011 – July 2012**

- Supported teaching/learning with a reflective feedback system improving math and science achievement.
- Ensured curricula alignment to state and college readiness standards, vertically and horizontally.
- Supported leadership at schools to ensure high quality implementation of the schools’ educational design, including school culture, standards, assessments, and instructional guidelines.

**Shekinah Learning Institute, San Antonio, TX**

**2010 – 2011**

Assistant Superintendent for Curriculum

**Communities Foundation of Texas, Dallas, TX**

**2009 – 2010**

Texas High School Project, Leadership Facilitator

**School of Excellence in Education, San Antonio, TX**

**2006 – 2008**

Assistant Superintendent for Secondary Schools

**San Antonio Independent School District, San Antonio, TX**

**2003 – 2006**

Executive Director for Math, Science and the Urban Systemic Project

**Southwest Independent School District, San Antonio, TX**

**1987 – 2003**

Director of Curriculum

Principal of Southwest Elementary

Director of Secondary Education

Assistant Principal at Southwest High School

Science Teacher at Southwest High School

STEPHANIE S.  
ELIZALDE, ED.D.

## REFERENCES

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Michael Hinojosa, Ed.D.  
Superintendent of Schools  
Dallas ISD  
9400 N. Central Expressway  
Dallas, TX 75231  
972-925-3700 | hinojosam@dallasisd.org

### Relationship

Superintendent Direct Report Dallas ISD

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*"In my 25 years as superintendent, Dr. Stephanie Elizalde has been the most innovative and effective problem-solver of any direct report period."*

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Daniel J. Micciche  
Board of Trustees  
Dallas ISD  
1140 Bally Mote Drive  
Dallas, TX 75218

### Relationship

Board Member and Officer

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*"Dr. Elizalde has demonstrated the skill, judgment, and experience to lead our schools to unprecedented levels of success. She is able coach, mentor, and develop other leaders and is also able to make hard decisions and bring people together."*

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Ruben D. Olivarez, Ph.D.  
Professor, Department of Educational Leadership and Policy  
University of Texas at Austin - College of Education  
1912 Speedway, Stop D5000  
Austin, Texas 78712  
512-475-8576 | rolivarez@austin.utexas.edu

### Relationship

Professor UT and Retired Superintendent San Antonio ISD

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*"Dr. Elizalde has a proven successful track record of executive leadership performance in urban school districts. She understands the complex and diverse make-up of the Austin community. She is student centered, action oriented and possesses a unique combination of skill sets for leading and administering the educational and administrative functions of the district."*

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Todd Williams

Chairman and CEO  
Commit  
3800 Maple Avenue, Suite 800  
Dallas, TX 75219  
(214) 451-0568 | todd.williams@commitpartnership.com

### Relationship

Education Partner Dallas ISD

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*"Dr. Elizalde has been instrumental in driving improvement for schools within Dallas ISD thru her relentless focus on data and improved campus leadership."*

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Cynthia S. Wilson, Ed.D.  
Chief of Human Capital Management  
Dallas ISD  
9400 N. Central Expressway  
Dallas, TX 75231  
(972) 925-4376 | cynwilson@dallasisd.org

### Relationship

Colleague Dallas ISD

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*"Stephanie Elizalde is that rare leader who is in the top 1% of every category. Intellectual capacity, visionary leadership, ability to execute, decision maker and problem solver are the attributes that immediately come to mind."*

# THE UNIVERSITY OF TEXAS AT AUSTIN

OFFICE OF THE REGISTRAR, MAIN BLDG. ROOM 1, AUSTIN, TX 78712-1157, (512) 475-7575

FICE CODE: 3658 IPEDS CODE: 228778 ATP CODE: 6882 ACT CODE: 4240

## FACSIMILE TRANSCRIPT

NAME: ELIZALDE, STEPHANIE SUZANNE

STUDENT ID:  
DOB:

DATE: 06/14/20  
PAGE: 1

### DEGREES AWARDED BY THE UNIVERSITY OF TEXAS AT AUSTIN:

DEGREE: DOCTOR OF EDUCATION  
DATE: DECEMBER 21, 2019  
MAJOR: EDUCATIONAL LEADERSHIP AND POLICY

ATTENDED: UNIVERSITY OF TEXAS SAN ANTONIO FALL 1983 SUMMER 1995  
DEGREE AWARDED: B S FALL 1986  
DEGREE AWARDED: M A SUMMER 1995

### COURSEWORK UNDERTAKEN AT THE UNIVERSITY OF TEXAS AT AUSTIN

SUMMER SEMESTER 2006 GRADUATE SCHOOL  
EDA F388M SOCL/CUL CONTX ED-CORE CRS-CSP 3.0  
EDA W695 ADVANCED ADMIN THRY & PRAC-CSP 6.0  
EDA S387Q INTRO TO SYS OF HUMAN INQUIRY 3.0

FALL SEMESTER 2006 GRADUATE SCHOOL  
EDA 381Q QUALITATIVE RESEARCH DESIGN 3.0  
EDA 382M ORGANIZ DSGN & BEHAV-CORE CRS 3.0  
EDA 685D INSTRUCTIONAL LEADERSHIP 6.0  
EDA 388P EDUC POLIT AND POLICY-CORE CRS 3.0

SPRING SEMESTER 2009 GRADUATE SCHOOL  
EDA 383 PRACT IN PUBLIC SCH ADMIN-CSP 3.0  
EDA 383 SCH RESTRUCTURING/RENEWAL-CSP 3.0  
EDA 383 19-DATA-BSD DECIS MKNG IN SCHL 3.0  
EDA 395 SUPERINTENDENCY SEMINAR 3.0

SUMMER SEMESTER 2009 GRADUATE SCHOOL  
EDA F388E EDUC ECO & FIN POLICY-CORE CRS 3.0  
EDA F388V ETHICS/VALS IN ED ADM-CORE CRS 3.0  
EDA S381Q QUALITATIVE RESEARCH DESIGN 3.0  
EDA S388P EDUC POLIT AND POLICY-CORE CRS 3.0

FALL SEMESTER 2009 GRADUATE SCHOOL  
EDA 382M ORGANIZ DSGN & BEHAV-CORE CRS 3.0  
EDA 383 PRACT IN PUBLIC SCH ADMIN-CSP 3.0  
EDA 388L SCHOOL LAW 3.0  
EDA 395 INSTRUCTIONAL LEADERSHIP-CSP 3.0  
EDA 395D SPECIAL POPULATIONS-PHD 3.0

SPRING SEMESTER 2010 GRADUATE SCHOOL  
EDA 383 1-INDIVIDUAL PROJECTS 3.0  
EDA 383 17-PROG EVAL & DECISION MAKING 3.0  
EDA 388M SOCL/CUL CONTEXT EDUC-CORE CRS 3.0

MORE WORK ON NEXT PAGE

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PAGE: 2

SUMMER SEMESTER 2010	GRADUATE SCHOOL	
EDC F383F	CURRICULUM THEORY	3.0
WGS F393	GENDER AND ADULT DEVELOPMENT	3.0
FALL SEMESTER 2011	GRADUATE SCHOOL	
EDA 196	RESEARCH APPRENTICESHIP	1.0
SPRING SEMESTER 2017	GRADUATE SCHOOL	
EDA 196	RESEARCH APPRENTICESHIP	1.0
FALL SEMESTER 2017	GRADUATE SCHOOL	
EDA 196	RESEARCH APPRENTICESHIP	1.0
SPRING SEMESTER 2018	GRADUATE SCHOOL	
EDA 196	RESEARCH APPRENTICESHIP	1.0
SUMMER SEMESTER 2018	GRADUATE SCHOOL	
EDA F396R	DISSERTATION SEMINAR	3.0
FALL SEMESTER 2018	GRADUATE SCHOOL	
ELP 393P	INDIVIDUAL PROJECTS	3.0
SPRING SEMESTER 2019	GRADUATE SCHOOL	
ELP 399K	TREATISE	3.0
SUMMER SEMESTER 2019	GRADUATE SCHOOL	
ELP W399L	TREATISE	3.0
FALL SEMESTER 2019	GRADUATE SCHOOL	
ELP 399L	TREATISE	3.0

CUMULATIVE TOTALS EARNED AS A GRADUATE STUDENT AT U.T. AUSTIN

\*\*\* E N D O F T R A N S C R I P T \*\*\*

MORE WORK ON NEXT PAGE

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### TSI STATUS INFORMATION

TSI AREA	TSI STATUS	EXPLANATION
ALL	EXEMPT	DEGREE HOLDER

TEC 51.907 UNDERGRADUATE COURSE DROP COUNTER: X

FACSIMILE TRANSCRIPT

THE UNIVERSITY OF TEXAS AT AUSTIN  
Office of the Registrar

**SEMESTERS, SESSIONS, AND TERMS:** An academic year consists of consecutive fall and spring semesters and the following summer session. A semester normally is about sixteen weeks long. The summer session comprises a first term (f) and a second term (s) each six weeks in duration; work also is offered on a nine-week basis (n) and a whole-session or twelve-week basis (w). The same academic credit is given for a course whether it is taken in the long session or the summer session.

**ACADEMIC CREDIT:** The unit of measure for academic credit is the semester hour. Most courses meet three hours a week in the long-session semester and have a credit value of three semester hours. The same courses meet for seven and one-half hours a week in a six-week summer term and have a credit value of three semester hours. For students enrolled in graduate programs, GPA hours and hours-passed reflect only those graduate-level courses (excluding thesis, dissertation, report, and treatise) and certain in-residence upper-division undergraduate courses taken while the student was enrolled in the Graduate School. Upper-division undergraduate courses taken in the fall of 1999 through the summer session of 2008 are not included.

**COURSE NUMBERING SYSTEM:** Courses are designated by a three-digit number or a three-digit number with a capital letter affixed. The first digit in the course number indicates the value of the course: 001-099 indicates zero credit value; 101-199 indicates one semester hour credit; 201-299 indicates two semester hours credit; 301-399 indicates three semester hours credit; and so on. The last two digits indicate the rank of the course: 01-19 indicates lower-division rank; 20-79 indicates upper-division rank; and 80-99 indicates graduate rank.

All courses in the School of Law and some courses in the College of Pharmacy are considered professional rank.

Two courses with the same abbreviation and the same last two digits may not both be counted for credit by a student unless the two digits are followed by a capital letter. Some courses may be repeated for credit. Those courses are indicated in the University's catalogs.

**PREFIXES AND SUFFIXES:** The suffix letters A, B, and X, Y, Z indicate that a part of the course was given. A suffix of A or B divides the course into two parts; X, Y, or Z divides the course into three parts. In each case, the semester-hour credit given for the course is reduced accordingly.

The prefix letters f, s, n, and w indicate the terms of the summer session (see above) in which the course was offered: f indicates first term; s indicates second term; n indicates nine-week session; and w indicates whole session.

For grading systems used prior to 1979, contact the Office of the Registrar.

GRADE		GRADE PTS PER SEM HR
1979-1980 through 2004-2005		
A	EXCELLENT	4
B	ABOVE AVERAGE	3
C	AVERAGE	2
D	PASS	1
F	FAILURE	0
I	PERMANENT INCOMPLETE (effective fall 1997)	na <sup>1</sup>
X	TEMPORARY DELAY OF FINAL COURSE GRADE	na <sup>1</sup>
CR	CREDIT	na <sup>1</sup>
NC	NO CREDIT	na <sup>1</sup>
*	COURSE IS CONTINUING	na <sup>1</sup>
Q	OFFICIALLY DROPPED THE COURSE	na <sup>1</sup>
W	OFFICIALLY WITHDREW FROM THE UNIVERSITY	na <sup>1</sup>
#	COURSE GRADE NOT REPORTED BY FACULTY	na <sup>1</sup>
S	SATISFACTORY (DEV courses only)	na <sup>1</sup>
U	UNSATISFACTORY (DEV courses only)	na <sup>1</sup>
2005-2006 to the present		
A	EXCELLENT <sup>3</sup>	4.00
A-		3.67
B+		3.33
B	ABOVE AVERAGE <sup>3</sup>	3.00
B-		2.67
C+		2.33
C	AVERAGE <sup>3</sup>	2.00
C-		1.67
D+		1.33
D		1.00
D-	PASS <sup>3</sup>	0.67
F	FAILURE <sup>3</sup>	0.00
I	PERMANENT INCOMPLETE	na <sup>1</sup>
X	TEMPORARY DELAY OF FINAL COURSE GRADE	na <sup>1</sup>
CR	CREDIT	na <sup>1</sup>
NC	NO CREDIT	na <sup>1</sup>
*	COURSE IS CONTINUING	na <sup>1</sup>

Q	OFFICIALLY DROPPED THE COURSE	na <sup>1</sup>
W	OFFICIALLY WITHDREW FROM THE UNIVERSITY	na <sup>1</sup>
#	COURSE GRADE NOT REPORTED BY FACULTY	na <sup>1</sup>
S	SATISFACTORY (DEV courses only)	na <sup>1</sup>
U	UNSATISFACTORY (DEV courses only)	na <sup>1</sup>

Through the summer session of 2009, plus and minus grades are reserved for graduate, graduate business, and law students enrolled in graduate-level, non-law courses. Beginning fall of 2009, plus and minus grades are valid for all students.

A course dropped by the twelfth class day of a long-session semester (fourth class day of a summer session term) is not entered on the permanent academic record.  
Prior to fall 1981, NC grades did not appear on the transcript.

SCHOOL OF LAW

Prior to 1990-1991

1990-1991 - Present

The School of Law employed a numeric grading system with the following alpha equivalents:

85 - 100 = A
75 - 84 = B
65 - 74 = C
60 - 64 = D
BELOW 60 = F

Letter Grade	Grade Points Per Sem Hr. <sup>2</sup>
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
D	1.7
F	1.3

1. na = not applicable to gpa calculation
2. Official grade point averages are not calculated for students in the School of Law.
3. Grade interpretation is applicable to undergraduate students.

# JGCONSULTING

## Application: Superintendent Austin Independent School District

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The Austin Independent School District (Austin ISD) Board of Trustees is seeking a committed and highly engaged leader to serve as the Superintendent. The successful candidate should possess the following characteristics and qualifications:

- A proven leader who has served in a large, complex organization with preferably five (5) or more years of experience serving as an executive-level leader (Doctoral Degree preferred);
- Expertise and knowledge in academic policy and pedagogy and its impact on student academic achievement (teaching and campus administration preferred);
- A track record of successfully seeking and implementing best practices to maximize the success of the entire organization with an emphasis on raising the academic achievement of all students;
- An unwavering commitment and dedication to supporting and growing a culture of inclusion and equity across a diverse district and community setting;
- A successful record of implementing systems-based practices to address current and future demands as the district's leader (i.e.; crisis management, nutrition, technological outputs, school safety, modernization of facilities, etc.);
- A leader who embraces and advances the district's innovative programs including but not limited to Social Emotional Learning (SEL), the district's Creative Learning Initiative (CLI), the district's dual language program and the district's early college high school programs;
- A commitment to strengthen the district's practice and performance in serving students with special needs including students with cognitive and developmental disabilities, learning differences and/or learning challenges;
- Ability to communicate authentically and work collaboratively alongside the School Board, with a diverse body of students, teachers, staff, administrators, parents, and community to build a climate of transparency, mutual trust, respect and cooperation;
- A team builder who has the management style and interpersonal skills to hire, develop, motivate and maintain a highly effective executive team and who can set clear expectations and delegate authority while remaining knowledgeable and accountable for the district's overall progress and activities;
- Knowledgeable in budget management, and the Texas school finance system and adept at legislative engagement and advocacy.

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- A visionary leader and bridge builder who advances the strategic plan while continuing to build and strengthen relationships with all stakeholders;
- An ethical leader who is open and approachable, and is actively and enthusiastically involved and visible within the district and community, and has a long-term commitment to serving Austin's students;
- A problem solver who can build community consensus yet make and take responsibility for difficult decisions that are in the best interest of all students and taxpayers within the district.

## CONDITIONS OF EMPLOYMENT

<u>Salary and Benefits:</u>	Negotiable; commensurate with experience
<u>Criminal History/Background:</u>	Required
<u>Fingerprinting:</u>	Required

**The online application should include one (1) file with the following information in PDF format:**

- Letter of Interest
- Current Resume
- List of References
- College/University Transcripts
- Copies of the "Verification Forms" (pages 4 - 5 of this document)

**Electronic submittal is preferred:** <http://www.jgconsulting.us/job/austin-isd-superintendent/>  
(A reply email will be sent to confirm submission has been received)

**Application packets may be mailed to:**  
One-Fourth Consulting, LLC (JG Consulting dba)  
723 W. University Dr., Ste, 110-194  
Georgetown, TX 78626

**Application Deadline:** June 18, 2020

**Desired Beginning Date:** August 17, 2020

**JG Consulting is conducting the executive search:**

James Guerra, CEO  
P:

Dr. Patricia Linares  
P:

# JGCONSULTING

E: [james@jgconsulting.us](mailto:james@jgconsulting.us)

E:

Alton Frailey

Dr. Robert Jaklich

P:

P:

E:

E:

Applicants are not to contact any members of the Board. The final selection is the sole responsibility of the School Board. For clarification and application inquiries, call (888) 765-3731. The Austin Independent School District does not discriminate against race, religious creed, color, national origin, age, ancestry, physical and/or mental disability (including HIV and AIDS), medical condition, genetic information, marital status, sex (childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding), gender, gender identity, gender expression, age, sexual orientation, and military and/or veteran status.

Proposed Activities	Proposed Timelines
1. Planning discussion to initiate the Superintendent search with each Trustee	April 20 - 24
2. Internal and External Community-related meetings: <ul style="list-style-type: none"> <li>a. <u>April 20</u>; Search firm introduction during regular Board Meeting</li> <li>b. <u>April 28 - July 2</u>; virtual meetings conducted by the search firm (Modern Hire, Zoom, and Conference Calls)</li> <li>c. <u>Ongoing</u>; Online survey (duration of the executive search) and in-person meetings (when allowable)</li> <li>d. Engagement meetings to solicit feedback for the desired characteristics and traits of the next Superintendent can continue during each phase of the executive search</li> </ul>	April 28 - July 2
3. Present formal scope of work and draft job advertisement to the Board of Trustees during executive session for input and/or necessary modifications, research recruiting channels within PreK-12 and external networks; define marketing and recruiting strategies.	May 18

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4. Candidate Application Portal is Open <ul style="list-style-type: none"> <li>• Marketing and Recruiting Activities;</li> <li>• Local, state, regional and national publications;</li> <li>• Other education publications and websites;</li> <li>• Campaigns: E-mails, calls, virtual meetings and in-person recruitment at national conferences.</li> </ul>	May 19 - June 18
5. JG Consulting candidate screening; includes online interviews	Present - June 18
6. Application due date	June 18
7. Prepare and present pre-screened applicants in a reporting format and with access to the online interview videos	June 29
8. Candidate Interviews: Round I	July 13 - 18
9. Candidate Interviews: Round II	July 20 - 25
10. Name the Lone Finalist	July 27
11. Superintendent Begins Service	August 17

## Verification for Superintendent

Please attach a brief explanation for any circumstances arising from the questions below that you are unable to initial. I hereby certify that none of the listed conditions have occurred by initialing each of the following:

SSE I have never left any educational school-related employment or other profession, voluntarily or involuntarily, while the subject of an inquiry, review, or investigation of alleged misconduct or alleged violation of professional standards of conduct or had reason to believe such investigation was imminent.

SSE I have never been nor am I currently the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of the professional standards of conduct.

SSE I have never failed to complete a contract for educational services in any educational or school-related position for any alleged misconduct or alleged violation of professional standards of conduct.

SSE I have never had a professional certificate, credential or license (of any kind) revoked or suspended nor have I been placed on probationary status for any alleged misconduct or alleged violation of the professional standards of conduct.

SSE I have never been denied a professional license for which I applied or was granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct.

SSE I have never surrendered a professional license of any kind before its expiration.

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SSE I have never been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure.

SSE I have never been charged with any: (a) felony, (b) misdemeanor, or (c) major traffic violation, such as; driving under the influence of intoxicants or illegal drugs; reckless driving; fleeing from or attempting to elude a police officer; driving while my license was suspended, revoked or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident.

SSE I have never entered a plea of guilty or no contest relative to any charge for an offense listed in the question above.

SSE I have never had any civil complaint, judgment or other court order entered against me resulting from abuse, assault, battery, harassment, intimidation, neglect, stalking or other threatening behavior toward other persons.

SSE I have never been the subject of a substantiated report of child abuse or sexual misconduct of any kind.

SSE I have not previously nor am I currently the subject of an ongoing investigation related to a report of suspected child abuse or sexual conduct (involving a PreK-12 student or minor child).

SSE I authorize you to make such investigations and inquiries of my personal, employment, educational, financial, and other related matters as may be necessary for an employment decision.

## Confirmation of Verification

The information that I have provided in this Verification of Superintendent Application is true and accurate to the best of my knowledge. I have answered all of the questions to the best of my ability and I have not knowingly withheld information that would negatively affect my application. Any misrepresentations or omissions of fact in this application, any materials submitted with this application, or during interviews may be cause for rejection of this application or subsequent dismissal from employment, if hired.

I hereby authorize all my current and former employers who are education providers to disclose the (a) dates of my employment; (b) whether I was the subject of any substantiated reports of child abuse or sexual conduct related to my employment; (c) the dates of any substantiated reports; (d) the definitions of child abuse and sexual conduct used by the education provider when the determination was made that any reports were substantiated; and (e) the definitions of child abuse and sexual conduct used by my education provider employer to determine whether any reports were substantiated.

I authorize my listed references, current and past employers and educational institutions, and anyone else who has information about my work history, education qualifications, or fitness to provide such

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information to the school district for which I have completed an employment application. I release the school district and all persons providing this information to the school district from any liability whatsoever for obtaining and providing that information, regardless of the results.

I acknowledge that finalists in this superintendent search may be subject to criminal records check by the school district or any other relevant state-licensing agency related to my employment. I acknowledge that the school district may conduct an Internet search, reference checks, background investigations and confirmation of employment as a part of this application.

## **Confidential Search: only the Lone Finalist will be named**

**Signature of Applicant:** \_\_\_\_\_

**Printed Name of Applicant:** Stephanie S. Elizalde

**Date:** June 15, 2020