

RECEIVED

2008 JUL 11 AM 9:45  
JOHN F. O'SULLIVAN JR.

SCHOOL BOARD  
OFFICE

9414 Maidstone Mill Drive East • Jacksonville, FL 32244  
Phone: 904-338-1075 • Email: [pacomj60@aol.com](mailto:pacomj60@aol.com)  
• [www.OsullivanLeadership.com](http://www.OsullivanLeadership.com)  
• Veteran's Preference: 10 Point

July 8, 2008

Pinellas County School Board  
301 Fourth St. SW  
P.O. Box 2942  
Largo, FL 33779-2942

Subject: Application for the position of Pinellas County School District Superintendent

Let me introduce myself, I am John F. O'Sullivan, Jr. I currently own and operate a Leadership & Educational Services company. However, I have found that I miss the daily interaction with principals, teachers, and students that I so enjoyed while serving as a superintendent of schools.

After reading your Superintendent Search Brochure, when I saw the three requirements for your next superintendent, I had to apply. First, as I will enumerate below, I meet and exceed all three requirements listed; however, it was requirement three that contained the key information that persons with non educational experience would also be considered. I have been a Superintendent of Schools, senior military officer, and I am a business owner. Thus I am a multi-faceted successful leader.

As a former Superintendent of Schools, I have a deep and intimate understanding of the impact of continuous growth while maintain high learning standards with less financial resources and have succeeded in devising processes and a program which would help to accommodate the opportunities and challenges faced by Pinellas County Public School District.

As I mentioned before, I am a very successful leader. I communicate exceptionally, well with people and I have thrived while leading organizations both in school systems and in the Air force. After graduating from college, I began teaching in the Indianapolis Public School System. However, I was called to active duty in the Air Force to fulfill my obligation to AFROTC and I spent almost 30 years in uniform retiring as a Colonel. During that time, I also taught for the University of Maryland and in the United States Air Force (USAF). Following my Air Force career, I wanted to be involved in helping children again and I returned to my earlier career in Education. I have a unique blended background of traditional and non-traditional experience that enhances my educational leadership skills and will only increase my ability to be highly successful as Pinellas County's next Superintendent.

000026

Through my past work as Superintendent of Independent School District (ISD) 279, Minnesota and Savannah-Chatham County, Georgia, and as Deputy Superintendent of the Rochester City School District, New York and Assistant Superintendent of Auxiliary Services for the Guilford County Schools, North Carolina, I have successfully dealt with all of the challenges that arise in public education.

After rereading your announcement of the district's superintendent vacancy it appeared to me that you are looking for a leader to build on existing district strengths, with a unique understanding of the community and an exceptional understanding of what is required for students to succeed in the 21<sup>st</sup> Century. I believe that I am the man who can take on that challenge.

Let me address the specific knowledge, skills and abilities desired.

**Proven success as a strong leader who contributes to an effective approach to governance involving the board, the staff and the school community.**

I am the product of the finest leadership development program in the world, the USAF and I have a proven success as a leader/educator over a multi decade period. I have served in four different, but unique, public school systems and commanded four large USAF units. In addition, I have attended The Center for Creative Leadership twice. This is the Fortune 500's CEO "finishing school" in Greensboro, North Caroling.

I use a collaborative consensus building approach to my duties as superintendent and I know that leading requires, above all, trust. Trust is a two-way street, the first component of which requires that the Superintendent demonstrate that he will support and take care of the people working for him. To initially accomplish this I simply listen while visiting all of the schools - every classroom, food service, and custodial area to see, first hand, the individuals and their work environment.

I am not a leader who enters a district believing things need fixing. Rather, I build on the existing district strengths, from strategic plans to the guiding principles. I honor quality work and its successes as a departure point to clearly articulate a collective vision. However, I do provide focus and direction and often this requires a visionary approach to change.

Good leaders pay attention to both the big and small things and this requires that a superintendent be visible in all schools and throughout the community. I always accept opportunities to speak before community groups to get the district's message into the community. I attend, when appropriate, neighborhood and community association meetings. I work with small business, the faith community, and sports organizations. I worked with all of these entities in prior districts on a day-to-day basis.

I believe integrity is a critical component of leadership, equal to duty, honor and family. It means to me that I must establish my integrity, even at the expense of a position or title and demonstrate that I believe, first and foremost, that I expect this standard from others.

Integrity requires a leader to bring the good and the bad to the governing board so it can construct 21<sup>st</sup> century governance policy under which the district will operate. Integrity requires the right thing be done not the appearance of right. I live by these beliefs. I focus on the students first and will always ask “what will provide students with the best opportunity to succeed in a world defined by events outside of their control”.

**The ability to involve all segments of the community to build support and confidence in the public schools.**

To be effective in garnering support from parents and the community, a superintendent must be highly visible in the schools and the community. I get out from behind the desk and go to the students. I work with reputable groups interested in helping children; they can be a source of mentors, business partnerships and much more. In Savannah, I engineered the first successful community-driven focus on student success. The program was called “Community Outreach” with twelve components, including: a daily countdown calendar to our state accountability exams which showed up on all district computers, was published in electric bills, and in public service announcements using the most popular local children’s TV personality “Magic Marc”. Also included was a Spring Reading Camp and handbooks for parents to help them to help their children succeed. I partnered with workforce development, technical colleges and local universities to meet the work force needs of the 21<sup>st</sup> century and created (from the ground up) a standards based “High Tech High School” plan and curriculum to provide the environment in which a motivated student could earn a rigorous college preparation diploma while having the opportunity to earn a Technical Certificate and Associate Degree from the local Technical College. Building positive relationships is the job of a successful superintendent.

I was on the Hawaii Community Services Council; I was on the Board of the United Way in Savannah, as well as on the Board of the Telfair Museum, The Junior Achievement Fund Raising Committee, and the board of Youth Futures Authority. I was on a committee for the Vietnam Veterans Association to raise money to maintain the permanent monument in Savannah and finally, along with all my other community obligations, for three years I participated with the American Diabetes Association local Savannah chapter to raise money through the Kiss a Pig contests, I was one of the contestants and through the school system participation of students, teachers and Principals, we raised the most money for all three years and I kissed a real pig. This was the second most successful campaign in the entire US for raising money to help diabetes research. I am an excellent and charismatic speaker and I have been told that my Educational presentations and military briefings were par excellence.

**Experience with strategic planning and the ability to manage a large, diverse school district.**

I am a strategic thinker. Strategic thinking requires vision and planning which are; in my mind, inseparable items. I know the connection between being an effective visionary and

the need to be a superb planner. In both areas, organizational planning is of the utmost importance. My experience has shown me that the development of a clear mission statement, with supporting visions and attainable goals is essential for successful strategic planning. I authored the first Rochester City, Savannah-Chatham County, and ISD 279's Strategic Plans.

The plans for Savannah-Chatham and ISD 279 were called "Pathways to Success" and were created to set direction while establishing an accountability system committed to both equity and excellence. "Pathways to Success" was designed around the strands of organization; benchmarks, instruction, human needs, facilities, brand name, and financial. Updated annually, their target was to reach the majority of the measurable end state objectives by the designated school year and to build, where none existed, a true learning organization.

After "Pathways to Success" I followed with and published the first district level benchmarks along with building level companion documents prepared by each principal. These benchmarks, (designed to address more than test scores), immediately addressed state requirements. This process drove reallocations of existing resources to support Pathways to Success's most important educational priorities. These plans provided near "real-time" school, class, grade level, and subject area student performance data to measure district performance while simultaneously giving principals and teachers direct feedback on student accomplishments.

The ability to lead a large diverse organization, such as Pinellas County, comes from experience with all aspects of the organization from the needs of students, administration, and community to you the board. I have this experience. My background has provided the tools to first and foremost understand one individual cannot do everything themselves, but a superb team can handle the largest of organizations in any environment. Fortunately, early in my career, key concepts of leadership were ingrained. These included setting targets and goals, complimenting others on a job well done, and getting staff input before making major decisions. Equally important, I was coached to deal with the significant difference between empowering and pampering staff. I am able to create a demanding, yet fair, environment that inspires people from different backgrounds to perform at their best.

In today's world of education, successful superintendents must be able to adjust their leadership style according to the situation. My style allows me to coach, support, and delegate or direct in the appropriate circumstance. As a manager and leader, I collaborate with staff to set targets. Targets have a dramatic effect upon a team's sense of achievement so consequently; I set goals that stretch the staff so that they know that I know they can meet the challenge.

I am goal-oriented, confident, competitive, determined, direct and straightforward. I look for individuals who understand integrity and duty. I believe in taking reasonable risks and trying new ideas. Internal to who I am are such things as straight talk, listening for understanding, making commitments and keeping them. I am reliable and look for

reliable people. Individual dignity is respect; therefore I begin with a basic premise that everyone deserves respect.

**Excellent interpersonal communication skills, including experience with public speaking, writing and active listening.**

In the many leadership positions, I conducted presentations and briefings to everyone from the Air force Chief of Staff (for whom I was responsible for coordinating the conferences for all of the Air Force leaders in each country in the Americas), to giving talks to the local community groups in Savannah, Osseo, Rochester, and Greensboro.

Leading people and developing harmony requires above all, trust. Trust is a two-way street the first component of which requires that the Superintendent demonstrates that he will support and take care of the people working for him. I accomplish this initially by listening. I also accept speaking invitations from community groups and other local organizations as early after I arrive as possible.

Over time I then make sure that I acknowledge staff successes and reward work well done; however, I never compromise on performance or standards. I deal with those who are not performing to standard by first providing support and training and then if necessary disciplinary action. This leads to people trusting me as their leader and this trust is the glue that builds and maintains morale. My experience has proven that a school district with good morale produces successful students. In addition, I know that leading people is an interactive process and interaction demands a large amount of communication and begins with active listening. Active listening must be coupled with respect for the input provided by subordinates and, if this input identifies problems, taking action – doing nothing is not an option. Leading people means doing the right thing at the right time. It also means giving subordinates the freedom to operate independently with minimal guidance, but only after they had demonstrated they are qualified and ready to handle independent responsibility – micro management is a morale destroyer.

In addition, leading people requires that a Superintendent demonstrate that he clearly values each member of the district and is open to opposing or dissenting views - I value open dialogue and expect freedom of thought. However, in the end, a Superintendent has to make tough and at times unpopular decisions, to insure that the district succeeds.

Equally important to the items noted above, leading requires a real commitment to developing those who work for you. One of my most important leadership responsibilities is succession planning for all key organizational positions. All strong leaders and successful districts make people the priority, because, they, like I, have learned it is highly trained and motivated people that make or break a district and I know from personal experience that when these things are present the district will weather tough times and come out stronger. Harmony within a school system exists when the majority of the above are present.

Harmony within the community is influenced by many factors, only one of which is the school district; however, an inviting and welcoming approach to parents and community is a must.

An important part of community harmony is being accountable to the community. I accomplished this in Savannah by developing strong PTA/PTOs and School Leadership Teams to provide a critical connection to the community and between schools, parents, business partners and school staff to break down the artificial, and often bureaucratic, access to schools; consequently, they often function as the school's ombudsmen for problem solving.

**A management style that creates a positive working climate, and the fiscal knowledge and experience in developing fiscally responsible budgets.**

During my careers, I have been responsible for target driven budgets, administrative functions, including staff hiring. I have faced declining revenue and have brought student centered but tough decisions to Boards for their approval.

At both ISD 279 and Savannah-Chatham County Schools, I had to learn new accounting systems quickly as both districts boards had already adopted the budget and neither budget adequately addressed many items. To overcome the challenge of declining revenue from the state, I streamlined the organizations, while leveraging existing resources. In Savannah I refinanced all bonds and instituted standard business practices in purchasing activities. The result was a district that had the *best bond rating* of any governmental agency in Georgia, including the State. This was coupled with the most successful grant writing program of any Georgia District which netted over \$20 million in one year alone.

In the Rochester City Schools, my first task was to organize and develop the District's multi-million dollar budget. This was a large undertaking but was completed successfully in large part because of my extensive experience in budget development, including being instrumental in crafting the annual budget for Guilford County School System along with a separate capital budget earmarked for construction. I also had extensive experience as the responsible budget/fiscal officer for billion dollar USAF programs that funded satellite systems and information technology/communications systems for worldwide operations.

Throughout my professional life I have worked closely with public bodies and representatives controlling the purse strings. In the military, I worked with members of congress and the White House Staff who were demanding and exacting. In my two school districts, I carried those experiences into building relationships on a personal level with the entire community and to the state legislature to obtain additional revenue for each school district.

**Tact and social awareness to deal effectively with critical problems of a progressive school system.**

Pinellas is a leader in dealing with change through its progressive approach to learning and for me this approach to change is exciting. For example, several years ago, I began to immerse myself in research on cutting edge areas that have, or would, have an impact on my profession. Then, blind luck intervened and I was invited to join the BellSouth (AT&T) Leadership Network and later the Center for Quality Leadership - School Research Nexus. Primarily, through BellSouth, now the National Superintendents Leadership Network, I have been granted access to, and visited, top private research centers in the United States to meet with a variety of researchers. Consequently, I know that Artificial Intelligence tutors exist so teaching and learning can occur 24/7 anytime, anywhere and practical applications of Neuroscience research is available that improves learning and much more.

However, change can create difficult challenges requiring patience, tact, cultural understanding and adaptability. Having lived in other countries coupled with my assignments to many states serving in uniform or as a leader of education I developed the ability to adapt to the environment I resided in. Particularly important has been fitting into and respecting the cultural expectations of the community. This requires tact and social awareness.

Finally, I believe as the Superintendent, one of your implicit selection criteria is to find a candidate that understands that a professional, respectful relationship must be built on trust between you, the board and other members of the cabinet to insure your school district succeeds. My experience has shown me that this means you are looking for a TEAM player, one who understands that full and open communications must occur with one goal – student success.

**Respect and concern for students, employees, parents and citizens.**

My style of dealing with personnel allows me to coach, support, and delegate or direct in the appropriate circumstance. As a leader/manager, I collaborate with staff to set targets. For example, when I arrived in the Savannah-Chatham County School District, one of my biggest challenges was low morale at every level from the classrooms to the central office. I am proud to say that I was able to turn this around. For the first time, teachers, administrators, and support staff were behind a Superintendent and believed in their school system.

To me the most important coalition in public education today is that of parents. Involved parents have successful students. A major part of my job as a Superintendent was working with parents to help them to help their students. I worked extensively with PTAs and the TITLE I parent groups to generate involvement in the schools.

To communicate effectively and be a good leader, one must be a consensus builder; consensus builders employ the team management concept. I employ a consensus

approach to leadership. This has been a key tool in getting staff to support the goals and functions of the three military units I commanded, and to successfully transform segments of the four School Districts where I have been employed. A key test of consensus and collaboration skills is in labor relations and negotiations. While employed as Rochester's Deputy Superintendent I was the negotiation team leader for the substitute teacher contract, participated as a member of the administrators' negotiation team, and conducted ongoing negotiations with the teachers union under the auspices of the "living contract" provisions of their bargaining agreement. During my tenure in Rochester I participated in bringing in four successful contract agreements with the district's bargaining units. This required the ability to communicate effectively and honestly to obtain the desired results.

I am a leader who is neither intimidated nor deterred by the challenges or controversy surrounding change; however, without demonstrated integrity I cannot conceive of a superintendent creating trust within a district or community. Absent trust, cooperation and team work is severely impaired

Integrity requires that a leader bring an honest appraisal of both positive and negative functions to the school board, so the Board can construct new century governance policies to guide district operations. First, I focus on the students and what will provide them with the best opportunity to succeed. Second, I treat teachers as professionals provide them with professional development, and support. I encourage National Board Certification which I noted was a priority of Pinellas.

### **Highly Skilled Technologist**

Second only to professional development of district staff skilled instructional leaders must be adept with technology. Today's world requires that the superintendent understand how to use technology as an essential tool in preparing students for a society and world of work that thrives digitally to accomplish the most simple of; however I have been dismayed by the lower level of instructional technology in many of today's school systems. I have been spoiled, because I always had a vast array of early adoption technology based tools available due to my first career in Command, Control, Communications, and Computer Systems. In this environment I developed, installed and operated what is known as cutting edge technology systems. Furthermore, I brought these skills to the school systems where I was Superintendent and used them to create integrated curriculum, job readiness, professional development, and data driven decision systems.

Whatever, the level of a district's technology posture, either poorly designed or inadequately utilized, students are short changed. As a proponent of the pedagogical structure utilizing the exponentially growing understanding of how our brains actually learn I have seen firsthand that technology rich schools and classrooms are essential to authentically engaging students in learning.

With the publication of "The World is Flat" by Thomas L. Friedman I initiated a survey of over one hundred school districts throughout the United States and found their greatest

difficulty has been, and I expect will continue to be recognizing the need for technology and its funding. For many of these districts overcoming the low level of teacher proficiency, utilizing and integrating technological within lesson plans, and in some cases staff understanding the benefits of leveraging technology to improve student learning is a challenge. Consequently, early in my tenure as a Superintendent, I introduced an accelerated professional development program to introduce teachers to the benefits of technology and how to use computers and computer labs already existing in district classrooms and schools. However, I recognize much more needs to be done to improve specialized professional development. Acquiring a new generation of technology designed to engage students through music to teach mathematics and leveraging a plethora of tools commonly employed by schools and teachers outside of the United States such as on-demand 24/7 systems that provide anytime anywhere learning.

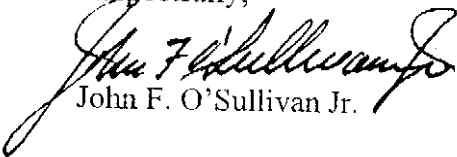
Fortunately I learned early the value and know how to accomplish this.

### **Certification**

I have Permanent superintendent certification in New York.

In conclusion, I bring with me a new vision and broad communications, leadership and people skills. I will actively work to provide the right foundation and resources for Pinellas County students to grow. Thank you for your consideration. I look forward to meeting each board member in the very near future to discuss my qualifications.

Respectfully;



John F. O'Sullivan Jr.

# JOHN F. O'SULLIVAN JR.

9414 Maidstone Mill Drive E, Jacksonville, FL 32244  
Veterans Preference 10 point

904-778-7693

pacomj60@aol.com  
www.OsullivanLeadership.com

## SUPERINTENDENT/CEO

**Educational Leader /Best Practices/ Organizational Alignment / Large Scale Operations / Cost Control /  
Process Reengineering / Strategic and Tactical Planning/ Startup Turnaround**

Educational executive with expertise in leading edge teaching and learning, strategic planning, logistics, risk management, operations and accounting systems implementation. Managed over 7,000 staff and budgets in excess of \$2B. Record of achievements improving full spectrum of educational functions. Effectively guided and motivated staff to continuously improve student achievement while increasing districts productivity and operating methods.

- **Produced the fastest sustained growth in Academic Achievement of any similar district in the nation.**
- **Reduced staffing levels 9%, developing and implementing strategic restructuring plan.**
- **Implemented plan, increasing retention for organization.**
- **Developed and implemented first strategic planning process for two school districts.**
- **Established corporation, providing high level leadership, training and coaching services.**
- **Received Association of Business Officials Financial Award, producing highest government bond rating.**
- **Improved organization hiring 11%, building diverse workforce.**

**Key Skills:** Defining organizational vision and strategy. Creating innovative solutions to complex educational challenges. Procuring major funding and government grants. Negotiating to win consensus across diverse groups. Building self-sustaining teams. Balancing academic and fiscal priorities, achieving highest standards of excellence.

MBA, Western New England. BS, Indiana University, History/Education. EdD Program, (on going), University of Phoenix, National War College, Washington D.C.

### SELECTED ACCOMPLISHMENTS

**Record Academic Performance in 75% minority district.** Transformed an under-producing district into a successful school system by creating and implementing a strategic plan that focused on six functional areas: organization, benchmarks, instruction, human needs, facilities, brand name, and financials. Provided leadership that resulted in the fastest academic growth in over four years; the district surpassed national norms on the ITBS for two consecutive years.

**Reduced staffing levels 9%, developing and implementing strategic restructuring plan.** Determined the Savannah Chatham County Schools required streamlining of personnel. Created choice program to trim positions, offering reallocation, retirement or retraining options. Resulted in 400 fewer positions with improvements in academic delivery.

**Implemented plan, increasing retention for organization.** Researched and identified organizational requirements, increasing organizational performance 10%. Created ten year plan supported by technology, product performance, customer needs and human and financial resources.

**Developed and implemented first strategic planning process for school district.** Urban, high poverty school district in Georgia with 60 schools and 35,000 students lacked strategic plan. As Superintendent, identified set of core values and articulated statement for use by the District. Developed alternative funding sources through solicitation to corporations, grant writing and partnerships with other education institutions, producing \$20M in alternative funding.

**Established educational corporation, providing high level leadership, training and coaching services.** Delivered results-driven coaching, mentoring, and management consulting services to educational, governmental and commercial clients. Worked with key decision makers to assess needs and present solutions, integrating organizational vision and objectives with budgetary requirements.

**Received Association of Business Officials Financial Award, producing highest government bond rating, reducing payments by 13%.** Established internal controls and independent audits for all financial aspects. Completed close out of the largest bond referendum for public construction in state history, prepared and implemented \$450M operating financial plan and budget.

**Improved organization hiring 11%, building diverse workforce.** District faced severe staffing shortage. Created new division to meet goals to recruit and hire. Developed effective performance evaluation system coupled with retention features lowered employee turn over 15% in critical first year and 8% in the fifth and critical loss year.

---

**CAREER HISTORY**

---

**President,** O'Sullivan Leadership & Educational Services, Nov 2004-current. Provide leadership assessment, succession & strategic development planning, and coaching for individuals and leadership teams. Conduct board development programs, academic and operational audits, benchmarking and development of technology rich schools/classroom designs. Perform testing/evaluation of leadership skills and complete assessments and testing of individuals with vocational, rehabilitation or disability challenges. [www.OsullivanLeadership.com](http://www.OsullivanLeadership.com)

**Superintendent of Schools,** Independent District 279, 2005-2006. Provided leadership to multicultural school district with 2,200 employees and 22,000 students. Managed \$220M budget. Oversaw policy and program development for fifth-largest public school system in Minnesota. Planned and opened State's first Community/Adult Education Center that specialized in leading edge technology.

**Superintendent of Schools,** Savannah-Chatham County School District, 2001-2005. Directed administrative and financial operations for urban school district with 60 schools and 39,000 students. Managed \$350M budget. Created accountability benchmarks and redesigned academic programs. Spearheaded new programs and facilities to open the district to researchers. Developed district-wide emergency plan and individual plans for each school using the Critical Incident Protocol.

**Deputy Superintendent,** Rochester City School District, 1999-2001. Provided leadership for school district with 60 schools, serving 52,000 students. Directed 7,960 employees and managed \$430M budget. Oversaw restructuring and redesign of academic and community programs. Supervised and coordinated daily operations including transportation and logistics, personnel administration, finance, technology utilization and communications. Conceived and launched first Pre-K through 14 public school program in NY State.

**Executive Director/Assistant Superintendent,** Guilford County Schools, NC, 1995-1999. Offered strategic and operational expertise for urban school district. Prepared and administered \$404M operating budget. Supervised maintenance and capital projects for 272 buildings. Oversaw 600 bus transportation system and food service planning for 95 schools. Formulated and managed community-based redistricting program. Developed ten-year facilities plan, allocated \$950M for new buildings, renovations and expansions to manage rapid growth and over-crowding.

**Earlier Distinguished Career:**

**United States Pacific Command J6** – Director of Command, Control, Communications, & Computer Systems Led strategic and functional planning, and oversaw initiatives for all Pacific Command, Control, Communications and IT functions for the largest Joint Combatant Command (Army, Navy, Air Force, Marine Corps) in the Department of Defense responsible for 51% of the earth's surface. Formulated and implemented policies and procedures to ensure well-executed operations and promote the mission and objectives of the United States Government. Expertly managed people and priorities to optimize readiness and productivity in constantly changing environments. Developed and managed alliances with international stakeholders, and forged partnerships with international aid agencies and military forces.

**Division Vice Commander,** United States Air Force. Functioned as Air Force Space Command's Chief Engineer and Integrator of the National Warning Center. Coordinated and managed technology initiative that improved communication and functionality of all command centers within the Cheyenne Mountain Complex, as well as the ballistic missile radar system, and space-based sensors. Leveraged technical expertise, leadership talents, and uncommon commitment and loyalty to advance national and organizational priorities.

**Group Commander,** United States Air Force. Displayed exceptional leadership abilities in roles that required interagency and multi-organizational communication. Supported Air Force One, and worked for the White House and the White House Communications Agency (while Air Force One was airborne), and also supported the Marine Corps Presidential Helicopter One operations.

**HQ Staff Officer**, The Pentagon, Washington D.C. Create and implement programs that supported matters of security, intelligence, and governmental priorities. Testified before Congress. Prepared and delivered presentations to the Air Force Chief of Staff and Joint Staff. Interacted with multiple agencies to assess needs and advance operational and tactical goals. Created and presented contingency plans to State Department Officials.

**Squadron Commander**, United States Air Force. Provided leadership to two Air Force squadrons to ensure full readiness and optimal performance in support of U.S. government and military objectives. Developed and implemented policies and procedures, strategies, and priorities for daily and long-range operations. Managed budgets and oversaw expenditures. Delegated responsibilities to multi-tiered personnel.

**SELECTED AWARDS**

Senior Executive Leadership Award (National Board Certified Teachers Program)  
Great Outstanding Educator Award (Georgia Retired Educators Association)  
Community Nomination for Superintendent of the Year (Chatham County)  
2002 Winter Olympic Games Torch Relay Runner

**PROFESSIONAL ASSOCIATIONS**

Elite Center for Quality Leadership's School Research Nexus Center  
Bell South (AT&T) Leadership Network  
American Association of School Administrators  
Association of School Business Officials  
Phi Delta Kappa  
Association for Supervision and Curriculum Development  
The Council of Educational Facility Planners International  
National Intercollegiate Soccer Officials Association (NCAA Referee)  
Board of Directors, Junior Achievement  
Board of Directors, Youth Future's Authority  
Board of Directors, United Way  
Board of Directors, Community Services Council  
Bellsouth Leadership Network

**REFERENCES**

Ms. Diane Cantor  
Former President  
Savannah-Chatham Board of Education  
(H) 912-233-4122

Ms. Jessie Collier DeLoach,  
Previous Board Member  
Savannah-Chatham County School District  
1401 Bel-Aire Dr., Savannah, GA  
(H) 912-232-3987

Dr. Benny Fergerson  
President, Georgia Music Educators Association  
(W) 912-201-5566  
(H) 912-754-1510

Dr. Chester Gibson  
Georgia School Boards Association  
(H) 770-834-4225  
(C) 770-403-9490

Mr. Michael Looby  
Board Attorney  
Rochester City School District  
(H) 585-264-9462

Mr. Dennis O'Brien  
Educational Advisor to  
The Governor of Minnesota  
(H) 651-227-3688