

Jinger Haberer **Academy District 20, Colorado Springs, CO - Superintendent (216)**

COVER LETTER

Cover Letter

Please type your personalized cover letter here.

Cover Letter

December 30, 2022

**Thomas LaValley, BOE President
110 Chapel Hills Drive
Colorado Springs, CO
80920**

Dear Board President Thomas LaValley,

Please accept this letter of application for the posted superintendent position with Academy School District 20. I am a native of Colorado and love the Colorado Springs area. I have executive administrative experiences in the Colorado districts of Poudre and Aurora Public Schools and am now a superintendent in Ellensburg, WA. I understand the strengths and challenges of providing systemic quality learning experiences in larger districts and value Academy's commitment to excellence. While I have enclosed my resume, some of my primary strengths include being collaborative, focused, and able to create equitable learning environments for all students. As to your request, my experiences in education have involved a variety of leadership opportunities that coincide with these goals, including administration, instructional leadership, supervision, and operational/business management; in districts varying widely in both demographics and sizes. I have a proven track-record of raising student achievement, closing opportunity gaps, and maintaining strong professional working relationships with the Board of Education in every district. These wide ranges of opportunities have prepared me well to lead the Academy District 20.

First, a belief that all students can learn at high levels is necessary to close gaps and sustain academic excellence. As your superintendent, I would be a visible, active, and engaged citizen in the community and work together with all stakeholders to accelerate academic growth and wellness for every student. For example, I started the implementation of an annual district-wide Hanover Research Survey for parents and students, and together with the Ellensburg School District (ESD) Board and staff, analyze the results to implement actions that create a sense of belonging for all students. As the former middle and high school principal of International Baccalaureate schools and the district liaison for IB programs in both Aurora and Poudre School Districts, I embrace the importance of setting high standards and providing high levels of support. District-wide implementation of systems like the Multi-Tiered Systems of Support model also help to ensure that all students get what they need to thrive.

Garnering support from the community to pass bonds and levies and completing three significant bond projects within budget and on time have also been important accomplishments during my tenure in ESD. The strategies that I used in leading efforts to pass both the recent February 2022 levies for enrichment activities and technology and the \$59.5 million dollar bond projects, included a comprehensive communication plan. This plan involved messaging with social media, websites, local radio stations and multiple in-person informative sessions with various school, parent, and community groups. These bond projects resulted in the building of two new elementary schools, an Early Learning Center (ELC) and the remodel of one of the oldest elementary schools.

Networking and collaboration are consistent qualities of my leadership. By engaging multiple stakeholders in the design of these bond projects, these structures reflect the values of our community. These values include shared learning spaces, courtyards, and large windows to allow for maximum natural lighting and a connection to the outdoors. Also, ESD is the first district in the state to name a school after a local Native American leader, and a significant partnership was formed between the Yakima Nation and ESD through this process. As your superintendent, I would seek for ways to connect with the historic values of the Academy 20 community and honor these historical roots in schools.

Being a successful change manager is also an important leadership skill that I have developed. For example, to

prepare for the opening of Ida Nason-Aronica, the Board and I developed a multi-stakeholder Attendance Zone Committee. This committee met multiple times to redesign the attendance zones for each of the elementary schools, which also needed to align with the capacity of the transportation department to successfully transport students. This movement to school-centered attendance zones also meant that about one-third of the students and elementary staff would need to attend a new elementary for the 2022-2023 school year. As with any change, transparency with the community is essential. During this process, committee members' names and notes from each of the meetings were posted on our website and updates were given at Board meetings.

Additionally, we also implemented a communication plan and tiered process for parents to request inter-district transfers. A Memorandum of Understanding was developed with the Ellensburg Education Association which resulted in an effective transition when some teachers moved from one elementary school to another. Because of the collaborative efforts of all stakeholders, the opening of the fourth school was very smooth. Establishing priorities related to effective communication, transparency, and a willingness to listen are essential qualities that I would embrace for any change process that would be required as the superintendent of Academy District 20.

Leadership with organizational changes which resulted in closing gaps was also evident during my tenure at Aurora Public Schools (APS), where I was hired as a change agent for two academically struggling schools. As the principal of Aurora Hills Middle School, I successfully created high performing professional learning teams which resulted in an increase in math and literacy state assessment scores and the movement upward in the Colorado School Performance Framework. As the principal of Hinkley High School (HHS), I increased access to the IB program for all students and promoted bilingualism as a goal for graduates. Academic achievement increased for all groups of students, as measured by an average 3-point gain in the ACT scores. Addressing school safety was also a top priority at HHS and putting structures and systems in place to prevent and address issues related to school safety is a strength of my leadership.

Also, as a Director of Student Achievement in APS, my supervision and executive leadership of the principals of six middle schools and five K-8 schools resulted in the establishment of restorative practices and professional learning communities in all schools. As a Director of Student Achievement, I successfully collaborated with APS Board of Education and APS Cabinet members to implement structures and practices in these schools to close achievement gaps and raise student achievement.

Taking a whole-child approach and ensuring effective tiered supports for all students are leading values and promises that I would act on as your superintendent. In both Poudre School District (PSD) and ESD, I have led multiple work and study sessions with Board members to implement the BOE Ends which were collaboratively constructed with all stakeholders in each district. As the superintendent in ESD, I have been working with the Board to adopt aspects of Policy Governance, which has included establishing Board Ends. The Board Ends include students having (a) Strong foundational academic skills (b) Skills necessary to be a successful global citizen in an ever-changing world, and (c) Strong connections with peers and ESD staff. These Ends have successfully guided ESD as evidenced by the academic growth that was reflected in the recent Math and English NWEA or MAPS scores and in the growing number of dual credits that students have acquired. These same areas of focus were evident in my work as an assistant superintendent in PSD. For example, in PSD after leading a trip with high school principals to Long Beach California to observe the Linked Learning Model, principals were inspired to increase career pathway opportunities in their own schools. Consequently, the numbers of students earning concurrent enrollment credits in PSD went from 1,377 in 2016 to 2,954 in 2017.

Additionally, as the superintendent in Academy, I would take a laser-like focus on initiating and strengthening successful efforts already in place to anchor the PLC process into the Academy culture. My understanding is that Academy 20 has just recently implemented PLCs. Educational researcher John Hattie refers to collective efficacy (like what occurs within PLCs) as having one of the most significant impacts on student achievement. In 2020, I partnered with Solution Tree to join a state-wide three-year cohort focused on refreshing and promoting effective PLCs. Together with principals and teachers, we have had discussions with other districts and created more shared learning opportunities to revisit the purpose of PLCs. District-wide, ESD educators are embracing the values of having mutual goals and shared accountability for the success of all students. These actions include providing challenging lessons for students who have already mastered the grade level standards. Through this process, all PLC teams across the district have identified the essential standards and are presently developing common formative assessments. Also, teachers and principals are sharing their PLC experiences with the ESD Board during Study Sessions this year. The PLC process has become more than a check-the-box experience and is now one that has empowered collective efficacy for all teams systematically across the district.

Similarly, as an assistant superintendent in PSD, I led focused efforts in creating grade-level and content-based high performing teams using a data dashboard that highlighted which students needed additional support. A successful impact of these efforts included the movement of PSD's Putnam Elementary School from the rating of "priority improvement" on the CO School Performance Framework to "performance." As your superintendent, I would envision professional learning communities as a cornerstone of the district and collective efficacy as the primary way to ensure academic success for all students.

Furthermore, effective management of resources is also critical in creating schools where all students thrive. Leading the Board in maintaining a fiscally responsible budget and keeping the overall budget aligned with the

ESD Board Ends’ priorities has been both an invigorating challenge and a professional success in ESD. I am grateful for the effective relationship that I have with the Board. Together we continue to revise Board Budget priorities and manage negotiations with various associations that enable ESD to be competitive and hire and retain high quality staff. With the challenge of diminishing ESSER funds for next year, I worked together with a national consultant to design a collaborative process that we will implement in January to involve all stakeholders in the budget adjustments that will need to be made for next year. As mentioned earlier, fiscal management with the bond projects has been effective in delivering on our promise to the community that ESD would honor their values in the design of the buildings and finish our projects on time and within budget. Having essential resources is also connected to what happens at the State Capitol. Having a voice with local legislators and affecting legislation to align with the interests of the district, are values that I would promote as the superintendent of Academy District 20. I have regularly participated in local Chamber and State sponsored events with legislators in WA where I have shared the needs of ESD, especially related to fully funding IDEA and special education. As an assistant superintendent on the PSD Board Legislative Committee, I also had many productive conversations with legislators. Bringing students, teachers, and parents with me to talk to legislators are also actions that I have taken in both PSD and ESD to promote the interests of these districts. I would take similar actions as the superintendent in Academy District 20. Finally, I believe that my personal values, along with my professional record, demonstrate my passion for leading change as necessary in collaborative and focused ways that result in increased student achievement and post-secondary readiness for graduates. My success as an executive leader has been the result of my ability and commitment to collaborating and creating partnerships with community members, parents, and all stakeholders to produce positive results for the whole child. I am confident that I have the knowledge and expertise necessary to empower every student to graduate prepared for meaningful postsecondary opportunities and allocate resources in equitable ways that promote success for all students. The accountability for this vision ultimately rests with the superintendent, and in this role, I would embrace this responsibility and make this vision a reality.

Yours truly,

Jinger Haberer

PERSONAL DATA

Personal Data

<i>How did you hear about this position?</i>	McPherson & Jacobson website	<i>Title</i>	Mrs.
<i>First Name</i>	Jinger	<i>Middle Initial</i>	C.
<i>Last Name</i>	Haberer	<i>Suffix</i>	
<i>Email</i>		<i>Primary Phone</i>	
<i>Alternate Phone</i>			

PERSONAL INFORMATION

Present Address

<i>Street</i>	1609 East Seattle Ave.	<i>City</i>	Ellensburg
<i>State</i>	Washington	<i>Zip Code/Postal Code</i>	98926

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

Undergraduate Institution #1

Type of School	College/University	Name of School	University of Colorado
City	Boulder	State	Colorado
Attended From (mm/yyyy)	08/1980	Attended To (mm/yyyy)	05/1985
Graduation Date (mm/yyyy)	05/1985	Degree	Bachelor of Science
Subject	Other:		

Undergraduate Institution #2

Type of School	College/University	Name of School	Other:
City	Greeley	State	Colorado
Attended From (mm/yyyy)	08/1986	Attended To (mm/yyyy)	05/1987
Graduation Date (mm/yyyy)		Degree	Other:
Subject	Other:		

Undergraduate Institution #3

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

Graduate Institution #1

Name of School	University of Colorado	City/State	Denver, Colorado
Graduation Date (mm/yyyy)	05/2004	Degree	Master of Science

Graduate Institution #2

Name of School		City/State	
Graduation Date (mm/yyyy)		Degree	

Major/Course of Study

Undergraduate	Nursing/Biology	Master's	Master of Leadership and Policy Studies
Specialist's		Doctorate	
Publications		Activities/Honors	

PROFESSIONAL AFFILIATIONS • School Superintendents' Association (AASA) (2018-present) • Washington Association of School Administrators (WASA) (2018-present) • Advisory Board member for Education R

EXPERIENCE

Current Employment

Employer Name	Ellensburg School District	From (mm/yyyy)	07/2018
To (mm/yyyy)	06/2025	Assignment	Superintendent
Reason For Leaving	Still in this position	Supervisor Name	Chester Jason White

Supervisor Phone Number
Employer City **Ellensburg**
May we Contact this Employer **Yes**
Supervisor Email
Employer State **Washington**

Professional Experience #2

Employer Name **Poudre School District**
To (mm/yyyy) **06/2018**
Reason For Leaving **Accepted the Superintendent**
From (mm/yyyy) **07/2014**
Assignment **Assistant Superintendent**
Supervisor Name **Sandra Smyser**

Supervisor Phone Number
Employer City **Fort Collins**
May we Contact this Employer **Yes**
Supervisor Email
Employer State **Washington**

Professional Experience #3

Employer Name **Aurora Public Schools**
To (mm/yyyy) **07/2014**
Reason For Leaving **Accepted the Assistant Superintendent Position in PSD**
From (mm/yyyy) **07/2013**
Assignment **Director of Student Achievement**
Supervisor Name **Dr. Tammy Clementi**

Supervisor Phone Number
Employer City **Aurora**
May we Contact this Employer **Yes**
Supervisor Email
Employer State **Colorado**

Professional Experience #4

Employer Name **Aurora Public Schools**
To (mm/yyyy) **07/2013**
Reason For Leaving **Accepted the position of Director of Student Achievement in APS**
From (mm/yyyy) **07/2006**
Assignment **Principal of Aurora Hills MS then Principal of Hinkley High School**
Supervisor Name **Rich Patterson**

Supervisor Phone Number
Employer City **Aurora**
May we Contact this Employer **Yes**
Supervisor Email
Employer State **Colorado**

Experience Summary

Years of administrative experience **18.5**

DISCLOSURES

Disclosures

Contract Status
If Yes, When does it expire? **June 2025**
Are you currently under contract? **Yes**
Superintendent Certification

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

Robert Beauchamp

Title	Previous Director of Instruction and Curriculum for PSD	Relationship	Colleague
Address	1560 Broadway, Suite 500	City	Denver
State	Colorado	Zip	80202
Email		Phone	
From	07/2014	To	
Reference Letter			

Jennifer Bethman

Title	Superintendent	Relationship	Colleague
Address	10140 Hwy 12 SW	City	Rochester
State	Washington	Zip	98579
Email			
From	Phone 052018		present
Reference Letter	To		

Kevin Chase

Title	Superintendent of the Educational Services District 105	Relationship	Colleague
Address	33 South 2nd Ave	City	Yakima
State	Washington	Zip	98902
Email		Phone	
From	07/2018	To	
Reference Letter			

Hilda pena Alfaro

Title	Previous ESD Board Member	Relationship	Supervisor
Address	2080 Kelly Ave	City	Greshman
State	Oregon	Zip	97080
Email		Phone	
From	06/2020	To	
Reference Letter			

Peg Portscheller

Title	Educational Consultatn	Relationship	Colleague
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Address	596 Battlement Creek Trail	City	Parachute
State	Colorado	Zip	81635
Email		Phone	
From	10/2011	To	
Reference Letter			

Linda Schactler

Title	CEO Word Maven Consulting	Relationship	Friend
Address	531 Edgement Loop Road	City	Ellensburg
State	Washington	Zip	98926
Email		Phone	
From	082018	To	
Reference Letter			

ATTACHMENTS

Attachments

Resume [Resume 2022 Jinger](#)

Transcript

Other

BACKGROUND INFORMATION

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 convicted of a violation of law other than a minor traffic violation? **No**

If yes, please explain

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

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 placed on leave by your employer for any alleged misconduct? **No**

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.

JH December 30, 2022

ACADEMY DISTRICT 20, COLORADO - CRITERIA

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*

As an executive level administrator for nine years, a secondary principal at both middle and high school for seven years and teacher at the secondary level for over a decade, I have the depth and breadth of experiences related to education necessary to successfully and effectively problem solve and build focused collaborative teams that empower students and staff to thrive. As a parent of two sons, I readily relate to and empathize with the challenges and celebrations that parents bring to the table and see them as important partners and advocates for their children. As a native of Colorado (a daughter of two Denver Public School teachers) and with family still living in Colorado, serving as the superintendent of Academy School District 20 would be a destination that I would welcome as a place to stay for the long term.

I am a forward-thinking visionary leader who has a successful track record of developing high performing teams and systems that take a whole child approach to ensuring that every child (a) feels connected, (b) experiences significant academic growth and achievement, (c) explores career pathways and (d) graduates with a vision for their future beyond high school.

The Academy criteria of: (1) prioritizing academic growth and achievement, (2) modeling and upholding high standards and expectations, (3) continuous improvement and the development of leadership skills and (4) keeping a laser-like focus on instruction within the classroom can best be accomplished through the systemic implementation of effective Professional Learning Communities (PLCs). My understanding is that Academy 20 has recently allocated late start time for PLCs, and as your superintendent, I would seek to anchor this imperative practice into the culture of the district.

- **When looking at my resume, it is evident that PLCs have been a focus for my entire career as an administrator. My leadership as a Director of Student Achievement in Aurora Public Schools (APS), Assistant Superintendent with Poudre School District (PSD), and Superintendent of Ellensburg School District (ESD) has resulted in academic gains in achievement and an increase in collective efficacy for teachers and principals in all three districts. I am a believer in John Hattie's research that states that the establishment of effective PLCs (where there is a shared belief that all students can learn at high levels and a commitment to creating shared goals, assessments, lessons, data, and mutual accountability for results) will have one of the most significant effects on student achievement. These structures, when teachers take ownership of the process, can also inspire creativity and joy for teachers especially when they experience the unconditional support and sense of belonging from their colleagues within their PLCs. I have successfully led the development of effective PLCs as both a building and district level administrator and would welcome an opportunity to work alongside district and building level leadership and teachers to continue to strengthen the PLC process in the Academy 20 District.**

The criteria of prioritizing academic achievement and partnering with parents and community members can be promoted when students have multiple opportunities to explore career pathways and earn college credits while in high school.

- **Students are much more motivated when we as educators put systems and structures in place that help them to identify their strengths and interests and to explore career opportunities. As a principal at Hinkley High School, I developed a strong partnership with the Community College of Aurora. During my last year as principal, Hinkley was second in the state to Cherokee Trail in Cherry Creek School District for the number of dual credits that students were able to earn. I also opened International Baccalaureate classes for all students and not just for students who were seeking an IB diploma. As an assistant superintendent in Poudre, I initiated a trip with high school principals to Long Beach California to observe the Linked Learning Model. As a result, principals were inspired to offer more career pathways at their schools. As the superintendent of ESD, I have been working closely with CWU and our CTE Director to increase the numbers of students taking College in the High School opportunities and to increase CTE career pathways. I am also currently working alongside our new alternative learning principal to adopt the Big Picture Learning Model for students which prioritizes having community career mentors. Students must develop a vision for their future beyond high school to create and sustain their hope, joy and resiliency during their K-12 journey. As your superintendent, I would passionately seek to accomplish this goal for every student.**

The criteria of being collaborative, decisive, and keeping the district operations intact with fiscal efficacy are also strengths that are reflected in my resume in both Poudre and Aurora Public Schools and have been demonstrated recently as the superintendent of Ellensburg School District. Additionally, I have had multiple opportunities to successfully navigate difficult situations with fortitude.

- **For example, during the pandemic, the Kittitas County Public Health Officer and I worked closely together. This partnership included leading noon Zooms with ESD staff to answer questions and share information, which created unity within our staff. This unity enabled ESD to open in a hybrid model in October and resulted in ESD being one of the few districts in WA that was able to keep all schools open for the entire year.**

- **Additionally, under my leadership, ESD passed a \$59.5-million-dollar bond proposal and two levies. For the bond projects, I developed a design committee to help oversee the construction of 2 new elementary schools, an early learning center and a remodel of a third elementary. Also, ESD had 3 elementary schools and the opening of a fourth elementary school required ESD to move to a tiered transportation model and to redesign attendance zones for each elementary school. Through the implementation of multiple listening and feedback sessions, a comprehensive communication plan, a transparent attendance zone committee process, and an MOU with the teachers' union, we successfully opened our fourth elementary with principals reporting a calm and celebratory start to 2022-2023 school year. Of equal importance, all of the projects were completed on time and within budget.**

I experienced Policy Governance in Poudre School District in Fort Collins. As the Assistant Superintendent of Instruction, I also gained a good understanding of how all the different departments within a large school district operate inter-dependently and efficiently. For example, I supervised all the instructional departments in PSD which included the departments of special education, professional development, curriculum and instruction, mental health, educational technology and research and assessment. As a Cabinet member, I also worked closely with the finance, human resources, and informational technology departments. We all worked closely as a team to ensure that the proper procedures were in place to fully execute the policies that were adopted by the Board. I also led efforts to embed the newly adopted Board ENDS within the culture and schools of PSD. All our instructional departments made a focused effort to connect the Board Ends to every aspect of the organization and within a two-year time, it became common for PSD staff to share how the Board Ends impacted their work with students. The Board End of having Foundational Academic Skills for all students, was the impetus for the work I led at Putnam Elementary School. By strengthening Putnam's PLCs and instituting a few other changes related to behavioral challenges, in one year Putnam Elementary School moved from the "Needs Improvement" category on the Colorado Report Card to "Proficient."

Additionally, as the superintendent in ESD, I have been guiding the Board to a more Policy Governance Model. I believe that the adoption of Board Ends leads to more focused, inspirational, innovative, and motivational efforts within the system. As a superintendent, I therefore led collaborative efforts, involving the voices of all stakeholders, to establish the ESD Board Ends of #1 Strong Foundational and Future Ready Skills #2

Successful Global Citizens in an Ever-Changing World and #3 Connections. These Board Ends have truly guided all our efforts in ESD, including the Board Budget Priorities. Also, I am in the process of using surveys and focus groups to gather input for potential revisions to these Board Ends that will potentially guide ESD for the next five years.

My success as an executive leader has been the result of my ability and commitment to collaborating and creating partnerships with community members, parents, and all stakeholders to produce positive results for the whole child. I am confident that I have the knowledge and expertise necessary to empower every student to graduate prepared for meaningful postsecondary opportunities and allocate resources in equitable ways that promote success for all students. The accountability for this vision ultimately rests with the superintendent, and in this role, I would embrace this responsibility and make this vision a reality.

DISCLAIMERS AND AFFIRMATION

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 **Affirm**
above

Initials **JH**

Affirmation Date **01/18/2023**

Jinger Haberer

Career Objective: To lead an excellent school system as Superintendent of Schools and to serve students, employees, and all stakeholders as an equitable, visionary CEO.

Education

2016	National Superintendent Academy <i>Atlantic Research Partners</i>
2004	Master of Leadership and Policy Studies <i>University of Colorado Denver</i>
2000	National Board Certification in Early Adolescence Science
1988	Secondary Science Teacher Endorsement <i>University of Colorado Boulder</i>
1985	Bachelor of Science in Nursing <i>University of Colorado Health Sciences</i>

Work Experience

07/2018-Present Superintendent of Ellensburg School District, Ellensburg, Washington
Demographics: 3,117 students, Approx 75% Caucasian, 19% Hispanic/Latino, 44% Fr/Red, 13.4% SPED, 8.4% ELL, 6.4% Highly Capable.

Educational Leadership:

- Led multiple Board work sessions related to district-wide initiatives and actions which have included the development of budget reallocation processes and Board budget priorities, and establishment of the Board Ends and District-wide Improvement Plan.
- Initiated the development of Board committees like the Student Centered Learning and Capital/ Bond Project Committees.
- Leading professional development (PD) and empowering district and building level PLC teams to use DuFour's PLC model to ensure high levels of learning for all students; meet regularly with colleagues state-wide as part of a PLC Cohort with Solution Tree.
- Leading and empowering district and building level Learning Improvement Teams to implement systemic improvements related to closing opportunity gaps through the annual use of the district-wide Hanover Audit for all stakeholders.
- Led PD with teachers and administrators district-wide, which included Grading for Equity. Giving students authentic feedback about their learning is the goal as we transition to a more standards or competency- based approach to grading.

- Initiating efforts currently to transition the alternative high school into a project-based Big Picture program and establishing a Parent Partnership Program for homeschooled students.
- During the pandemic, engaged all stakeholder groups in discussions, within multiple community sessions, which led to the implementation of a hybrid A/B model and virtual academy for all students for the 2020-2021 school year. ESD schools opened in Oct of 2020, and all schools remained open for the rest of the pandemic.
- Led the process of bringing all stakeholder groups together through multiple listening and work sessions to design ESD's Board Ends or expected outcomes for students and currently engaging all stakeholders in a review and revision process of these Ends. The BOE Ends drive the ESD Strategic Plan.
- Lead efforts to promote post-secondary readiness which include strengthening partnerships with Central Washington University, stakeholder advisory groups for Career Pathways (CTE), and increasing College in the High School and Advanced Placement opportunities for all students.
- When comparing 2018-2019 with 2020-2021, all ESD students experienced an overall 15% increase (with Hispanic students experiencing a 16.5 % increase) in the percentage of students completing dual credit courses.

Social Emotional and Behavioral Supports:

- Lead and empower ESD staff to use restorative practices which have resulted in the implementation of "community circles" in all schools and restorative approaches to discipline.
- Ensured that social emotional learning (SEL) was implemented with established SEL curriculum district-wide in all schools.
- Initiated and implemented a district-wide approach to MTSS and support for MTSS teams in each school. This approach is currently transitioning to the use of a comprehensive district-wide counseling plan.
- Established "What I Need" or WIN time in each elementary with MTSS coordinators helping teachers interpret data and differentiate their instruction.
- Support the development of Positive Behavior Intervention Support teams in each school.

Operational Leadership/Accountability:

- Led efforts to pass two levies in Feb 2022.
- Led efforts to pass a \$59.5-million-dollar bond campaign that has resulted in the building of two new elementary schools and a remodel of the historic Lincoln Elementary School. All three schools are now occupied with these projects finishing on time and within budget.
- Manage and lead fiscally responsible decision making using a distributive leadership model to oversee a multi-million-dollar budget.
- Led district-wide stakeholder meetings to gather feedback in the attendance zone committee which resulted in creating new attendance

zones for each elementary school, when the fourth brand new elementary was built and opened in Fall of 2022.

- Led the MOU process with all labor associations to shift elementary staff efficiently and fairly to different schools, as needed, to open the new Ida Nason-Aronica Elementary School.
- Work closely with the ESD Board of Education as partners in accomplishing the Board Ends.

Human Capital/ Community Leadership:

- Collaborated with members of the Yakima Nation to become one of the first districts in Washington to name an elementary school after a local prominent Native American woman: Ida Nason-Aronica Elementary School.
- Chosen to be the president and lead monthly meetings with the Education Service District 105 Superintendents for the 2021-2022 school year.
- Initiated the implementation of the World Café protocol and partnered with CWU and the City of Ellensburg to successfully bring community members together for the first ever “Belonging in the ‘Burg” event.
- Actively participate on multiple community boards and committees which include the Kittitas County Health Network, the Chamber of Commerce Government Affairs Committee, Central Washington University’s Professional Educational Advisory Board, Dispute Resolution Center of Yakima and Kittitas County, and Rotary.
- Established a Student Senate high school student group led by for ESD’s Student School Board Representatives
- Lead district-wide negotiations and bargaining with teacher, classified and administrator union groups.
- Currently becoming a certified mediator with the Dispute Resolution Center of Yakima and Kittitas County and a member of their Board of Directors.

07/2014 – Assistant Superintendent of Student Achievement, Fort Collins, Colorado
06/2018 *Poudre School District*

Demographics: One of the top performing districts in CO: 29,000 students, 74% Caucasian, 20% Hispanic/Latino, 33% Fr/Red, 8% ELL, 7.8% SPED, 12% Gifted/Talented.

Educational Leadership:

- Established national standards and workforce-based-continuums for all comprehensive high schools. Co-led efforts to establish a “wall-to-wall” career pathway model at Poudre High School, where every freshman starting in the spring of 2016, chose a pathway and became a member of a small learning community related to their pathway.
- Led principals in creating career pathways and other concurrent enrollment experiences in their buildings. The number of students enrolled in concurrent enrollment went from 1377 in 2016 to 2,954 in 2017.

- Led efforts with the superintendent to establish a Director of PWR for the 2016-2017 school year, to expand our community college and business partnerships and increase dual enrollment opportunities.
- Led team efforts that resulted in four-year graduation rates increasing from 78.3% in 2015 to 81.4% in 2016. Led the use of the "Off Track to Graduate" dashboard with principals to implement effective interventions.
- Increased the number of students eligible for the ASCENT program (a free year of community college) from 44 eligible students in 2016 to 74 in 2017.

Social/Emotional and Behavior Supports:

- Established Multi-Tiered Systems of Support frameworks in all 53 schools.
- Developed systemic feeder structures for "Behavior Support" to schools (where there had been none) and created opportunities for team members to share best practices in supporting individual students within these feeders.
- Developed dash boards that give teachers and administrators live updated information related to attendance, discipline, and grades.
- Led discussions with secondary deans about the use of Restorative Practices as effective interventions.
- Implemented a "Connectedness Survey" with students and used these results to guide our district-wide practices for social emotional learning.

Teaching/Learning:

- Set the vision for and supported the implementation of district-wide mathematics and elementary writing adoption processes.
- Implemented English Language Development and Constructing Meaning curriculum with EL ACHIEVE in both elementary and secondary schools.
- Set the vision for Educational Technology efforts and 1:1 devices district-wide; Collaborated with the Ed Tech Director to develop a systemic way to assist teachers in "refreshing" their lessons. Results of our efforts include two elementary schools becoming "problem- based- learning" schools and incorporating STEM strategies into their classrooms.
- Led the district-wide systems for "closing the opportunity gaps"; Implemented training using the "We Can't Lead Where We Won't Go" approaches by Gary Howard. Led principals in the construction of addendums to schools' Unified Improvement Plans which resulted in goals and strategies developed to eliminate the predictability that any one group will underachieve another group.

Human Capital Leadership:

- Led the implementation of a district-wide recognition program for the National Board Certification process which resulted in doubling the number of teachers enrolling in this prestigious process.
- Led the reorganization and personnel changes necessary to establish a more effective and systemic approach to equity; Changed equity leadership from a one-person job to the work of all educators.
- Led the Parent District Advisory Board; Leadership projects included the development of an on-line Math Tool Kit for parents to access when helping their children at home.

Operational Leadership/Accountability:

- Supervised and led the vision and usage of three district-wide \$ 200,000 + tech-based systems which include the Learning Management Systems Engrade, Career Cruising and Student Insight District Dashboards.
- Led efforts to change from Naviance to Career Cruising for the 2017-2018 school year. Results of this systemic initiative include creating Individual Career and Academic Plans for every student.
- Led the design of an Early Warning System for high schools using a “3 Week Grade Check” dashboard, especially for freshmen.

Education Research and Development Institute (ERDI) III, 2015-present

- Gather twice a year with Superintendents and ERDI business clients from around the United States to engage in meaningful dialogue about services and products that will best support all learners.

07/2013 - Director of Student Achievement, Aurora, CO
06/2014 *Aurora Public Schools*

Demographics APS: 39,184 students, 54.5% Hispanic/Latino, 18.5% Black/African American, 16.6% Caucasian, 36% ELL, 71% Fr/Red, 10% SPED, 5% Gifted/Talented.

- Provided Executive Leadership for the principals of eleven schools which included six middle schools and five K-8 schools, with a combined budget of more than \$800,000+.
- Collaborated with District consultants and District coaches to create weekly Professional Learning Communities; Teachers from the middle and K-8 schools met on Wednesday mornings to develop their understandings about how to improve student achievement through effective implementation of the Standards Based Teaching Learning Cycle. Eighty-eight percent of the systemic feedback received from participants throughout the year rated these sessions as effective to highly effective in positively affecting their practices in the classroom.
- Led the development of Restorative Justice (RJ) practices in two middle schools (where there was none) by creating a partnership with Colorado State University professor Dr. Cavanaugh and accessing his expertise in developing a “Culture of Care” at these schools.
- Increased the implementation of systemic approaches to ensuring equitable practices in eight middle schools. These approaches included Restorative Justice, Capturing Kids Hearts, No Place for Hate, Passage Works, and Positive Behavior Intervention Support.
- Co-led the Aurora Leadership Academy which empowered principals, new to APS, to better understand strategic, instructional and change leadership.

07/2009 - Principal of Hinkley High School, Aurora, CO
06/2013 *Aurora Public Schools*

- Executive leader for a comprehensive high school of 1900 students, 130 employees, and a budget of about \$100,000 dollars.
- Successfully led the school through significant budget cuts in 2009 which resulted in a reduction in staff. Decreased teacher workload through the

- establishment of professional learning communities.
- Beacon High School: Leader in APS for Beyond Diversity with Pacific Education Group and closing the achievement gap; Initiated and implemented ongoing and systematic discussions with the HHS staff concerning the importance of exploring personal biases and of creating a school where there is no predictability concerning which students will succeed. Decreased the over-representation rate of African American male suspensions indicators from 15 to 5 in one year.
- Collaboratively worked with staff to initiate school-wide implementation of the Restorative Justice Program and to provide alternatives to suspensions. HHS had the lowest number of office referrals for the 2011-2012 and 2012-2013 school years, in comparison to the other APS comprehensive high schools.
- Head of Schools for International Baccalaureate 9-12 Middle Years and Diploma programs; Grew the IB program from (31) 9th grade students in 2009 to (133) 9th grade students in 2013.
- Achievement: The HHS composite ACT scores went from 15.0 in 2009 to a 17.1 in 2013. The greatest gains for ACT were demonstrated in math (which went from a 14.9 in 2009 to a 17.9 in 2013) and science (which went from 15.4 in 2009 to 17.6 in 2013). TCAP scores for %P/A for 9th grade reading and writing each increased by 6% when comparing 2012 with 2013 TCAP.
- Denver Foundation: Created “Padres de Hinkley.” This group of Hispanic/Latino parents established a HHS Food Pantry; obtained a grant from the Denver Foundation to support Restorative Justice; participated in classroom learning walks and provided feedback to the HHS Equity Team. HHS Parent Accountability meetings were conducted in Spanish and went from 5 parents in 2009 to between 15-25 parents at each meeting in 2013.
- LIGHTS Health Sciences Pathway School: Created a partnership with the University of Colorado Medical Center, Aurora, CO; Supported, and increased student access to participate in the District Health Sciences Pathway and the Project Lead the Way curriculum.
- Colorado State University Alliance School: Led action research alongside Dr. Tom Cavanaugh and Dr. Patricia Vigil in creating a “Culture of Care” and closing the achievement gap with our Latino/Hispanic students. Forty teachers were trained in Restorative Justice, with 15 of these teachers trained to be RJ facilitators.
- Community College of Aurora (CCA): Grew the dual enrollment college credit program. HHS was second in the state during the 2012-2013 school year for the number of high school students earning college credit through the dual enrollment program.
- Served on the Colorado State-wide Graduation Guidelines Committee and helped to construct a new set of proposed graduation requirements that were shared with and adopted by the Colorado State Board of Education (2012-2013).

Affiliate Professor for University of Colorado and Denver University Leadership APS Cohorts 2010-2013

- Co-taught weekly classes to empower aspiring leaders to become effective district administrators and school leaders. The curriculum included topics on strategic leadership, effective instruction and instructional leadership,

personnel selection and evaluation, and school law. About 75% of the students in our classes moved into District leadership roles.

- 07/2006 - Principal of Aurora Hills Middle School, Aurora, CO
06/2009 *Aurora Public Schools*
- Provided executive leadership for a school of 900 students and over 100 employees.
 - Increased achievement levels in math and literacy causing the overall rating on the CO School Performance Framework to increase one level in achievement ratings.
 - Led the faculty and collaborated with all stakeholders in changing the direction of our International Baccalaureate program from a “school-within-a school” model, to a “whole school” model, which empowered teachers to accelerate student learning for all students.
 - Led the decision of the District Long Range Planning Committee to commit to scraping the old Aurora Hills building (which was built of mostly concrete and had classrooms without windows, walls, or doors) and to construct a brand-new school with high tech and energy saving features.
 - Developed and strengthened interdisciplinary teaming, professional learning communities and content area planning between the four core content areas at all grade levels.
 - Developed a leadership class for our African American males.

- 07/2004 - Assistant Principal/Athletic Director, Aurora, CO
06/2006 *Aurora Public Schools*
- Provided leadership and supervised the math departments and designed differentiated professional development opportunities for these teachers.
 - Systematically led Student Achievement Meetings where we analyzed student data and used this data to determine next steps.
 - Supervised the ACHS Athletic Department and worked collaboratively with coaches to create a common vision and effective coaching practices.

ADDITIONAL EXPERIENCE

- 08/2002 - Dean of Students/Science Teacher, Greenwood Village, CO
06/2004 *Cherry Creek School District*
- 08/2001 - Seventh Grade Language Arts Teacher, Rocky Ford, CO
06/2002 *Rocky Ford Colorado*
- 08/1997 - Eighth Grade Science Teacher, Putnam City, OK
06/2001 *Putnam City School District*
- 10/1996 - Seventh Grade Math Teacher, Denver, CO
06/1997 *Denver Public Schools*
- 08/1991 - Secondary Science Teacher, Las Vegas, Nevada
06/1996 *Clark County School District*

08/1988 - Secondary Science Teacher, Broomfield, CO
06/1991 *Adams County District 12*

06/1990- Registered Nurse, Westminster, CO
06/1991 *Cleo Wallace Center's Adolescent and Children Units*

PROFESSIONAL AFFILIATIONS

- School Superintendents' Association (AASA) (2018-present)
- Washington Association of School Administrators (WASA) (2018-present)
- Advisory Board member for Education Research Institute (2018-present)
- Board Member, Front Range BOCES, 2014-2018
- Colorado Association of School Executives (CASE), 2008-2018
- National Administrator of Secondary Schools Program (NASSP) 2008-2009

AWARDS

- Chosen by WASA as one of about 25 superintendents state-wide to participate in a national "community of practice" regarding equity.
- Selected to be the president for the ESD 105 region's superintendents for the 2021-2022 school year.
- Finalist for the 2013-2014 Colorado Principal of the Year sponsored by CASSP and NASSP.
- Aurora Public Schools Secondary Principal of the Year for 2008-2009.

SELECTED PRESENTATIONS

- Panelist regarding equitable practices as a member of a National Superintendent Equity Cohort with Hanover Research 2021.
- Presenter for Summer WASA Leadership Conference 2019 "Restorative Practices and Community Circles."
- Multiple presentations to WA legislators regarding legislative priorities for the ESD 105 and Ellensburg School District.
- Presenter at the July 2017 CASE conference for "Leading Interdependent Teams."
- Presenter at the July 2015 CASE conference for "Making Graduation Guidelines Relevant."
- Presenter at Colorado State University, honoring the PSD students who earned the CSU Cesar Chavez Leadership Awards (2015).

COMMUNITY AFFILIATIONS

- Kittitas County Health Network Board member (2018-present).
- ESD Education Foundation Board member (2018-present).
- Central Washington University Professional Education Advisory Board (2020-present).
- Chamber of Commerce Government Affairs Committee (2018-present).
- Economic Recovery Committee of Ellensburg (2020-present)
- Rotary (2018-present).
- Dispute Resolution Center of Yakima and Kittitas County Board member (11/22- present).
- Fort Collins Museum of Discovery Board member (2017-2018).
- Communities that Care Leadership Council member (2016-2018).
- STRIVE committee member with the Bohemian Foundation (2015-2018).
- Search Committee Member for the Colorado State University hiring committee to select STEM Educator professors (2015).
- Los Amigos de las Americas, Pachuca, Mexico. Collaborated with the public health officials in Mexico to provide dental care and tuberculosis vaccines within schools and the community in Pachuca (1979).

INTERESTS

- Outdoor activities: Hiking, Camping, Biking, Kayaking
- Music: Sing with the Valley Voices Community Choir, play the piano