

FREDERICK CHARLES CLARKE

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Dedicated to high student achievement in an enriched learning environment to educate tomorrow's leaders.

Barb Cenko
Rochester School Board, President
501 W. University
Rochester, Michigan 48307

Dear Ms. Cenko:

Searching for an exciting role as a **Superintendent**, I bring to your academic institution an unbridled passion for educating America's youth, a track record of launching and directing critical educational programs, and exceptional leadership credentials. If you are looking for a dynamic educational leader who has continually succeeded in the classroom, in academic programs, and in the central office, perhaps my credentials will be of great value to you, your students, and your community.

As a Superintendent, my focus will lie in several areas: *first*, I will concentrate on continuing to provide superior learning tools, faculty, and programs for our student body to maintain high levels of student achievement, *second*, I will guide the district through these turbulent fiscal waters facing all school districts in Michigan, *third*, I will harness the power of technology to strengthen our academic programs and strive for perfection, *fourth*, I will create a strong union between faculty, parents, Board of Trustees, and the community to strengthen our schools' reputation and fulfill our obligations to students. I will work hand-in-hand with my colleagues to ensure our schools become a shining academic star where our students are excited about learning.

I bring to your table 20 years of educational experience (12 at the central office level), a Masters of Education degree, and certifications as a Texas Professional Superintendent and Illinois Professional Superintendent. Moreover, I am currently enrolled in the PhD program at Western Michigan University and expect to graduate in May of 2013. I will leverage my previous successes as a Superintendent, Assistant Superintendent, Executive Director of Technology, Director of Pupil Services, Director of Educational Support Systems, Assistant High School Principal, and other educational roles to focus on the future needs of our stakeholders. I will work tirelessly with faculty and support staff to embrace each student throughout our schools and ensure he or she achieves educational success.

As your Superintendent, I bring a wealth of academic leadership credentials, proven success in raising student achievement, accomplishments in launching and directing educational programs, superb strategic planning and fiscal responsibility, and success in diverse areas of the educational infrastructure. My confidential résumé will introduce you to a myriad of accomplishments and programs I have established for the benefit of students.

I am excited to speak with you about opportunities as your next Superintendent and am confident I bring a wealth of credentials that will be valuable to maintain the excellence you have achieved for your students, faculty, and community. I look forward to speaking with you in the very near future to discuss how my family may be able to become a part of the Rochester Community Schools family.

In the interim, I may be reached at the above telephone numbers or e-mail address. Thank you for your time.

Sincerely,

FREDERICK CHARLES CLARKE

458 Kent Way
White Lake, MI 48383

February 21, 2011

Board of Education
Rochester Community Schools
501 West University
Rochester, MI 48307

Dear Board of Education Members:

Please accept this letter and the enclosed materials as my application for the superintendent position for the Rochester Community Schools.

Currently, I am the Deputy Superintendent for the Birmingham Public Schools. Prior to this position, I served the Huron Valley Schools as the Director of Community Education and Principal of Milford High School. In each of these positions, I have assumed significant leadership responsibilities. I am confident that those for whom, and with whom, I have worked would rate my record of accomplishments with the highest marks.

A superintendent must be a mission-focused leader able to build consensus around the strategic initiatives of the district. Paramount among these initiatives is increasing student achievement for every student. The superintendent is the primary instructional leader of the school district and is charged with directing and supporting the district's talent, passion and resources toward the teaching and learning occurring daily in the classroom. My experiences as an instructional leader and my training in, and leadership of, the Professional Learning Communities (PLC) process have helped the Birmingham Public Schools direct the organization's attention to meeting the challenge of providing the highest quality learning opportunities for all students.

The responsibilities of a superintendent are formidable in light of all that faces public education in the years to come. Instability in funding, mounting pressure from state and federal legislation, and rapid changes in societal norms and expectations loom large in every school district. I view each of these challenges as opportunities to prove that public education can be resilient and remain the cornerstone of our democracy.

Enclosed please find my resume, references, a review of key professional accomplishments and academic transcripts. I look forward to the opportunity to meet and interview with your district.

Sincerely,

A handwritten signature in black ink, appearing to read "P. DeAngelis". The signature is fluid and cursive, with a large initial "P" and "D".

Paul DeAngelis

Enclosures

THOMAS R. HARWOOD
637 Heritage Lane
Rochester Hills, MI 48309
(248) 622-0757

Mr. David Peterson
Dr. Carol Klenow
Mr. Larry Lobert
School Exec Connect
2145 Tanglewood Court
Highland Park, IL 60035

To the Consultants serving on behalf of the Rochester Community School District:

As part of the application process, you will find my resume and my letter of interest in seeking the position of **Superintendent of Schools for the Rochester Community School District** in Rochester, MI.

Over the course of my career, I have experienced many diverse opportunities to work with various professional educational staff to best serve the needs of all students each and every day. I chose the clinical and educational profession so that I can assist, support, and facilitate programs and services that can enhance and improve the learning experience for all students. My professional and educational journey has been extensive and includes a depth of understanding of the public school system.

In my current role, I serve as the Assistant Superintendent of Human Resources and Labor Relations for the Grosse Pointe School District. My previous roles as an administrator include serving as an Elementary Principal, Special Education Director, Executive Director of Student Services, and Superintendent of Schools, Dual Superintendent of two school districts during the same school year, and Assistant Superintendent of Human Resources.

I understand the necessary and effective educational services and programs for students with special needs to thoroughly understanding the development, implementation, and analysis of a school district budget. I relished the opportunities as a superintendent of a small school district in the northern region of Michigan that involved everything from shoveling snow off the steps and entrance to our school very early in the morning to late evening discussions about curriculum, instruction, and assessment of core standards and benchmarks. From the cold winds of February to the hot days in May, I stood outside our schools to open the car doors of the students entering into our school building and to model the respect I have for the parents who were entrusting me with their child's education and well-being each and every day.

As the assistant superintendent in the Grosse Pointe School System, I am a member of an executive administrative cabinet that establishes a high standard of educational excellence for our students and our staff. The district has a documented history of educational performance that sets this district apart from many schools in the nation. The academic achievement and programs in this school system reflects the high standard and quality of services that the community and the students expect and deserve. The programs that the district has put in place are intended to provide the necessary framework for student success in a global marketplace. As an instructional

leader in the Grosse Pointe School District, I have been an integral part of the district's efforts and focus on educational programs and services that extend beyond the classroom and into an environment that supports technology, creativity, talent, and diversity.

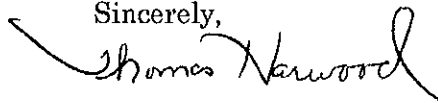
As the chief negotiator for the Grosse Pointe School System for all bargaining groups, we have recently obtained successor agreements with each group this school year. The agreements with the bargaining groups represent a unique salary formula and index that correlates compensation with revenue streams and expenditures. Over the past few years, I worked closely with our Past School Board President and current Board Treasurer, Brendan Walsh, in the development of a budget module to effectively provide up to date and transparent information with real time budgetary variables that can assist the school board in making decisions that impact the financial stability of the district. Per the recent negotiations and the use of this budgetary tool, the district moved from a projected budgetary shortfall of over \$7 million to a net surplus of approximately \$1.6 million dollars for the 2010-2011 school year.

Prior to my position in the Grosse Pointe School System, I served as a Dual Superintendent of both Suttons Bay Public Schools and Glen Lake Community Schools in Leelanau County. In this dual role, I provided the instructional leadership and support to two different districts and two separate boards of education. I had direct responsibility for the areas of school finance, special education, human resources, curriculum development/assessment, technology, food service, transportation, buildings/grounds, and custodial maintenance. I was also the chief negotiator for both districts with the teachers' union (MEA in Suttons Bay and AFT in Glen Lake) and the support staff unions (MEA in Suttons Bay and Teamsters and AFSME in Glen Lake).

I have over 14 years of direct responsibility and involvement in the area of special education. My initial appointment in education involved my role as a school psychologist for Oakland Schools and serving the needs of 28 school districts and the students with severe behavioral issues in the local districts. I was offered the position of director of special education in the Lake Orion Community Schools where I provided direct involvement with the staff who worked to provide the necessary support to students with special needs. I have also been an adjunct professor for several universities for coursework involving teachers seeking certification in the area of autism, emotional impairments, and learning disabilities. I am a current adjunct professor for Grand Valley State University for a course in school finance/budgeting/accounting for educational staff members who are interested in obtaining an administrative position in special education.

I appreciate your consideration of my interest in this position. Thank you for your time and effort as you review my application materials.

Sincerely,



Thomas R. Harwood

GERALDINE K. MOORE
56458 Nickelby Road, Shelby Township, MI 48316
586-781-5953 (Home) • 248-866-5844 (Cell)

February 23, 2011

Rochester Community Schools Superintendent Search
School Exec Connect
2145 Tanglewood Court
Highland Park, IL 60035

Dear President of the Rochester Community Schools Board of Education:

In response to your opening for the position of Superintendent for Rochester Community Schools, please find enclosed my resume, references, transcripts/credentials, professional accomplishments and letters of recommendation for your review.

Presently, I am the Assistant Superintendent for Instruction for Rochester Community Schools. In this position, I am responsible for all aspects of the district's instructional program from pre-school through adult education as well as the supervision, evaluation and operation of thirteen elementary schools, four middle schools, three comprehensive high schools, an alternative high school and an adult education program. Additionally, I supervise and evaluate thirty-five district and building administrators who report to me, and work with over eight hundred teachers.

I am a people oriented person and believe it is essential to be open, honest and trustworthy. From my experience, trust does not come from one's title or position. Trust is earned from one's actions by showing an understanding and respect for each individual and their feelings. I believe when individuals feel respected, they are motivated to do their best and help in whatever way they can. Because of this approach, I have been able to establish credibility throughout my career with parents, community members, staff, administrators and Board of Education members. As a community member, I understand the values and expectations that staff, parents and the Board of Education have for their school district's top administrators.

I have professional experience at all levels within a school system. As an instructional leader, some of my responsibilities include: overseeing curriculum development and implementation, instruction, and instructional technology; reviewing and developing assessment and evaluation which aligns with the instructional programs; creating and implementing professional development to meet both curricular and teacher needs; the staffing, hiring, evaluation and supervision of administrators and personnel; and meeting regularly with Rochester Administration Association presidents and the Rochester Education Association leadership. In addition, I work closely with administrators and the Board of Education on the development and monitoring of the district's Strategic Plan, the District School Improvement Plan, and individual school improvement plans.

I have also been involved with: negotiations with various labor groups; the development and implementation of district budgets including all grants and building budgets; the successful passage of bonds and sinking funds as well as oversight of the spending of those dollars including technology acquisition, new construction and the renovation of existing buildings while students were in attendance.

In addition to my broad experience in program development and management, I also have extensive training in leadership and facilitating processes to bring about change and improvement. My leadership style is to work with others in a collegial and collaborative team approach. Philosophically, I am committed to helping ensure children build a foundation for life-long learning. I believe that during these times of educational reform and funding concerns, students must continue to be our highest priority as we help them develop their potential in our global society.

I am extremely interested in the Rochester Community Schools Superintendent position. I believe my all-encompassing background and experiences would be an asset to both the school district and the community, but most importantly to the children you serve. I look forward to the opportunity to meet and discuss this position and my qualifications.

Sincerely,

A handwritten signature in cursive script that reads "Geri Moore". The signature is written in dark ink and is positioned above the printed name.

Geraldine K. Moore

From the desk of:

Karl D. Paulson

905 Hillcrest

Lake Orion, Michigan 48362

Home Phone/Fax: (248) 693-9827

Cell: (586) 615-8387

e-mail: kandkpaulson@yahoo.com

March 1, 2011

Board of Education
Rochester Community Schools
501 W. University
Rochester, Michigan 48307

Dear Honorable Board Members,

I am writing today to offer my credentials and services for the Board to review as candidate for **Superintendent of Rochester Community Schools**. Key professional accomplishments and training, particularly seventeen (17) years of administrative experience, have prepared me to successfully lead Rochester Community Schools. I have summarized several of these below:

- Three (3) years as Superintendent of Schools for Lakeview Public Schools, St. Clair Shores, Michigan
- Five (5) years as Assistant Superintendent in Lakeview, executing leadership of multiple divisions including: human resources, business services, and operations
- Five (5) years as High School Principal for Kearsley Community Schools
- Four (4) years as Assistant Principal for Rochester Community Schools
- Fourteen (14) years of contract negotiations experience from both "sides" of the table and with all employee groups (teacher, principal, central staff, secretary, food service, custodial, etc.)
- Five (5) years as a classroom teacher at the high school and middle school level
- Three (3) years as a building union representative and district level union officer
- Four (4) years serving on the Metro Bureau Council of Chief Negotiators
- Three (3) years serving the Galileo Teacher Leadership Initiative (recently as Executive Board member)
- Two (2) years serving as an education department guest lecturer at the University of Michigan, Flint
- One (1) year serving as President of the Big Nine Athletic Conference

A review of my enclosed resume provides additional detail on the depth of my experiences and other leadership activities at the district, county, and state level. As superintendent, I will continue to utilize a child-centered, process driven, collaborative rich leadership style to ensure a focus on our mission of increasing student achievement.

For the past several years my district leadership abilities have been tested and validated. Lakeview has embarked successfully on multiple academic improvement initiatives during the most difficult school financial times of the past forty years (Data Director, NWEA Assessment, Response to Intervention, etc.). My style of leadership has helped foster a climate of trust, where structured risk and innovation are encouraged by the leadership team and unions alike. I am visible to all, set a high standard of ethics, and lead by example through the demonstration and modeling of research-based instructional practices during principal and other committee meetings (including Board level). Reading and personal research, particularly on leadership, have helped me in coaching new administrators and in the development of emerging teacher leaders. On-line services and changes to internal practice and procedures have provided principals more time to focus on teaching and learning. Leadership of staff, parents, the community, and Board members has demonstrated my ability to build consensus for theoretical change, supported by the data, and implemented with a practical approach.

Under my team's leadership, support service expenditures have been significantly reduced and instructional expenditures increased. Teacher staffing has been tightened to reduce costs without significant changes in instructional programs. As assistant superintendent, twice during medical leaves, I acted in the superintendent's

absence for several weeks during critical Board decision-making periods (2004 and 2006). Additionally, my leadership of three major divisions, including human resources, business services, and operations, has provided me unique opportunities. During strained financial periods, difficult negotiations proved solvable with five employee groups (both MEA and AFSCME), reducing health care expenses while maintaining benefit levels and providing wage increases. My close relationship with the teacher union leaders helped implement NCLB "highly qualified" and various improvement initiatives, even during difficult negotiations. Additionally, a thorough understanding of K-12 topics has been gained through my work on district level curriculum council, school improvement, strategic planning, marketing and teacher recruiting. Various committees, improvement initiatives, and Board presentations were an integral part of my years as principal and assistant principal, earning me a reputation as a practical reformer and innovator. As assistant principal in Rochester, chairing dozens of hiring committees for teachers, coaches and support staff helped solidify my belief that proper selection and orientation of all staff must be the highest priority. One of my proudest accomplishments as assistant principal at Rochester High School was the development of the *New Teacher Induction* process.

As principal, I obtained Board support for the development, implementation, and evaluation of some noteworthy programs. Kearsley's Service Learning Program and Career Academy were honored by being awarded the Michigan Association of School Boards, (MASB) *Education Excellence Award* (in spring 2000 and 2002, respectively). Involving teachers in developing the concept helped ensure its success at implementation. In November of 2002, the Career Academy Program earned MASB's highest honor in the at-risk program category, a *Michigan's Best!* award. I am proud student involvement in volunteer service activities continued to grow from 20% to 50% during my tenure. Student achievement, as measured by the MEAP and ACT, demonstrated significant improvement trends over five years (5-16% in various content areas). Parent involvement in parent teacher conferences increased 17%. You may infer from these examples, data driven decision-making is a very important part of my leadership. Many of my teachers did great work and I made it a point to submit their names as appropriate for awards or honors that came across my desk. In 2001, a retiring math teacher earned a Wal-Mart Teacher of the Year Honor. Two teachers were awarded Toyota summer educational exchanges to Japan. In 2002, my art teacher was honored as the *Governor's Service Learning Educator* for the State of Michigan. In the spring of 2003, three Senior English teachers earned the Genesee/Shiawassee County Consortium Career Prep *A+ Award* for our Senior Project initiative.

Success is not accidental, and my record demonstrates I have the skills to continue Rochester's success as the next superintendent. The District needs a person who is proven, motivated, energetic, and experienced; I believe I am that leader. Several areas will be of immediate focus to me, including:

- Continuing the implementation of key instructional strategies, assessment systems, and interventions that will impact student achievement gaps in a positive way (Preschool through college)
- Increasing the use and implementation of technology resources (both instructional and administrative) for improvement of achievement
- Developing and implementing a focused strategy for continuous communications and marketing to inform the community about the successes of the District
- Continuing to investigate improvements and efficiencies in the delivery of support services
- Being visible in the schools and community as the "face" of Rochester Schools

I appreciate the Board's attention to my materials and look forward to being considered further in the process. Please do not hesitate to contact me if you have any further questions.

Sincerely,



Karl D. Paulson
(248) 693 - 9827 (home)
(586) 445 - 4000, Ext. 2500 (work)
(586) 615 - 8387 (cell)

DR. GARY RICHARDS

Office: 634 Borland Road, Imlay City, MI 48444 ♦ *Home:* 730 Metcalf Drive, Imlay City, MI 48444
Office: 810.724.9860 ♦ *Cell:* 810.441.4374 ♦ *Home:* 810.724.5012 ♦ *E-Mail:* grichards@imlay.k12.mi.us

February 5, 2011

Barb Cenko, President
Rochester Board of Education
501 W. University
Rochester, MI 48307

Dear Mrs. Cenko,

I am writing to express my interest in the position of Superintendent of Schools. Enclosed you will find my resume and other supporting documents outlining my qualifications and background for your review. Given my vast leadership experience, advanced level of education, consistent success in the achievement of objectives, and unyielding commitment to helping young people succeed, I am prepared to provide a caring climate, positive experience, and exemplary education for all of the students attending the Rochester Community School District.

Throughout my 23-year career as an educational leader, I have maintained the highest performance standards within a diverse range of administrative functions. I have received a multidisciplinary education—fusing information, theories, and approaches gained from such disciplines as education, human relations, counseling, psychology, sociology, business administration, and human and organizational development. I consider myself to be a visionary leader in student development with a firm understanding of, and appreciation for, the developmental challenges facing our young people today.

I believe that few things are more important to America's future than the quality of education for our young people and that it takes the concerted efforts of an entire community—students, parents, educators, community leaders, and business leaders working together—to create and sustain a stimulating and challenging learning environment. As such, I am passionately committed to pursuing and developing educational programs of quality and excellence, while seeking help and support from everyone living and working in the community.

I am a dynamic, enthusiastic, and seasoned educational leader with exceptional skills in oral and written communication. I possess outstanding analytical, interpersonal, and organizational skills including the ability to set priorities and handle complex issues and situations in a professional and confidential manner. I give special attention to details with a deep level of concentration, perform well under stress, and exercise sound judgment and common sense. I am responsible, loyal, industrious, and I embrace a personal commitment to professional development.

Thank you for your time and consideration. I welcome an opportunity to personally present and discuss my qualifications, leadership experiences, and educational philosophy in greater detail.

Sincerely,



Gary Richards, Ph.D.