

RICHARD J. O'MALLEY, ED.D.

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Florence, South Carolina 29501

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May 20, 2022

**Orange County School District**

Dear Members of the FSBA search committee;

It has always been my philosophy to be open to all that life has to offer and the opportunities that might come your way. It is with that openness of spirit and eagerness for what tomorrow brings, that I submit my application for the position of Superintendent of Schools.

With the enclosed resume, required documents and letters of recommendation, I would like to express my interest in the Superintendent of Schools position in the Orange County School District. As an accomplished and successful Chief Executive Officer with extensive leadership experience in financial management, academic performance and strategic development, I possess a breadth of knowledge and experience that will enable me to drive the success of the Orange County School District.

I am excited at the opportunity to demonstrate how my qualifications and vast experiences directly relate to the requirements you seek. With significant experience in some of the most complex educational institutions in New Jersey and South Carolina, as well as the numerous diverse roles and responsibilities I have held, I believe this has given me a solid foundation for this position. My passion for student engagement and achievement, my experience in developing high quality educational experiences for diverse populations, my work in academic integrity, and my belief in helping shape the character development and leadership potential in students and staff have drawn me to this exceptional opportunity.

My expertise lies in leading education development efforts, operational strategies, and improvement initiatives to achieve defined goals and expand academic opportunities for all students. Through my experience, I have become adept in overseeing a wide variety of operational and fiscal responsibilities to ensure optimal performance and realize significant academic enhancements. My additional success in team building, motivation, and leadership positions me to make a significant contribution to your academic institution.

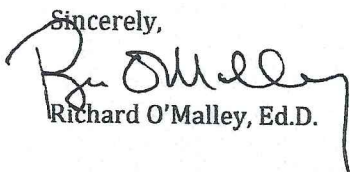
The following achievements demonstrate my qualification for this position:

- Conceptualizing and implementing strategic initiatives to propel the achievement of academic goals and objectives, drive multimillion-dollar budget, and expand academic development opportunities.
- Leveraging dynamic talents in educational management, operational direction, resource allocation, and educational compliance to enhance institutional performance, while concurrently innovating and implementing key process improvements to boost efficiency and productivity.
- Demonstrating top staff recruitment, training, and management talents while propelling dynamic educational management, problem-solving, and communication abilities.

With my proven dedication to optimizing institution success, along with my acute ability to excel within challenging, objective-focused environments, I am prepared to contribute immensely to the success of your school district as your next Superintendent of Schools.

Thank you for your consideration; I look forward to speaking with you soon.

Sincerely,

  
Richard O'Malley, Ed.D.

May 9, 2022

To whom it may concern:

In 2018, I led the search for a new superintendent for Florence 1 Schools. I was in my sixth year on the board and a first-year chairman, and my perhaps-naive goal was to find someone who was capable of truly transforming Florence 1 Schools. This is the type of hyperbole you hear from search committees all the time, but I was sincere in my belief that my hometown's 15,000 student district did not have to be limited by its past performance or the state's dismal educational reputation. In Dr. Richard O'Malley, I found an individual I firmly believed could achieve that goal and who, given the proper support, could mold Florence 1 Schools into a model not only for the state, but the nation.

From our first conversation it was obvious that Dr. O'Malley was not what I had come to discover was a typical district administrator. In my experience, most district superintendents had risen through the ranks—from teacher, to building administrator, to district level administrator—gaining valuable classroom and school-level experience, but with minuscule preparation for becoming the leader of a multi-million dollar organization, employing thousands of people and truly bringing innovation to an antiquated business model. Dr. O'Malley brought the education experience, but he also possessed a business skill set and a drive to succeed that I had seen in Fortune 500 leaders and big 5 conference head football coaches, but not school district superintendents. Having personally worked with the leadership teams at industry-leading corporations like Target, Apple, and 3M, I feel very confident saying that if Dr. O'Malley had chosen any other profession, he would be leading a company of that level. Fortunately for the students, staff and community of Florence, he chose education.

Before his first official day on the job, Dr. O'Malley set—and the Board approved—four ambitious goals with a target of achieving each by the year 2021. They included Exemplary Community Engagement, Superior Student Achievement, 21st-century Facilities and Security, and Professional Talent in Every Role. In the years that followed, he has exceeded my expectations of what was achievable in each of these areas. In his time in Florence, Dr. O'Malley has overseen significant technology improvements across the district, added numerous new academic classes and programs, funded unprecedented support for athletics and the arts, provided raises and bonuses to all employees, and facilitated numerous major facility upgrades. He did all of this while overseeing successful financial operations with no operational millage increases for four consecutive years and—in this time of challenging teacher recruitment—the district started the previous two school years with no vacancies for the first times in 30 years.

He has led the district to remarkable improvements academically, technologically and operationally, and the individual achievements would fill more pages than you care to read, but I would like to highlight one in particular.



When the COVID-19 pandemic hit two years ago, most school districts nation-wide were, understandably, caught flat-footed and unprepared to respond to a truly unprecedented challenge. From the first days, Dr. O'Malley provided consistent, progressive leadership. On the very first day of a state-mandated school shutdown, every single student in Florence 1 Schools was in the virtual classroom. A remarkable achievement if for no other reason than the fact that the district did not have a one-to-one device plan prior to Dr. O'Malley's arrival. No detail was overlooked, including sending buses equipped with wi-fi to neighborhoods without internet access. But it went further than the district being prepared technologically and students simply having access. With only a weekend's notice, Dr. O'Malley had his staff prepared to deliver academically on that first day and every day after. And in a time when most districts saw a huge downturn in academic performance, Dr. O'Malley led Florence 1 to a historically high graduation rate, improving from 81% to 90% for the 2020-21 school year.

If that was not enough, when the local economy shut down and our elected and community leaders seemed paralyzed with indecision or huddled quietly and safely in their homes, Dr. O'Malley filled the local leadership vacuum and stepped up with an ambitious program that mobilized the districts' resources to feed the needy in our community, ensuring that our students and their families did not go hungry. I don't know if I've ever been prouder of our district than I was during this time.

Dr. O'Malley is a tireless, fearless leader that will challenge those around him to achieve remarkable things—both the people working alongside and for him, and his Board—while never losing sight of the importance of always putting the students first. I firmly believe he would be an asset to any district and the ceiling on his success is only limited by the support and vision of the board that hires him.

I sincerely hope that Dr. O'Malley will continue to be the superintendent of Florence 1 Schools for many years to come, but when the day comes that he does leave, I will marvel at, and be thankful for, the successes we have achieved under his watch. And I will take solace in the fact that he will be leaving the district in a far better place than he found it.

Sincerely,



Barry Townsend  
Florence 1 School Board of Trustees  
Board Member since 2012  
barry@townsendtm.com  
M (843) 617-3711



Jeffrey Bowden  
President

## Edison Township Education Association

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Matthew Hrevnak  
1st Vice President

Gerard Campione  
2nd Vice President

Susan Cox  
Vice President - Non-Cert

Michele Wenzel  
Treasurer

Michele Sileski  
Recording Secretary

May 11, 2022

To Whom It May Concern:

My name is Jeff Bowden. I am the current president of the Edison Township Education Association (ETEA) in Edison, New Jersey. I am writing today regarding Dr. Richard O'Malley, former Superintendent of Edison's Public Schools. Dr. O'Malley served as Superintendent in Edison for almost nine years, making him one of the most senior superintendents in the State of New Jersey. During his tenure in Edison, I worked closely with Dr. O'Malley on some very important issues relating to staffing, community outreach, and issues within the schools. I have always found him to be extremely influential and a person that knows how to get things done.

During his first year in Edison, Dr. O'Malley modernized the infrastructure of our schools with state of the art technology. Edison had been operating with bare bones technology, so this undertaking proved to be a great learning curve for many staff. Edison is now a leader in technology in the state of New Jersey. All children and staff are provided with individual devices, and daily lessons are presented using technology first.

In the spring of 2014, Edison suffered a major loss when James Monroe Elementary School was devastated by fire. Nearly 500 children and staff were displaced, with nowhere to finish the school year. Dr. O'Malley quickly responded and within two days secured facilities for the remainder of the school year. He then worked with the Mayor of Woodbridge Township to secure a vacant school building for the 2015-2016 school year. The new and modern James Monroe Elementary School opened its doors in late 2016. This was due in large part to Dr. O'Malley's tireless efforts to make the community whole again. He remained vigilant until it was.

The ETEA negotiated three contracts during Dr. O'Malley's tenure. Though he did not sit at the negotiations table, he was essential to sealing the deal each time. He was entrusted with the financial decisions of salary, and each time we arrived at a fair and timely settlement. Dr. O'Malley's understanding of the financial stability of a school district is exceptional. He projected Edison Township Public Schools to be debt free by 2020, even after building a new school, additions to others, expanding our technology initiative, and adding police security to our schools. Edison Public Schools are currently debt free.

As you are aware, education has become a very stressful profession in recent years, and the stresses increase each year. Dr. O'Malley secured behavioral health services for our students and staff members and their families. This strategic decision came at just the right time for many people in our industry. It is another example of Dr. O'Malley's visionary outlook on the environment within the teaching profession.

Finally, Dr. O'Malley and the ETEA worked together on initiatives such as a new Teacher Evaluation Model and committees such as Sick Bank, Health and Wellness, and District Teacher of the Year to name a few. He also worked with us in planning the Teacher Leadership Program, Instructional Rounds, and the District School Calendar. If you are looking for a person of action, Dr. O'Malley is a clear choice. His ability to engage is first rate. Please feel free to contact me if you need additional information. I can be reached at (732) 691-2797 or via email at [Jeffrey.bowden@edison.k12.nj.us](mailto:Jeffrey.bowden@edison.k12.nj.us).

Very truly yours,

Jeffrey S. Bowden, President  
Edison Township Education Association

**Pride In Public Education**



**Florence Medical Center**

May 13, 2022

To whom it may concern,

I would like to formally submit this letter as a recommendation in support of Dr. Rich O'Malley for the position of superintendent of Orange County Schools. I have the pleasure of working with Dr. O'Malley as a fellow community leader in Florence South Carolina. Additionally, I am a parent of school age children in Florence District One Schools for which he currently serves as the superintendent. As the son of a former large district superintendent I also happen to have a unique perspective of Dr. O'Malley's performance.

I would describe Dr. O'Malley as a visionary leader who consistently demonstrates sound judgement rooted in unwavering commitment to students. He is an excellent communicator and has demonstrated his ability to connect with all stakeholders in the community. He is one who acts and gets the job done. He is a leader that people gravitate towards and one who has earned the respect and admiration of business leaders in the community. His positive, honest, and respectful personal style is well-suited to establishing long-term mutually beneficial relationships with community leaders and hospitals like MUSC.

I can attest to Dr. O'Malley's leadership based on his actions during the pandemic. Throughout the pandemic Dr. O'Malley sought guidance from state and local experts to craft policies that protected students and staff and was able to navigate the complex political environment trying to influence those policies. He also worked closely with my organization to establish testing sites for all employees of FSD1 and worked diligently to be a resource for students in the underserved community that needed access to testing and vaccination. One shining example was our partnership to use the school's Imagination STEM Lab bus to bring vaccination efforts to outlying areas. It was a phenomenal effort and just one instance of Rich's strong commitment to community growth and development.

As the CEO of MUSC Florence and a fellow colleague on the Economic Development Board, I believe Dr. O'Malley exudes the business acumen of a CEO, especially in the areas of finance and building relationships and partnerships that ultimately unify our community in purpose.

Throughout his time in Florence, Dr. O'Malley has demonstrated the utmost professionalism with all stakeholders, while continuing his commitment to fiscal responsibility, improving safety, academic progress, as well as cultivating positive and productive community relations. He is a strong leader

capable of long-term strategic planning and crisis management. Dr. O'Malley has been able to achieve a tremendous amount of success during his time as superintendent, while fostering a culture of respect and collegiality throughout the community.

It is with absolute confidence that I recommend Dr. Rich O'Malley for the superintendency in your district. Having seen his leadership and success as superintendent, there is no doubt he has the skills, the commitment, and the drive to move your institution forward to the benefit of students, staff, parents and the community.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jay Hinesley". The signature is fluid and cursive, with a prominent initial "J" and a long, sweeping underline.

Jay Hinesley, MHA, FACHE  
Chief Executive Officer  
MUSC Health Florence Division



## RICHARD J. O'MALLEY, ED.D.

2519 W. Newcastle Road  
Florence, South Carolina



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omalleyr@comcast.net

Dear Members of the Search Committee:

I am excited at the opportunity to demonstrate how my qualifications and vast experiences directly relate to the requirements you seek. With significant experience in some of the most complex educational institutions in New Jersey and South Carolina, and the numerous diverse roles and responsibilities I have held; I believe this has given me a solid foundation for this position. My passion for student engagement and achievement, my experience in developing high quality educational experiences for diverse populations, my work in academic integrity, and my belief in helping shape the character development and leadership potential in students and staff have drawn me to this exceptional opportunity. I enthusiastically present this letter and the requested materials for your consideration. Highlighted below are sample experiences as they relate to the qualifications for this position.

### Commitment to academic excellence:

My greatest strength lies in my understanding of and passion for teaching and learning. Each role that I have held has enabled me to further develop my understanding and appreciation for faculty who are committed to their scholarship, their teaching, and their service. Given the complexity of teaching, there is no shortage of work to do in this area.

Nevertheless, challenges of educational inequality have been a driving force in my leadership over the past 17 years as a public school superintendent. Leading some of the most diverse public schools in the nation has afforded me the opportunity and challenges that face our public school systems today. This demographic transformation in my current school district has framed the education by extending opportunities to kids from the best neighborhoods to those trying to climb from the most troubled areas in my current community. However, Asian American students now exceed whites on most key achievement measures, but African Americans and Hispanics, who comprise the fastest growing population of the new non-white student majority, still face academic gaps that have forged new strategic investments.

These gaps have been addressed throughout my tenure through laser-focused investments that challenge not only the individual student academic needs, but also the entire family and community. These investments have led to student academic gains and education for staff, parents and the minority communities that rely upon our educational systems. These investments include; creating magnet schools that address specific ELL needs and create high expectations for learning, place value on the student's languages and cultures, designed and implemented staff development to assist teachers and other staff that serve language-minority students more effectively, provide translation services for parents at parent-conferences and other critical education meetings, design counseling programs that give special attention to students, provide specific college counseling to minority students, a robust commitment to encourage parents of minority students to become involved in their children's education, and built a strong commitment among all school staff to empower students through specific curriculum education alignment.



My dedication to academic excellence has been the foundation for nationally recognized programs that deliver measurable improvement in student outcomes. These outcomes include; moving schools under the SC Accountability System from Below Average and only one (1) school rated Excellent in 2018-to moving four (4) schools to Excellent, five (5) to Good and eleven (11) to Average and only one (1) Below Average in just two years in my tenure in South Carolina. SC READY scores indicate two (2) of our highest poverty schools (91% free and reduced lunch) increased Math scores from low of 11% in grade 5 to a high of 36% in grade 6 in LAL. Overall, we increased the # of AP students from 188 to 395 students, Increased the # of African-American students in AP courses from 36-200 students, Increased the # of Asian students in AP courses 121%, Increased the # of Hispanic students in AP courses 66%, Increased # of IB students 52% in grades 7 & 8 and Increased # of IB students 20% in grades 9-12.

Under my leadership, the district has also implemented an aggressive approach to course planning (implementing over 60 new courses) to achieve the highest graduation rate in district history and a graduation rate of 93% over the past 4 years, ranking in the top five in the state.

By introducing career planning before the ninth grade, we have also increased matriculation to both two and four year colleges. Our partnership with numerous colleges and universities has led to many students having the opportunity to participate in college level course work, while still in high school, both on and off the college campus. Nevertheless, our commitment to career and college readiness has soared over the past three years whereby more of our students are attending college than ever before.

Furthermore, it is my firm belief that professional development for faculty and staff is a critical investment in the future. Every education institution should strive to be the best that they can, but this means that the most significant resource that you have (your teachers) must be allowed to grow and be current with what is going on in their profession. This does not happen without investment in professional development. It also means making time available to faculty and staff to avail themselves of the opportunities that abound.

I strongly believe that learning should occur in all areas of the classroom and I am a strong advocate of faculty access to and participation in quality professional development. Throughout my career, I have added more professional development opportunities and created professional learning communities, who had the sole purpose of extending and furthering the learning for the educators in the classroom based upon the latest research and effective means of reaching all learners. As students change, as research is published on how learning occurs, and as we measure learning in a new way, it becomes even more critical that faculty attend to the scholarship on learning and assessment, and most importantly, that all employees develop a capacity and habit of thinking critically about their daily work, whatever their role. I also remain involved with other various institutions outside the state, and encourage faculty and staff to pay close attention to how others are solving current educational issues, so we remain progressive and innovative.

Another aspect of my work as a leader has involved responding to accreditation criteria, including demonstrating program efficacy and student learning outcomes. We are continually refining our assessment processes to measure aspects of student learning in many different methods. In this age of heightened public scrutiny, faculty must be



supported in their need to continually develop their content expertise as well as their teaching strategies to ensure that student learning occurs in all venues, whether that venue is face-to-face, hybrid, or online course offerings.

Accessibility and affordability of high quality academic programs are the cornerstones for education. It is what makes them distinct, flexible, and responsive to their constituents. A school district's reputation is based on how well it blends accessibility and affordability with solid programs and services. Keeping pace with the dynamically changing needs and demographics of the community I serve has functioned as my guide for program development and review, accessibility to those programs and services, and ongoing assessment of student learning.

**Commitment to Mental Health and Exceptional Student-Centered Instruction:**

I have served as the catalyst for the district's partnership with both Rutgers Behavioral Health in NJ and SC Department of Mental Health to provide counseling, social-emotional supports, and psychiatric services for both students and staff well before COVID-19 and mental health became an important topic of serious concern as it is today. I also renovated and opened a school for preschool students an established ten (10) new preschool-disabled classrooms throughout the district to service both general education and special education preschool age students. These new full-day self-contained and integrated classes were established to address the ever-increasing student enrollment. In addition, the district established over twenty (20) new self-contained Autistic classes from Kindergarten through grade 12 to address the substantial increase in the Autism population within the district. Furthermore, we have installed adaptive playgrounds in six elementary schools to enhance the inclusive experience for some of our most challenged students. Lastly, the district established several new Learning-Language Disabilities programs from Kindergarten through 12<sup>th</sup> grade to address the variety of learning and social-emotional needs of the learning disabled students. These programs and classes were designed to provide free appropriate public education in the least restrictive environment and adopted and implemented technology-based applications that provide evidence-based interventions designed to ensure each student's progress was measurable.

Under my leadership, the district established several community-based instruction opportunities and structured learning experiences with local business and in the schools. Specifically, the district established two in-house transition labs at both high schools to offer students an opportunity to learn and practice real-world job skills in a supervised and supported setting. In addition, the district partnered with the Wakefern Food Corporation and Pepsi of Florence to establish a fully operational grocery store within the high school. Lastly, the district has begun the construction of a 65,000 learning center at the Farm @ F1S, a partnership with the City of Florence and the school district to bring nutritional food and services to an area consider a food desert. In addition, we used corporate grant funding to build and now operate a working farm stand that sells produce grown within the high school's greenhouse.



**Commitment to diversity, communication, and management of human resources:**

A Superintendent of Schools cannot be an effective leader if people do not know who s/he is. Active engagement within the educational community and the external public communities is crucial for establishing and maintaining trust, leadership, and respect. This has been my leadership style and my experience with diverse communities. I fully understand how daily visibility enhances the level of confidence and comfort with the leader by students, employees, civic organizations, businesses, church organizations and citizens of all backgrounds. Effective leaders seek to recognize, understand, address, and promote the needs of all populations and design academic opportunities to meet their needs. For today's student, one size does not fit all. Frequent collaboration makes for greater connection and unity between the superintendent and the people it serves exemplifies the model and impetus for this to occur.

I have a proven track record of increasing access to programs for students from all backgrounds. In addition, I have a robust history of increasing the diversity of the staff in every organization I have led. Through inclusion and respect, I celebrate differences while seeking common ground that builds mutual understanding and cooperation. This philosophy has served me well in organizations that are some of the most diverse institutions in the nation, with 97 different languages spoken and 47 countries of origin among staff, students, and community members. I have worked over the years with the Panasonic Foundation and Equal Opportunity Schools regarding issues of equity, and more specifically, I have been an outspoken advocate for all students, especially when it comes to issues of equity. This culmination of work also led me to receive the Booker T. Washington Education Award in 2015 that was presented to me by the NAACP.

Effective hiring practices are one of the most important functions of a successful academic institution. I have worked very hard to ensure the correct procedures and protocols are in place to ensure that a diverse and well-qualified faculty is hired to produce the highest performing outcomes. If the right fit does not exist, any institution cannot progress beyond mediocrity. Collaborative goal setting, inclusive conversations, shared expectations, and regular reviews help employees feel valued and stay motivated. Enthusiasm raises enthusiasm and people take their lead from the superintendent.

I have also overhauled the human resources department in the last two organizations I served. We now have a management system that boasts robust accounting of certification, employee tracking protocols, evaluation and clarity around assignments and seniority. I have advocated shared governance and collegiality among faculty through a straightforward leadership style.

**Strategic leadership and accreditation:**

As an educational leader, I establish goals aligned to the priorities of the Board, exercise discretionary decision-making within board policy, and recommend new or revised policies and procedures to the board. I have met or exceeded board goals every year of my 17 years as Superintendent of Schools and have gained a reputation as a national leader in providing the highest quality experience for students through a student-centered philosophy, financial stewardship, and technology integration.

In addition, we have driven the year-long Cognia and Middle States accreditation process, engaging stakeholders to maintain and renew accreditation. I guided the process to renew



accreditation for schools that had lost or lapsed, setting the vision, create a strategic plan, and build consensus among teachers, administrators, students, parents, community members, and business owners.

**Local community and business relationships:**

Effective community engagement seeks to better engage the community to achieve long-term and sustainable outcomes, processes, relationships, discourse, and decision-making in a community-context sensitive environment. The role and importance of trust in all my engagement efforts cannot be underestimated or undervalued. Our collective district engagement in the community has ushered in over 58 business and organization partnerships, 8 Higher Education partnerships and 22 service organization partnerships that collaborate and extend the learning opportunities for our district and the students and staff whom participate. These partnerships don't happen by accident, they are the long-term outcomes of engagement and commitment by our public and the school district to enhance our quality of life throughout our entire community.

In addition to the contacts gained through my work in the field of education, as Mayor in my former township, I built relationships within the current communities I serve. I am known and respected by many public and private members of my community, including government officials, business owners, and leaders in education.

**Financial leadership:**

Finally, fiscal stewardship is one of my greatest strengths that I have mastered throughout my career. My previous organization boasts one of the lowest debt ratios in the state, excellent bond rating twelve years running, and I have *lowered the tax levy three times in ten years and led the first K-12 district in NJ to be debt-free by 2020*. In Florence One Schools, we have had five straight budgets without an operational tax millage increase and the lowest State Department risk assessment score in the past ten years. I have driven financial accountability by evaluating cost drivers every year, working across the organization to create strategies and implement robust financial internal controls, and using a zero-based budgeting approach for one-time costs.

Further results from my financial leadership have included reducing overtime in the district by \$1.9 million and avoiding lease purchases that impose future debt. I have also allocated capital reserve funds wisely to complete projects without bonding or future debt. Furthermore, I have returned directly to the taxpayer the additional state aid the legislature gave to district several years ago as direct property tax relief. Money does matter and as a robust fiscal manager, I have been able to fund and plan for innovative academic and operational advancements through strong planning and reallocation that not only addresses the current economic environment, but future economic priorities.

While controlling costs in a budget is important, I have also provided the leadership in many capital projects to keep the organization and its facilities current and on the leading edge. I have presented the needs and provided the vision to the board through a comprehensive five-year capital improvement plan, while working within the five-year facility plan for the district. I have also provided the leadership to oversee the RFP process, determine various financing strategies, and manage complex construction teams for several building projects.



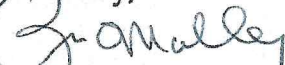
This facilities leadership has led to spending more than \$10 million in technology enhancements in the past four (4) years to enhance teaching and learning, provide robust infrastructure and cutting edge security technology. In addition, I have led the completion of major projects including: building of a new 175,000 middle school, 65,000 square foot elementary school, three new stadiums, two (2) new building renovation projects totalling \$21 million, a \$8.5 million renovation of a 100 year-old building, a \$5 million state-of-the-art addition for science and engineering labs, state-of-the-art E-Sports facility and over \$3,000,000 in security upgrades. Additionally, over the past ten years, I have lowered school lunch prices and tripled our food service guarantee annually.

Collaborating with the faculty, the community as a whole, educational and business partners to sustain and further a school district's reach to students would be an exciting opportunity that matches my professional interests. My work experiences attest to my competence and leadership, and my references will attest to my character and work ethic. I have focused my career on providing ALL students and faculty the best learning environment possible, while ensuring that as publicly supported institutions, we are effective and efficient stewards of that trust.

In closing, the scope and depth of my experience provides me with the leadership, vision, and collaborative work ethic necessary to lead the schools in your school district into its exciting future. As a member of the community, I would be committed and loyal to the unique history, traditions, and culture that have defined your school district. I am eager to bridge the gap between education and business to increase the academic quality and financial commitment, while maintaining high quality education to springboard all student's education careers.

Thank you in advance for considering my application, and I look forward to learning more about the position of Superintendent of Schools.

Sincerely,



Richard J. O'Malley, Ed.D.



# RICHARD J. O'MALLEY, ED.D.

2519 W. Newcastle Road  
Florence, SC 29501



mobile: 843.758.0463  
email: omalleyr@comcast.net

## SUPERINTENDENT OF SCHOOLS

### | LEADERSHIP | INTEGRITY | INNOVATION |

Dynamic education professional with a strong administrative, teaching, leadership, financial, construction and technology background, as well as experience in leading and implementing a strategic plan and developing initiatives for new education pedagogy and curriculum that is student focused. Strong leadership and motivational skills; successful in inspiring others to work toward institution goals and creating equity throughout district for all students.

- *Experience in building strong collaborative leadership teams and inspiring community trust.*
- *Created innovative programs across grade levels (Farm@F1S, Advantage Academy, Bloomberg certification)*
- *Commitment to students first as evidenced in closing achievement gaps in three years.*
- *SCAAA Superintendent of the Year 2021, Region IV Superintendent of the Year 2020-21 & 2021-22*
- *SCAN Superintendent of the Year 2021*
- *Partnered with over 57 Businesses, 20 community organizations and 7 higher education institutions to develop relationships and programs throughout community.*
- *Oversaw the budget management, architectural design and construction process for multiple construction projects that included building additions, turf fields, new schools, historic building preservation, and capital improvements.*
- *Led institution through successful accreditation and reaccreditation processes*
- *Provided fiscal leadership that accounted for clean audits, SC low risk financial assessment, no operational tax millage increase in 5 years -all historical firsts in the institutions history.*
- *Expanded and supported institutional initiatives related to equity and diversity, specifically for African Americans, Asians, and Hispanics.*

### ADDITIONAL PROFESSIONAL SUCCESS

A nationally recognized leader in technology for both teaching and learning and implemented the resources and technology necessary to ensure students' and staff success in the 21st century. Developed close working partnerships with corporations like CDW, Panasonic, Promethean, Britannica, Blackboard, and SMART to guide, direct and implement their innovative technology throughout our institution. Furthermore, implemented the first K-12 mobile App in the nation utilizing Blackboard mobile technology.

Produced high academic achievement levels in all grade levels and all student subgroups that moved institutions from the lowest performing to the highest performing in standardized tests. Four years in a row the institution is one of fewer than 400 public schools in the nation honored by the College Board with a place on the Annual AP Honor Roll for simultaneously increasing access to Advanced Placement coursework while maintaining the percentage of students earning three or higher on AP Exams, as well as generating the highest graduation rate in institution history and largest increase in the state. Increased educational opportunities for all students and created and implemented new high school career academy for Science and Engineering, as well increased AP computer science enrollment for women and African-Americans.

### PROFESSIONAL OFFERINGS

- |  |                                  |                            |
|--|----------------------------------|----------------------------|
| ■ Nationally Recognized Educational Leader | ■ Strategic Planner              | ■ Community Leader         |
| ■ Consensus Builder                        | ■ Initiator and Self-Starter     | ■ Vast Staffing Management |
| ■ Commitment to Equity and Diversity       | ■ Student-Focused Leader         | ■ Robust Fiscal Manager    |
|  | ■ Reformer and Change Management | ■ Strong Communicator      |



## EMPLOYMENT NARRATIVES AND SUCCESS

FLORENCE ONE SCHOOLS, Florence, SC

2018 – Present

### **Superintendent of Schools**

- Executive leader of South Carolina's fifteenth largest public school district serving over 16,200 students in 25 schools, including two preschools, thirteen elementary, four middle schools, and three high schools. Over 68% of the students are eligible for free/reduced lunch and nearly 650 students are English Language Learners speaking 21 different languages. The district has 2,400 employees, and a budget of more than \$175 million. Responsible for the overall administration of all instructional, business and operational functions; and for advising and making recommendations to the Board of Trustees with respect to such activities.
- Florence One Schools is recognized for its progress towards academic excellence, magnet and IB programs, and for its support of the fine and performing arts, as well as athletics.
- Implemented data-driven strategic plan to examine student academic and operational goals and outcomes.
- Improved school division cost efficiencies and operational management through program evaluation and recommendations for program design that positively effect budget projections.
- Creation of 5 year maintenance and construction plan-including new schools, school additions, removal of trailers, historic building preservation, athletics facilities, and multi-million dollar maintenance to all schools
- Recruit and recommend employment of culturally diverse faculty and staff, implemented innovation teacher incentives, and had zero vacancies in 2020-21 school year for the first time in 25 years.
- Budgeted and implemented safe and secure schools through new Director of Security, campus security, and state-of-art technology security systems throughout institution.
- Secured grants and additional resources through collaborative planning and implementation with local foundations, universities, businesses, and government agencies to enhance and support the success of a diverse student population.
- Led school division with strategic plan implementation of instructional and evaluation framework that linked curriculum, instruction and assessment tied directly to data analysis and financial resources to monitor and adjust instruction based upon sound instructional practices.
- Implemented teacher evaluation tool and software that was created by teachers for a pro-growth professional evaluation model and approved by South Carolina Department of Education.
- Robust Fiscal leader that has managed a budget over the three years to increases 75 staff positions, a zero increase for three consecutive years in millage, and moved district from high risk in SC risk assessment to low risk.
- Implemented special education initiatives in personnel, facilities, and programs.
- Implemented over 60 new academic programs and curriculum, adding over 16 new AP courses, STEM Bus, expanding electives, expanding relationship with Technical College and Governor's School of math and science, as well as new arts and science innovative programs.

EDISON PUBLIC SCHOOLS, Edison, NJ

2011 – 2018

### **Superintendent of Schools**

- Executive leader of New Jersey's fifth largest public school district serving over 15,000 students in 19 schools, including two preschools, eleven elementary, four middle schools, and two high schools. Over 24% of the students are eligible for free/reduced lunch and nearly 1,000 students are English Language Learners speaking 97 different languages. The district has 2,200 employees, and a budget of more than \$300 million. Responsible for the overall administration of all instructional, business and operational functions; and for advising and making recommendations to the Board of Education with respect to such activities.
- Edison Public Schools is a high-performing school district that is recognized for academic excellence and for its support of the fine and performing arts.
- Implemented data-driven strategic plan to examine student academic and operational goals and outcomes.
- Improved school division cost efficiencies and operational management through program evaluation and recommendations for program design that positively effect budget projections.
- Creation of Innovation fund to encourage faculty, staff, and student innovation.
- Recruit and recommend employment of culturally diverse faculty and staff.
- Budgeted and implemented state-of-art technology security system throughout institution.
- Led school division with strategic plan implementation of instructional and evaluation framework that linked curriculum, instruction and assessment tied directly to data analysis and financial resources to monitor and adjust instruction based upon sound instructional practices.
- Robust Fiscal leader that has managed a budget over the past five years to increases less than 2%, a reduction in the tax levy and on pace to be the first K-12 school district in NJ to be completely long-term debt-free.



**Superintendent of Schools**

- Executive leader for district with seven schools, 4,000 students PreK-12, 655 staff members, and a budget of more than \$64 million. More than 25% of the students are eligible for free/reduced-price lunch, 10% are English-Language learners and 25% are members of minority groups.
- Primary responsibilities were to direct the overall operation of the Matawan-Aberdeen Regional Schools within the policies and guidelines of the nine-member Matawan-Aberdeen Regional Board of Education.
- Additionally, required to inspire, lead, guide, and direct every member of the administrative, instructional, and support services staff in setting and achieving the highest standard of excellence, so that each student enrolled in the district may be provided with an appropriate and effective education.
- Increased student achievement at all subgroup levels and increased educational opportunities for all students.
- Provided leadership to launch the high school to increased state and national rankings and included in its first top 100 ranking in the state.
- Developed and created three high school career academies (medical, business, and visual arts) to enhance learning and career choices for students.
- Established cross-functional teams to address curriculum articulation in K12 subject areas; department teams to implement technology initiatives; a school-community outreach teams to form partnerships with governmental agencies, businesses and churches to support underprivileged populations.

**MOUNTAINSIDE SCHOOL DISTRICT**, Mountainside, NJ

2005 – 2008

**Superintendent of Schools**

- Suburban preK-8 district that provides financial support for over 1,000 students. Served as Chief Executive and administrative officer for the school system and providing leadership in staff development, assessment, student achievement, finance, personnel, and facility management. Revising all curriculums to meet the new state core standards and interfacing these revisions with the current technology plan. Responsible for all operations of the school district and effectively implemented \$17 million budget.

**Principal (K-2) (5-6) (K-8)**

1999-2005

**Assistant Principal (6-8)**

1998-1999

**Teacher-Grades 2, 5 & 6**

1996-1998

**FOUNDATION FOR EDUCATIONAL ADMINISTRATION**, Monroe Township, NJ

2005 – 2012

- Mentor in the New Jersey Leaders to Leaders Program.
- Served as mentor for ten (10) currently employed High School, Middle and Elementary School principals in both urban and suburban school districts in New Jersey. The New Jersey Leaders to Leaders (NJ-L2L) is a state-approved comprehensive mentoring and induction program for new school leaders that provides trained mentors and a range of continuing professional development programs and services to support new school leaders in successful completion of the State-required two-year Residency for Standard Principal Certification.

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**TOWNSHIP COMMITTEE AND MAYOR**

**RARITAN TOWNSHIP COMMITTEE**, Raritan Township, NJ

2007 – 2011

- Elected twice to serve two (2) three year terms as a member of the township governing body. Served as Mayor, Deputy Mayor and Committeeman for township of 22,000 residents with an annual budget of \$17 million and 100 employees. Provided the leadership in the areas of parks and recreation finance and served as police commissioner and worked with unions to successfully negotiate contracts.

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**EDUCATION AND VARIOUS CREDENTIALS**

Ed.D. 2004 Seton Hall University  
 M.Ed., 1999 Monmouth University, W. Long Branch, NJ  
 M.A., 1996 Teaching, Monmouth University, W. Long Branch, NJ  
 B.A., 1993 Psychology / Minor in Political Science, Clemson University, Clemson, SC

South Carolina Superintendent Certificate  
 New Jersey Chief School Administrator Certificate (Superintendent's Certificate)  
 New Jersey Principal / Supervisor Certificate  
 New Jersey Teaching Certification, K-8



## EXPERIENCE-UNIVERSITY

### SETON HALL UNIVERSITY

ADJUNCT PROFESSOR, DOCTORAL CANDIDATES  
ASPIRING PRINCIPAL INSTITUTE

FALL 2015 - 2018

### RIDER UNIVERSITY

ADJUNCT PROFESSOR, GRADUATE SCHOOL OF EDUCATION

SPRING 2014 - 2018

- TEACH GRADUATE LEVEL COURSES IN EDUCATIONAL LEADERSHIP PROGRAM

## PROFESSIONAL/COMMUNITY AFFILIATIONS

American Association of School Administrators, South Carolina Association of School Administrators, South Carolina School Business Officials, Florence County Progress, Greater Florence Chamber of Commerce, New Jersey Association of School Administrators: NJASA State Legislative Chairman, President & Executive Committee Seton Hall Superintendent's Study Council, Association for Supervision and Curriculum Development, Horace Mann League of the USA, Suburban School Superintendents, Panasonic Foundation-New Jersey Superintendent's Leadership Academy, Middlesex County Superintendent's Association, Middlesex Educational Services Commission, District Administration Leadership Institute, Chamber of Commerce, Economic Development Commission, Rotary,

## AWARDS/PRESENTATIONS/MEDIA RECOGNITION

- SCAAA Superintendent of the Year 2021, Region 4 Superintendent of the Year 2020-21 & 2021-2022
- SCAN Superintendent of the Year 2021
- NAACP Metuchen Edison Area, Booker T. Washington Educational Award
- Awarded Educator of the Year from Chamber of Commerce
- Presentations/webinars conducted at the national, state, and local levels at conferences, workshops and association meetings on the following topics: mobile technology, effective school/community relations, common core, PARCC, principal/teacher evaluation systems, response to intervention, school breakfast, online textbooks.
- Featured in the following publications; *Education Executive*, *School Administrator*, *ESchool News*, *Home News Tribune*, *Star Ledger*, *American Dairy Association*, *Advocates for Children*, *Ed Tech*.

## NOTABLE PROFESSIONAL DEVELOPMENT

- Harvard University, Graduate School of Education, Summer Institute on Leadership and Accountability.
- Educational Research and Development Institute (ERDI)  
One of thirty-five (35) superintendents selected nationally to participate in the opportunity to influence the development, refinement and delivery of the products and services entering the educational setting in the United States so that those products and services can best meet the needs of children.



# South Carolina State Board of Education Educator Certificate

**Richard Joseph O'Malley**  
15 Deerpond Court  
Flemington, NJ 08822

**Certificate Number**  
290081

**Social Security Number**  
\*\*\*-\*6-7977

**Validity Period**  
07/01/2018 - 06/30/2023

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**Professional Certificate**

**Class**  
Doctorate

**Experience**  
16

**Areas of Certification**

01 - Elementary  
70 - Superintendent  
85 - Early Childhood  
7B - Tier 1 - Elementary Principal  
7C - Tier 1 - Secondary Principal



**Molly M. Spearman**  
State Superintendent of Education

**Date Printed**  
04/13/2022

This is an unofficial copy printed from the Office of Educator Certification.

**COPY - COPY - COPY**



Richard O'Malley



Official Transcript  
Course Level: Graduate

Primary Program  
Doctor of Education  
Major : Administration and Supervision

Degree Awarded Doctor of Education 10-MAY-2004  
Ehrs: 123.00 GPA-Hrs: 45.00 QPts: 159.50 GPA: 3.77

Primary Degree  
College : Col of Education and Human Srv  
Major : Administration and Supervision

Summer 2003

EDAS 7763	Schl Law/State Nj/Const Law	3.00	A	12.00
EDAS 7772	Lead Dyn/Analysis Sup	3.00	A	12.00
EDAS 7774	Comp Study/Int'L Educ Systems	3.00	B+	10.50
EDAS 8986	Qualitative Rsch Sem/Admin	3.00	B+	10.50
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 45.00		GPA:		3.75

Fall 2003

----- PASSED COMPREHENSIVE EXAM FOR ED.D.:  
10/31/03

SUBJ NO. COURSE TITLE CRED GRD PTS R

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

MONMOUTH UNIVERSITY

TRAN 6000 Credits Applied To Ed D 69.00 T  
Ehrs: 69.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

EDAS 7761	Mgmt/Fin/Fiscal Affairs In Adm	3.00	A	12.00
EDAS 8616	Intermediate Statistics	3.00	A	12.00
EDAS 8988	Dissert Sem In Admin Ii	3.00	S	0.00
Ehrs: 9.00 GPA-Hrs: 6.00 QPts: 24.00		GPA:		4.00

INSTITUTION CREDIT:

Summer 2002

EDAS 7765	Pol Anly/Admin Pol & Econ	3.00	A	12.00
EDAS 7773	Organiz Struct & Proc/Adm	3.00	A	12.00
EDAS 7776	Curric Design & Engineering	3.00	A	12.00
EDAS 8891	Dir Rsch/Admin/Sup	3.00	B+	10.50
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 46.50		GPA:		3.88

Spring 2004

----- PASSED DISSERTATION ORALS: 1/27/04

EDAS 6764	Prin/Pub Sec Bargain	3.00	A	12.00
EDAS 9981	Diss Advise I	3.00	S	0.00
Ehrs: 6.00 GPA-Hrs: 3.00 QPts: 12.00		GPA:		4.00

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Fall 2002

EDAS 6005	Statistical Methods	3.00	A	12.00
EDAS 8983	Lead/Mgmt Assess Ctr	3.00	A	12.00
EDAS 8987	Dissert Sem In Admin I	3.00	S	0.00
Ehrs: 9.00 GPA-Hrs: 6.00 QPts: 24.00		GPA:		4.00

Spring 2003

EDAS 6861	Schl Bldg Plan & Plant Mgmt	3.00	B	9.00
EDAS 7768	Microcomp	3.00	B	9.00
Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 18.00		GPA:		3.00

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

RICHARD JOSEPH OMALLEY

University Registrar

04-12-2022



Richard O'Malley



Official Transcript

TOTAL TRANSFER	69.00	0.00	0.00	0.00
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OVERALL	123.00	45.00	169.50	3.77
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\*\*\*\*\* END OF TRANSCRIPT \*\*\*\*\*