

**Brett Smith**  
**Academy District 20, Colorado Springs, CO - Superintendent**  
**(216)**

**COVER LETTER**

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**Cover Letter**

Please type your personalized cover letter here.

*Cover Letter*

**McPherson and Jacobsen, LLC**  
**Attn: Dr. Walt Cooper**

I am excited to write this letter of introduction and express my interest in the position of Superintendent for Academy District 20. My background as a successful military leader, teacher, school administrator, principal, and chief operating officer gives me a unique perspective to be considered for the position of Superintendent. I hold a Bachelor of Arts Degree in Special Education and History, a Master of Arts Degree in Curriculum & Instruction/Educational Leadership, and a Master of Public Administration Degree, as well as post graduate coursework toward my Doctoral Degree in Educational Leadership. I hold professional licenses in Teaching, School Administration, and Director for Special Education. I believe that my experience, skills, and abilities make me a highly qualified candidate.

After a successful military career, that included tactical, strategic, and diplomatic assignments, I transitioned to public education. I have more than twenty-two years of experience in the education profession, seventeen of those years have been in increasing levels of leadership responsibilities and positions. For the previous fifteen years I have served Academy District 20 as the Principal of Timberview Middle School and currently as the Chief Operating Officer. During my thirteen years leading Timberview Middle School, the organizational imperative focused on the hiring and retention of highly effective teachers and administrators, implementing meaningful instructional and assessment structures, and building a positive climate and culture focused on high student achievement and growth. The systemic approach to meeting the needs of all students resulted in the Colorado Department of Education recognizing Timberview Middle School as a John Irwin School of Excellence in 2019, the largest middle school at the time to receive the award.

As a leader in a site-based district I have experience in defining organizational imperatives and committing the necessary resources to meet defined goals and expectations. My focus as superintendent will be to build upon the strategic plan and increase the focus on measurable outcomes in academic growth and achievement, post-secondary career readiness, the arts and extracurricular opportunities for all students balanced with resources committed to the social emotional health for students and staff. Key to the success of the next superintendent will be the support of the district leadership; in this regard, I currently have the support from principals, administrators, teachers, and staff throughout the district.

I am excited to be in a position to continue the lineage of exceptional leadership for Academy District 20. Leadership is the defining attribute of successful organizations and leading the highest performing large school district in Colorado is a position well-suited to my talents and experience. Throughout my more than thirty-five years of leadership experience, I have served in a variety of positions of increasing levels of responsibility and have developed a reputation for leading from the front and doing what is right, first! As a leader, I have a unique blend of tenacity, humor, and flexibility and I am humbled that my military and educational leadership experience provides the perfect blend for the Academy District 20 Superintendent position. I am honored that my qualifications and skills are being considered for the position of Superintendent for Academy District 20, and I want to thank you for taking the time to review my application.

Very respectfully,

**Brett W. Smith**  
**Chief Operating Officer**  
**United States Army Special Forces (Retired)**

**PERSONAL DATA**

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### **Personal Data**

<i>How did you hear about this position?</i>	<b>School district website</b>	<i>Title</i>	<b>Mr.</b>
<i>First Name</i>	<b>Brett</b>	<i>Middle Initial</i>	<b>W.</b>
<i>Last Name</i>	<b>Smith</b>	<i>Suffix</i>	
<i>Email</i>		<i>Primary Phone</i>	
<i>Alternate Phone</i>			

### **PERSONAL INFORMATION**

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#### **Present Address**

<i>Street</i>	<b>12153 Rio Secco Road</b>	<i>City</i>	<b>Peyton</b>
<i>State</i>	<b>Colorado</b>	<i>Zip Code/Postal Code</i>	<b>80831</b>

#### **Permanent Address**

(If different from Present Address)

<i>Street</i>	<i>City</i>
<i>State</i>	<i>Zip Code/Postal Code</i>

#### **Work Authorization**

*Are you legally able to work in the U.S.?* **Yes**

### **EDUCATION**

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#### **Undergraduate Institution #1**

<i>Type of School</i>	<b>College/University</b>	<i>Name of School</i>	<b>University of Colorado</b>
<i>City</i>	<b>Colorado Springs</b>	<i>State</i>	<b>Colorado</b>
<i>Attended From (mm/yyyy)</i>	<b>09/1999</b>	<i>Attended To (mm/yyyy)</i>	<b>12/2001</b>
<i>Graduation Date (mm/yyyy)</i>	<b>12/2001</b>	<i>Degree</i>	<b>Bachelor of Arts</b>
<i>Subject</i>	<b>Other: Distributed Studies: Special Education/History</b>		

#### **Undergraduate Institution #2**

<i>Type of School</i>	<b>Community College</b>	<i>Name of School</i>	<b>Other: Pikes Peak Community College</b>
<i>City</i>	<b>Colorado Springs</b>	<i>State</i>	<b>Colorado</b>
<i>Attended From (mm/yyyy)</i>	<b>01/1997</b>	<i>Attended To (mm/yyyy)</i>	<b>08/1999</b>
<i>Graduation Date (mm/yyyy)</i>	<b>12/1999</b>	<i>Degree</i>	<b>Other: Associate of Arts</b>
<i>Subject</i>	<b>Other: General Studies</b>		

#### **Undergraduate Institution #3**

<i>Type of School</i>	<i>Name of School</i>
<i>City</i>	<i>State</i>
<i>Attended From (mm/yyyy)</i>	<i>Attended To (mm/yyyy)</i>
<i>Graduation Date (mm/yyyy)</i>	<i>Degree</i>
<i>Subject</i>	

**Graduate Institution #1**

<i>Name of School</i>	<b>University of Colorado</b>	<i>City/State</i>	<b>Denver and Colorado Springs</b>
<i>Graduation Date (mm/yyyy)</i>	<b>12/2006</b>	<i>Degree</i>	<b>Other: MPA: Master of Public Administration</b>

**Graduate Institution #2**

<i>Name of School</i>	<b>University of Colorado</b>	<i>City/State</i>	<b>Colorado Springs</b>
<i>Graduation Date (mm/yyyy)</i>	<b>05/2003</b>	<i>Degree</i>	<b>Master of Arts</b>

**Major/Course of Study**

<i>Undergraduate</i>	<b>Distributed Studies: Special Education and History</b>	<i>Master's</i>	<b>MA#1: Curriculum &amp; Instruction/Educational Leadership MA#2 Public Administration</b>
<i>Specialist's</i>		<i>Doctorate</i>	
<i>Publications</i>		<i>Activities/Honors</i>	<b>University of Phoenix: Public School Finance (65 Credit Hours Completed)</b>

**EXPERIENCE**

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**Current Employment**

<i>Employer Name</i>	<b>Academy District 20</b>	<i>From (mm/yyyy)</i>	<b>07/2008</b>
<i>To (mm/yyyy)</i>	<b>06/2023</b>	<i>Assignment</i>	<b>Chief Operating Officer (2021-Current Position)/Principal 2008-2021</b>
<i>Reason For Leaving</i>	<b>Currently employed</b>	<i>Supervisor Name</i>	<b>Tom Gregory</b>
<i>Supervisor Phone Number</i>		<i>Supervisor Email</i>	
<i>Employer City</i>	<b>Colorado Springs</b>	<i>Employer State</i>	<b>Colorado</b>
<i>May we Contact this Employer</i>	<b>Yes</b>		

**Professional Experience #2**

<i>Employer Name</i>	<b>Fountain Fort Carson School District 8</b>	<i>From (mm/yyyy)</i>	<b>07/2004</b>
<i>To (mm/yyyy)</i>	<b>06/2008</b>	<i>Assignment</i>	<b>Assistant Principal</b>
<i>Reason For Leaving</i>	<b>Accepted a principal position in Academy District 20</b>	<i>Supervisor Name</i>	<b>Dwight Jones</b>
<i>Supervisor Phone Number</i>		<i>Supervisor Email</i>	
<i>Employer City</i>	<b>Colorado Springs</b>	<i>Employer State</i>	<b>Colorado</b>
<i>May we Contact this Employer</i>	<b>Yes</b>		

**Professional Experience #3**

<i>Employer Name</i>	<b>Pikes Peak BOCES</b>	<i>From (mm/yyyy)</i>	<b>08/2001</b>
<i>To (mm/yyyy)</i>	<b>07/2004</b>	<i>Assignment</i>	<b>Teacher/Program Manager</b>
<i>Reason For Leaving</i>	<b>Accepted an Assistant Principal Position in Fountain Fort Carson School District 8</b>	<i>Supervisor Name</i>	<b>Dr. Brian Printz</b>
<i>Supervisor Phone Number</i>		<i>Supervisor Email</i>	

<i>Employer City</i>	<b>Colorado Springs</b>	<i>Employer State</i>	<b>Colorado</b>
<i>May we Contact this Employer</i>	<b>Yes</b>		

**Professional Experience #4**

<i>Employer Name</i>	<b>United States Army</b>	<i>From (mm/yyyy)</i>	<b>06/1981</b>
<i>To (mm/yyyy)</i>	<b>07/2001</b>	<i>Assignment</i>	<b>Various world wide assignments and deployments</b>
<i>Reason For Leaving</i>	<b>Retired</b>	<i>Supervisor Name</i>	<b>Brigadier General (Retired) Richard Mills</b>
<i>Supervisor Phone Number</i>		<i>Supervisor Email</i>	
<i>Employer City</i>		<i>Employer State</i>	
<i>May we Contact this Employer</i>	<b>No</b>		

**Experience Summary**

<i>Years of administrative experience</i>	<b>35</b>
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**DISCLOSURES**

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**Disclosures**

<i>Contract Status</i>		<i>Are you currently under contract?</i>	<b>Yes</b>
<i>If Yes, When does it expire?</i>	<b>June 2023</b>	<i>Superintendent Certification</i>	

*Do you have a Superintendent Endorsement for the state represented by the position listed on this Application Form?*

**No**

*Background Check*

*I understand that if I am selected as a finalist for this position, I will need to complete a background check.*

**Yes**

*Birkman Personality Assessment*

*I understand that if I am selected as a finalist for this position, I may be required to complete a Birkman International Assessment. The results of the assessment will be shared with the consultants and the school district.*

**Yes**

**REFERENCES**

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**Shane Deichman**

<i>Title</i>	<b>D20 Parent</b>	<i>Relationship</i>	<b>Other - Parent</b>
<i>Address</i>	<b>9335 Wolf Pack Terrace</b>	<i>City</i>	<b>Colorado Springs</b>
<i>State</i>	<b>Colorado</b>	<i>Zip</i>	<b>80920</b>
<i>Country</i>	<b>United States</b>		
<i>Email</i>		<i>Phone</i>	
<i>From</i>	<b>08/2009</b>	<i>To</i>	<b>Present</b>
<i>Reference Letter</i>			

**Terri Inloes**

<i>Title</i>	<b>Retired D20 Teacher</b>	<i>Relationship</i>	<b>Colleague</b>
<i>Address</i>	<b>P.O. Box 300</b>	<i>City</i>	<b>Palmer Lake</b>
<i>State</i>	<b>Colorado</b>	<i>Zip</i>	<b>80133</b>
<i>Country</i>	<b>United States</b>		
<i>Email</i>		<i>Phone</i>	
<i>From</i>	<b>07/2008</b>	<i>To</i>	<b>Present</b>
<i>Reference Letter</i>			

**Dan Olson**

<i>Title</i>	<b>Principal, Air Academy High School</b>	<i>Relationship</i>	<b>Colleague</b>
<i>Address</i>	<b>6910 Carlton Dr .CO</b>	<i>City</i>	<b>United States Air Force Academy</b>
<i>State</i>	<b>Colorado</b>	<i>Zip</i>	<b>80840</b>
<i>Country</i>	<b>United States</b>		
<i>Email</i>		<i>Phone</i>	<b>Present</b>
<i>From</i>	<b>07/2008</b>	<i>To</i>	
<i>Reference Letter</i>			

**David Peak**

<i>Title</i>	<b>Superintendent</b>	<i>Relationship</i>	<b>Colleague</b>
<i>Address</i>	<b>1775 La Clede St Colorado</b>	<i>City</i>	<b>Colorado Springs</b>
<i>State</i>	<b>United States</b>	<i>Zip</i>	<b>80905</b>
<i>Country</i>			
<i>Email</i>		<i>Phone</i>	<b>Present</b>
<i>From</i>		<i>To</i>	
<i>Reference Letter</i>			

**Pat Schumaker**

<i>Title</i>	<b>Principal, Chinook Trail Elementary School</b>	<i>Relationship</i>	<b>Colleague</b>
<i>Address</i>	<b>11795 Grand Lawn Cir</b>	<i>City</i>	<b>Colorado Springs</b>
<i>State</i>	<b>Colorado</b>	<i>Zip</i>	<b>80924</b>
<i>Country</i>	<b>United States</b>		<b>Present</b>
<i>Email</i>			
<i>From</i>	<i>Phone</i> <b>07/2010</b>		
<i>Reference Letter</i>	<i>To</i>		

**Russ Sojourner**

<i>Title</i>	<b>President, The Classical Academy</b>	<i>Relationship</i>	<b>Colleague</b>
<i>Address</i>	<b>975 Stout Road</b>	<i>City</i>	<b>Colorado Springs</b>
<i>State</i>	<b>Colorado</b>	<i>Zip</i>	<b>80921</b>
<i>Country</i>	<b>United States</b>		<b>Present</b>
<i>Email</i>		<i>Phone</i>	
<i>From</i>	<b>072008</b>	<i>To</i>	
<i>Reference Letter</i>			

**ATTACHMENTS**

**Attachments**

Resume

[Superintendent Resume Final.pdf](#)

Transcript

Other

## BACKGROUND INFORMATION

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### **Legal Information**

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

Have you ever been **No**  
convicted of a  
violation of law other  
than a minor traffic  
violation?

If yes, please explain

Have you been **No**  
convicted of any  
offense for physical  
or sexual abuse of a  
child?

If yes, please explain

Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from the employment of another school district?

**No**

If yes, please give the name of the district, the date and the reason for the resignation or termination

### **Background**

Have you ever been **No**  
placed on leave by  
your employer for  
any alleged  
misconduct?

If yes, explain.

I authorize my listed references, current and past employers and educational institutions, and anyone else who has information about my work history, education qualification, or fitness to provide such information to the school district for which I have completed an employment application. I release the school district and all persons providing this information to the school district, from any liability whatsoever for obtaining and providing that information, regardless of the results.

**Yes**

Indicate you have read and agree to these terms by placing both your INITIALS and DATE in the text box.

**BWS 01/30/2023**

## ACADEMY DISTRICT 20, COLORADO - CRITERIA

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### **Academy District 20, Colorado - Criteria**

Please describe your  
strengths and  
abilities as they relate  
to the listed criteria.

The Academy 20 Board of Education is seeking a bold, decisive, and experienced leader to serve as their next Superintendent of Schools. Specifically, the Board of Education is searching for a visionary, inspirational, and innovative leader with the following characteristics:

Leadership

- Prioritizes academic growth and achievement above all else

- *Models and upholds high standards and expectations*
- *Possess the willingness and ability to make tough decisions*
- *Ensures distracting agendas are kept out of the classroom*
- *Is committed to continuous improvement, coaching of others, and growing leaders*
- *Displays both humility and drive toward demonstrative results*

#### *Communication*

- *Is accessible and visible to staff, students, and stakeholders*
- *Is personable, listens authentically, and responds appropriately*
- *Communicates clearly with both staff and stakeholders*
- *Demonstrates accomplished public speaking skills*

#### *Collaboration*

- *Prioritizes the needs of students and staff*
- *Appreciates all district stakeholders and groups*
- *Seeks feedback and suggestions in decision making*
- *Respects parents' rights and expects parent responsibility*

#### *Organizational Oversight*

- *Empowers staff to work independently without micromanaging*
- *Has a working knowledge of all department within the district*
- *Is experienced in ensuring the organization remains fiscally sound*
- *Understands Policy Governance*

### **Leadership**

**Leadership is the defining characteristic of successful organizations! I have more than thirty-five years of experience in leadership positions between my military and education careers. The foundation for my leadership philosophy stems from my military career and is grounded in three core values: Integrity, Accountability, and Trust. I have balanced my military leadership core values with my educational leadership principles of: Humility, Collaboration, and Communication. Effective leadership does not come from a title, a position, or by accident, rather it is the positive influence one has on the people they serve and the organization they are committed to.**

- **Prioritizes academic growth and achievement above all else**

**Specific to education, my career highlight is my thirteen years as the principal of Timberview Middle School (TMS) in Academy District 20. Academic growth and achievement were our north star, and what our site plan was aligned to in meeting annual defined goals and objectives. The result of our common vision, high expectations, and focus on academic growth and achievement led TMS to be named as a John Irwin School of Excellence by the Colorado Department of Education in 2019. This was no small feat, as TMS had an enrollment of 1200+ students in 2019, and statistically speaking it is very difficult for large middle schools to be named a John Irwin School of Excellence. What was most impressive, and most rewarding for the TMS staff, was that ALL students demonstrated academic growth and achievement!**

- **Models and upholds high standards and expectations**

**One of the things that I am most proud of as the principal of TMS was my commitment to effective teaching practices. One can talk the talk of effective teaching practices, but few in the role of a principal will walk the walk... Each year as principal I taught a semester-long exploratory class for 8th grade students; yes, everyday! This course was focused on critical thinking and problem-solving skills for students. My goal was three-fold, to be a role model for students and staff as a leader; to understand the realities and the difficulties in teaching in the 21st century; and to improve my teaching skills every year. I was held to the same high standards expected of all teachers in lesson planning, instruction, assessments, and evaluation, as each semester I would be evaluated by a TMS teacher. The outcome for having teachers observe and evaluate me against the same standards they were accountable for created a trusting and collaborative culture for success and made me a better teacher and leader. Modeling the expectations for leadership and character traits for students and staff was a core attribute of TMS.**

**My same commitment to high standards for leadership that I modeled as a principal for thirteen years are the same standards that I hold myself accountable to as the Chief Operating Officer (COO).**

- **Possess the willingness and ability to make tough decisions**

**I believe that integrity is the uncompromising value that sets successful leaders apart. I believe that leading from the front and modeling the highest ethical standards creates trust, respect, and accountability within organizations. I believe that effective organizations expect leaders to make tough and timely decisions to have a positive impact on the accomplishment of the mission. I have ample examples of making tough decisions from my time as a principal, whether it was related to conservative fiscal procedures, personnel issues, grading practices, curriculum and programming, or social and emotional learning initiatives.**

**Tough decisions are most often tough because they impact people, resources, or what I like to call "what we have always done." An example of a tough decision that I made at the start of this year impacted all staff across the district was the requirement to lock all classroom doors. This is absolutely the right thing to do for student safety, in fact I have not been presented with any argument contrary to that. However, I fielded many concerns from principals about "how" they would do this, as this is not the way they had done things in the past. This decision did not come from the result of a taskforce or committee, rather it was an identified weakness that needed immediate action to rectify. The only way to initiate this and to gain support from principals was to meet with principals and explain why the decision was being required and provide the necessary resources for principals to develop processes that work for their schools.**

- **Ensures distracting agendas are kept out of the classroom**

**I believe successful leaders remove distractions that interfere with a focus on continuous improvement of their organizations. Distractions from philosophical differences, curriculum decisions, discipline policies and procedures, and program implementation are not new to public education. However, public debate, discourse, and concerns are now more amplified and are having an impact on the classroom instructional environment.**

**In managing distracting agendas, the key is to understand that those agendas come from both internal and external sources. It would be facetious to think that there is one solution to the current debate. Rather, what must be at the foundation for organizational success is a clearly defined mission for the district. The primary mission of public education is to prepare all students for successive levels of success measured against high standards. Centric to the provision of a quality academic-focused education is an investment into the arts and opportunities for career and technical education to complement the high graduation requirements designed to prepare all students for post-secondary academic opportunities. The balance to a commitment and focus on student academic growth and achievement is an emphasis on character education and meeting the social and emotional needs of all students.**

- **Is committed to continuous improvement, coaching of others, and growing leaders**

**I believe that leaders have a duty to develop leaders from within their organization. My unwavering commitment to the continuous improvement of TMS as an effective organization was the intentional focus on the development of teachers into educational leaders and administrators into principals and district leaders. This was the foundation that led to an organization committed to excellence. In fact, currently in D20, there are three principals, two assistant principals, a director, and a dean of students who came from TMS into their current positions. There are also several TMS teachers who have gone on to administrative leadership roles with other districts. I am very proud of the fact that the staff of TMS served as the proving ground for administrators and teachers to develop their leadership skills to serve our profession.**

- **Displays both humility and drive toward demonstrative results**

**I wish that I could take credit for the success of TMS; the real secret of successful leadership is people. I have been fortunate to work alongside professionals who believed in a common purpose and that there was nothing that they could not achieve. I believe if you hire the right people, give them the resources they need to meet defined goals, and get out of their way, they will defy limitations and accomplish amazing things.**

## **Communication**

**The three tenants of effective communication are Visibility; Listening; and Authenticity. Visibility is the commitment to being present and engaged with those whom you lead and those whom you are accountable to. Listening is the art of being engaged in the moment, nonjudgmental, and not afraid to consider new ideas, differing perspectives, and rational critique where improvement is the goal. Authenticity is the quality that all great leaders share when communicating; it is the innate ability to move people in a direction that engenders collaboration, support, consensus, and trust even when the outcome does not match one's desire.**

- **Is accessible and visible to staff, students, and stakeholders**

**When I was the principal of TMS, the running joke from parents, staff, and students was that "Mr. Smith never misses an event, he is everywhere!" Leading from the front is one of my core values and in order to do that, it**



is important to be visible, accessible, and willing to engage with people in any environment. In fact, I cannot count the number of informal conversations that led to systemic improvements and resolutions to problems by taking the time to listen and engage in a conversation with students, staff, and community members. I can honestly say that the students and staff of TMS and the parents of the TMS community absolutely knew who was leading the school during my time as principal.

- Is personable, listens authentically, and responds appropriately

I would consider this a strength of mine. I am a people person and appreciate differing perspectives and solution-oriented discussions. I pride myself on timely communication that provides details and rationale for decisions and is focused on the why, as opposed to the how, for how the organization functions.

- Communicates clearly with both staff and stakeholders

I have extensive experience in communicating with diverse staff and stakeholder groups where trust and mutual respect has resulted in clarity, accountability, and a focus on meeting defined goals and objectives. The foundation of effective communication is trust and with trust comes great responsibility and accountability. This is an area that must be improved within the district. We have stumbled in our commitment with transparency of purpose with some recent initiatives that has left our community less than fully informed and not as supportive of changes due in large part to a failure in communications.

- Demonstrates accomplished public speaking skills

My staff at TMS used to say that "Brett has never met a microphone or a crowd of people that he doesn't like." The ability and confidence to be comfortable in front of people conveys trust, accountability, and a connectedness between the speaker and the audience. My military and professional experience has provided a wide range of environments and unique opportunities in public speaking.

#### Collaboration

My commitment to collaboration with school administrators is still at the forefront of my professional ethos and I demonstrate this through my continued role as a lead site planning facilitator helping schools engage in strategic planning for their schools. I consider collaboration to be a strength of mine. When considering the position of superintendent, I focused my requests for letters of recommendation from a teacher, a parent, two principal colleagues, a former colleague and supervisor who is now a superintendent, and a leader whom I have worked alongside and deeply admire. These letters speak to the collaborative nature of me as a leader. It should be noted that with multiple applicants from within D20 whom the current superintendent supervises, he is not providing a letter for any D20 applicant. However, he is a reference for me and should be contacted during the reference checking process, as I trust his assessment of my skills to be considered for the superintendent position.

- Prioritizes the needs of students and staff

Throughout my educational leadership career, I have focused on meeting the needs of students and providing staff with the resources they need to be successful in the attainment of defined goals and expectations. As the principal of TMS, the priority was always on meeting the needs of students and staff. The focus on students and staff was driven by the site plan and provided for staff-initiated initiatives that included Co-Taught classes to close achievement gaps, authentic standards-based assessments, experiential learning opportunities, 1:1 technology platform, standards-based grading, balanced social and emotional learning to enhance a positive climate and culture, structured Professional Learning Communities (PLCs), and staff development that was relevant to the stated annual goals of TMS. These initiatives were driven by defined needs of TMS and were often ahead of district initiatives.

- Appreciates all district stakeholders and groups

I have always placed a high priority on building positive relationships and a collaborative culture with all stakeholder groups. As an example of my commitment to respecting stakeholders, in my current role as the COO I attend stakeholder meetings and events when opportunities present themselves to be visible in both a formal and informal manner to engage with stakeholders and answer questions. During last year's protests at the district office, I was the only cabinet member who went out and spoke to protesters to help to calm the situation, provide factual and relevant information to community members, and listen to their concerns.

- Seeks feedback and suggestions in decision making

When I first came to D20 as the principal for TMS, I implemented the first anonymous 360-degree principal

evaluation process to gain feedback from the TMS staff on my performance. At the start of each year, I shared quantitative data with staff, as well as the qualitative open-ended comments from staff. The purpose for sharing with staff was this was where I developed my annual goals from. I also shared this information with my evaluator and the Assistant Superintendent for Human Resources to improve principal practices across the district. This information became valuable for HR and they eventually developed an anonymous 360-degree evaluation for all principals and assistant principals throughout the district. Even with a more formal tool implemented by the district, I still shared the results annually with my staff and evaluator.

- Respects parents' rights and expects parent responsibility

A hallmark of my success as an educational leader has been my commitment to the involvement of parents in the academic expectations, a healthy school culture and climate, and involving parents in the educational expectations and providing parents resources and timely communication to enhance their role as educational partners with the school.

#### **Organizational Oversight**

As a leader in a site-based district I can define organizational imperatives and commit the necessary resources to meet defined goals and expectations. However, as a principal and as the chief operating officer I have been able to assess the district as a whole and understand the areas where improvement and reorganization will move the district forward in strategic planning focused on measurable outcomes in academic growth and achievement, post-secondary career readiness, and the social emotional health of students and staff.

- Empowers staff to work independently without micromanaging

Micromanaging is the one trait that I do not possess. Micromanagement is by its definition a management technique and not a leadership trait. Throughout my professional career I have worked to recruit, hire, retain, evaluate, and support high quality people who can develop into leaders and inspire those around them to be creative, innovative, and meet defined goals and objectives in both individual and collaborative environments. A leader's job is to set expectations for attainable outcomes and provide the necessary resources to accomplish the task. A leader's job is to also match the strengths and weaknesses of personnel to build effective teams that are collectively greater as a sum total than they are as an individual. The success that TMS had during my tenure as principal is due in large part to the instructional leaders, the teacher leaders, and the trust that teacher and staff assignments to grade levels and content areas benefited the entire organization as a whole, rather than on individual preferences.

- Has a working knowledge of all department within the district

As the principal for TMS for thirteen years, I worked with all departments within D20. From the Learning Services Department that included: special education, career and tech ed, special populations, curriculum and assessment, and professional learning to the district operations departments of: business and finance, communications, security, facilities, transportation, risk management, and food service. As the COO, I now lead the largest department in D20 which is comprised of the facilities, transportation, security, risk management, food services, and emergency management.

- Is experienced in ensuring the organization remains fiscally sound

As the principal of TMS I effectively and efficiently managed fiscal and personnel resources in an exceptional manner without sacrificing the quality educational experience for students and creating a healthy climate and culture where staff felt valued, appreciated, and were afforded the support necessary to reach their potential for success. When I came to TMS I implemented a zero-based budgeting cycle that led to greater efficiencies in the planning and expenditure of fiscal resources to meet the needs of students.

In my role as the COO, maximizing the effectiveness and efficiency of the Operations Department has led to cost savings. Cost savings on the operational side of the district are intended to return fiscal and personnel resources back to the teaching and learning side of the district. In my role as the COO, I worked with the facilities department to prioritize a current facilities audit list to more efficiently and effectively allocate fiscal resources from the Capital Reserve Budget.

- Understands Policy Governance

I believe that the policy governance model used in D20 is a core component for the success the district demonstrates. The strength of the policy governance model is the defined governance role of the BOE balanced by the operational role of the superintendent. The effectiveness of the policy governance model is built on trust. The superintendent, and by extension the district staff, must trust the BOE in their role of

**setting absolute ends statements, and the BOE must trust the superintendent with daily operational decisions of the superintendent to accomplish those priorities through defined means, goals, and objectives. Accountability for the superintendent is clearly defined in the relationship with the BOE and district administrative policies provide for effective management of the district. In my current role as the COO I serve as a member of the Policy Review Committee, which is charged with reviewing and updating current administrative policies, as well as adding new administrative policies when appropriate. I am also responsible for oversight of specific Executive Limitations that the superintendent is evaluated against.**

## **DISCLAIMERS AND AFFIRMATION**

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### *District Policy*

**McPherson & Jacobson, L.L.C. and the client we represent are an Equal Opportunity Employer. McPherson & Jacobson, L.L.C. ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation, or disability. McPherson & Jacobson, L.L.C. has a policy of active recruitment of qualified minority applicants. Any individual needing assistance in making application for any opening should contact McPherson & Jacobson, L.L.C.**

### *Application Confirmation Statement*

**I certify that the information provided herein is true and complete to the best of my knowledge. Applicant hereby waives his/her right to confidentiality with regard to his/her work record or criminal record and consents to and authorizes the release of information from current and former employers and/or law enforcement personnel upon inquiry under this application.**

*I agree to the terms above*      **Affirm**

*Initials*                      **BWS**

*Affirmation Date*            **01/31/2023**

# Brett W. Smith

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## Superintendent of Schools

Offering more than thirty-five years of dynamic and innovative military and public education leadership experience in challenging, stressful, and fluid environments. A successful leader committed to integrity, excellence, innovation, and accountability. An effective communicator with a commitment to collaboration and building trust with all stakeholder groups.

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### EDUCATION

Educational Doctoral Degree: Educational Leadership, University of Phoenix (65 Credit Hours completed)

*Dissertation Focus: Public School Finance in Colorado*

Master of Public Administration, University of Colorado, Denver & CS

*Master's Thesis Focus: Public Education Leadership for the 21<sup>st</sup> Century: What is missing in Principal Preparation and Licensure Programs?*

Master of Arts, Curriculum & Instruction/Educational Leadership University of Colorado, CS

*Master's Thesis Focus: School Violence and Bully Prevention*

Bachelor of Arts, Distributed Studies in Special Education and History, University of Colorado, CS

### LEADERSHIP EXPERIENCE

Chief Operating Officer, Academy District 20, 2021 to present

Leads the largest department in Academy District 20 of nearly 300 personnel consisting of the Facilities, Transportation, Security, Risk Management, and Food Service departments. Provides timely and accurate advice to the superintendent as a senior member of the district leadership Cabinet. Responsible for all emergency response and crisis management operations. Serves on the Policy Review Committee as part of the policy governance structure for the district. Maintains a focus on, and involvement in, the teaching and learning cycle as a lead facilitator for the Academy District 20 Site Planning Process.

#### *Accomplishments*

- Standardized security lockdown procedures and emergency planning exercises for all schools and district departments
- Restructured transportation from a 2-tiered to a 3-tiered system to more effectively and efficiently provided services to qualifying students throughout the district
- Plan and manage the Capital Reserve Budget for infrastructure maintenance, repairs, and improvements to district facilities
- Developed an accurate facilities audit list to focus fiscal resources on a manageable district maintenance plan
- Negotiated 500+ acre lease with the State Board of Land Commissioners for School in the Woods
- Responsible for real estate transaction planning for easements and future school sites
- Facilitated the district Building Rental Resource Allocation Committee

Principal, Timberview Middle School, Academy District 20, 2008 to 2021

Led all strategic, operational, and instructional planning and implementation of initiatives to effectively meet and exceed performance objectives for the largest middle school in D20 at the time, resulting in Timberview Middle School being named a John Irwin School of Excellence in 2019.

#### *Accomplishments*

- Set high and achievable expectations for student academic growth and achievement
- Recruited, hired, evaluated, and retained a diverse staff of professionals whose strong commitment met and exceeded organizational goals annually
- Implemented zero-based budgeting processes that provided sufficient fiscal resources during periods of increased and decreased student enrollment
- Recognized as a model Special Education Significant Support Needs program by the Colorado Department of Education, the first for a D20 middle school
- Implemented the first 360-degree principal feedback process for staff to anonymously provide feedback to the principal
- Taught a semester long 8<sup>th</sup> grade exploratory class each year

Assistant Principal, Fountain Middle School, Fountain-Fort Carson School District 8, 2005-2008

Provided organizational leadership focused on meeting the instructional, learning, and social emotional needs of a large and diverse middle school. Led all school initiatives designed to increase student academic growth and achievement. Led the Special Education Department. Led the organizational change from a junior high school model to a middle school model for instruction and staffing.

Behavior Specialist, Mountainside Elementary School, Fountain-Fort Carson School District 8 2004-2005

Administrator responsible for the special education department and PK-1 grades. Served as the school liaison to the Fort Carson community was a member of the D8 Behavior Intervention Team. Led the Mountainside Elementary School Behavior Intervention Team and the Building Council Committee.

## **TEACHING EXPERIENCE**

Special Education Program Coordinator and Teacher, Pikes Peak BOCES 2001-2004

Program Coordinator for nine rural school districts for students with severe emotional disabilities. Taught all core subjects (Math, ELA, Science, and Social Studies) to 5<sup>th</sup>-8<sup>th</sup> grade students. Provided oversight and programming for the Significant Support Needs Program. Served on school accountability, safety, and security committees.

## **UNITED STATES ARMY SPECIAL FORCES RETIRED**

A breadth and depth of military education, training, and assignments over a distinguished twenty-year military career encompassing a variety of diverse and challenging leadership positions in high-profile real-world operations with national security implications. Career highlights included Acting Defense Attaché, United States Embassy, Latvia; Joint Commission Observer, Bosnia-Herzegovina; Senior Special Forces Advisor to the Commander, Special Operations Command, Europe.

## **ACADEMY DISTRICT 20 LEADERSHIP**

- Chinook Trail Middle School Planning Committee, 2017 – 2018
- Middle School Cabinet Representative, 2009 – 2010; 2017 – 2018; 2020 – 2021
- Superintendent’s Communication Council, 2017 – 2018
- Boundary Committee, 2016 – 2017
- Special Education Staffing Design Committee, 2016 – 2017
- Multi-Tiered Support System (MTSS) Task Force, 2014 – 2015
- Special Education Programming Task Force, 2014 – 2015
- Graduation Guidelines Task Force, 2014 – 2015
- Cambrian Site Planning Facilitator Training, 2014 – 2015
- Character and Climate Survey Review Committee, 2014 – 2015
- Leaders Leading Leaders, 2014 – 2015; 2016 – 2018
- District Accountability Committee Site Plan Review Sub-Committee Facilitator 2014 – 2015
- District Accountability Committee, 2008 – 2021
- AVID Vertical Articulation Committee, 2008 – 2015
- Superintendent’s Diversity Communication Council, 2009 – 2014
- Secondary Math Alignment Committee, 2013 – 2014
- Experience Review Task Force, 2012 – 2013
- Discipline Policy Review Task Force, 2012 – 2013
- Expulsion Review Committee, 2012-2013
- 21<sup>st</sup> Century Skills Assessment Task Force, 2011-2012
- Principal Staff Evaluation Survey Committee, 2009-2010
- Home Bound Tutoring Committee, 2009-2010
- Teacher Evaluation Committee, 2008-2010

## **OTHER RELEVANT EXPERIENCE**

### Colorado Department of Education

- Special Advisor for Principal Leadership
- Colorado Assessment Trainer
- Alternative Math and Science Standards and Assessment Development Committee

### University of Phoenix, Adjunct Faculty

- Graduate School for Educational Leadership and Principal Licensure Program
- Special Education Teacher Licensure Program

### Regis University, Adjunct Faculty

- Graduate School for Professional Studies
- Educational Leadership and Principal Licensure Program
- Teacher Education Program

### University of Colorado at Colorado Springs

- College of Education Advisory Board

### Colorado Troops To Teachers Program

- Mentor for transitioning service members entering the teaching profession

## **PROFESSIONAL LICENSES**

- Principal License (K-12)
- Director of Special Education License (K-12)
- Special Education Teaching License (K-12)

## **REFERENCES**

Tom Gregory, Superintendent, Academy District 20, Direct Supervisor

David Peak, Superintendent, Cheyenne Mountain School District 12

Russ Sojourner, President, The Classical Academy

Dan Olson, Principal, Air Academy High School, Academy District 20

Pat Schumaker, Principal, Chinook Trail Elementary School, Academy District 20

Cameron Smart, Assistant Superintendent for Human Resources, Academy District 20

Mark Walstrom, Principal, Discovery Canyon High School, Academy District 20

Tom Andrew, Principal, Chinook Trail Middle School, Academy District 20

Debbie Holt, Principal, Challenger Middle School, Academy District 20

Gina Perez, Principal, Foothills Elementary School, Academy District 20

Dwight Jones, Former Colorado Commissioner for Education

Dave Slothower, Superintendent, Calhan School District RJ-1

Joe Royer, Retired Superintendent, Widefield School District 3

Dr. Brian Printz, Retired Executive Director for Special Education, Fountain Fort Carson School District 8