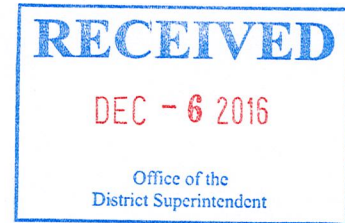




WESTERN NEW YORK EDUCATIONAL SERVICE COUNCIL
Robert W. Christmann, Executive Director



Transmittal Letter

The Western New York Educational Service Council understands the scope of the work requested in the Clymer and Panama Boards of Education proposal to conduct a Feasibility Study for the purpose of the Centralization of their two districts.

We commit to complete the work detailed in our proposal or at an alternative date mutually agreed upon by all parties.

Based on the quality of our prior centralization studies, the high quality of those individuals who have been selected to conduct this study and our familiarity with both districts, having served Chautauqua Boards of Education in previous projects and studies, we strongly believe that our non-profit educational organization is best qualified to conduct this proposal work.

This proposal details our irrevocable offer to perform the desired services to be rendered.

Robert W. Christmann
Executive Director

12/5/16
Date

**A PROPOSAL TO CONDUCT
A FEASIBILITY STUDY FOR THE PURPOSE OF
CENTRALIZATION OF THE
CLYMER CSD**



**AND THE
PANAMA CSD**



**Western New York Educational Service Council
222 Baldy Hall – University at Buffalo
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**Robert W. Christmann, Executive Director
December 2016**

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Technical Proposal:

CLYMER AND PANAMA CENTRAL SCHOOL DISTRICT CONSOLIDATION STUDY

Introduction

The Western New York Educational Service Council (WNYESC) submits the following proposal to the Boards of Education of the Clymer and Panama Central School Districts relative to their interest in conducting a feasibility study to create a new consolidated, centralized school district comprised of these two districts.

The WNYESC is located on the north campus of the University at Buffalo within the Graduate School of Education. As such, it shares the vast resources of the University when providing services to school districts. The Council is chartered by the New York State Board of Regents and has conducted at least 35 reorganization studies in New York State school districts and BOCES in its 46-year history. No other organization in New York State has completed as many merger studies, particularly for those districts in Western New York. In addition, the Council's cadre of consultants has conducted dozens of audits and reviews in curriculum, finance, facilities, support services and human resources over the last three decades.

The study team chosen by the WNYESC is highly qualified to do this work. It has an unusual depth and breadth of practical experience in the field and represents many years of consultant work in all critical areas of school operations and functions. Most of them are retired superintendents and assistant superintendents with a familiarity with the Southern Tier and who understand the culture and schools of the Chautauqua County region. They bring both objectivity and expertise to the process. Included are: Tom Coseo, retired, Clarence CSD Superintendent; Ron DeCarli, retired, Frontier CSD Superintendent; Lauree Pless, retired Superintendent, Amherst and Westfield; Jim Bodziak, retired, Frontier and East Aurora Superintendent; and John Montesanti, retired, Newfane and Wilson, Assistant Superintendent for Business. Robert Christmann, Executive Director of the Western New York Educational Service Council, will also assist in the coordination of the study. Resumes are attached in Appendix D. The team may also enlist other specialists for the study, as needed, to assist in gathering, reviewing and analyzing information.

Based on the collection of a wide array of data, site visits, surveys and several on-site meetings with representatives of both districts, the team will review, analyze and report each district's current status and compare that to a proposed centralized district and other plausible cost-savings options that could preserve student programs and community identities.

It is the conviction of the WNYESC that this study presents a unique opportunity for the Clymer and Panama school communities to:

- a) Gather input from the schools and communities that identifies the current status and expectations for their children's education.
- b) Share information and experiences to glean and assimilate best practices from each.
- c) Brainstorm and analyze resources that may result in curricular innovation, partnerships, globalized technology, and increased operational efficiencies in order to enhance services while conserving tax dollars.

In addition, we believe that feedback from the staff and students, community leaders and residents of both districts are critical to the validity and success of any reorganization study. The process outlined in this RFP will reflect these beliefs in several ways.

A. PROCESS AND TIMELINES

This proposal provides that the WNYESC act as the facilitating agent and primary resource to the two participating districts, its staff and community. Appendix A illustrates the timeline and organizational structure.

If selected, the WNYESC would initiate the study in a joint meeting of the two Boards of Education in January-February 2017. At this time, the Boards will have the opportunity to pose any questions and entertain any discussion regarding reorganization, including Education Law or Regulations and Rules for Classified Civil Service pertaining to school district reorganization. The WNYESC will also recommend a process to work through the study. Essentially, the tentative timelines would be from December 12, 2016 through July 2017. (This date may be modified to meet Board expectations for the 2016-17 school year, or other recommendations brought forward in the final report.)

PROPOSED TIMELINE

December 12, 2016	Proposal Submitted
January 2017	Consultant firm selected and contract signed
January-February 2017	Meeting with joint Boards of Education
February-June 2017	Data gathering and analysis, meetings with focus groups, committees, and administrative teams
April 2017	Mid-study report to Boards
July 2017	Final report submitted Report to Board in public meeting

B. SCOPE OF WORK TO BE PERFORMED

Based on site visits and data collection, the feasibility study will form the basis of the fundamental review of all instructional programs as well as the overall cost analysis. It is expected that the feasibility study will focus on a detailed analysis of critical functions for each district separately and as a centralized district.

We envision four categories of essential function areas to be studied...

- a) Finance and Facilities,
- b) Community Culture and Support Services,
- c) Curriculum, Instruction and Student Programs,
- d) Human Resources and Proposed Staff Organization,

...which will include the following topical areas:

- Students/Enrollment Trends
- Educators/Personnel
- Business Office Operations
- Financial/Tax Trends
- Community/School Demographics
- Economic Impact on Each Community
- Transportation Services
- Food Services
- Athletic Program Management
- Curriculum Coordination
- Class Scheduling
- Facilities
- Human Resources
- Instructional Information Services [student data management]
- School District Reorganization
- Technology and Use Coordination
- Application to State Aid Formula
- Financial Impact on Building Aid
- SED Rules and Regulations Relative to Changes in Union Contracts
- Community and School Community Perspectives

Additional topical areas may be included as developed through facilitation in preliminary meetings with the Superintendent, participating Board of Education members, community or committee members, administrators and union representatives. The consultant team may suggest additional functions and will cooperate fully with SED representatives in regard to every aspect of this feasibility study.

Obviously, there will be overlapping information among these categories. In more detail, these functions may include:

1) Financial and Economic Analysis

Finance and Facilities Services

- a) Closely analyze cost projections and savings wherever possible.
- b) Review prior and current year expenditure, revenue, property wealth and tax rate patterns for each district.
- c) Given enrollment trends and demographics, develop assumptions and project a budget for the consolidated district.
- d) Project the impact of new Foundation Aid and Incentive Aid on tax rates in a consolidated district.
- e) Identify the financial advantages and disadvantages of a consolidated district.
- f) Make recommendations for economies and efficiencies.
- g) Review each district's use and application of technology platforms.
- h) Review the existing facilities of each district (age, use, condition, future needs and potential construction costs).
- i) Project the facilities needed should a consolidation occur, including the use of buildings and needed refurbishment and construction.
- j) Estimate the cost of refurbishment and new construction in a consolidated district that reflect the impact of incentive aid and other applicable state aids.

2) Community Culture (demographics and traditions) and Support Services Analysis (transportation, food services, business offices, technology)

Community and Support Services

- a) Review the historic origin and growth of the two communities and their schools.
- b) Analyze student enrollment projections for use by all subcommittees in their data review and recommendation processes.
- c) Monitor community feedback on websites through surveys and blogs.
- d) Identify demographic similarities and differences as seen historically in their commitment to public education.
- e) Review each district's transportation and food services program, including any that are privatized.
- f) Review each district's capital equipment devoted to transportation and food services, as well as personnel and other costs.
- g) Review the use and application of technology in each of these services.
- h) Project what the transportation policies, fleet, staffing and facilities might look like in a consolidated district and how "green thinking" could expedite and economize.
- i) Project what the food services policies and staffing might look like in a consolidated district.
- j) Make recommendations.

3) Student Program Analysis (enrollment trends, curricular and extra-curricular programs, including sports)

Curriculum, Instruction and Student Programs

- a) Review and analyze similarities and differences in the instructional programs PK-12 in each district, including the educational programs for students with disabilities, programs contracted through BOCES, and PK-16 programs partnered with colleges and universities, identifying increased educational opportunities for students as well as increased resource efficiencies as a result of centralization.
- b) Given the enrollment trends and projections, review and recommend a grade level structure in both ends of the consolidated district that meets the learning needs of the children and takes advantage of the existing or future facilities.
- c) Review and analyze the similarities and differences in the instructional technology platforms, data reporting systems and major programs in each district with recommendations for possible enhanced student opportunities and increased technology efficiencies.
- d) Review the extra-curricular programs and make recommendations for possible increased student opportunities.
- e) Review the athletic programs, and recommend how they might expand, combine and be managed.
- f) Brainstorm the many, varied, creative program opportunities that a consolidated district could offer all students, including cutting edge technology, entrepreneurship and others.

4) Human Resources Analysis (instructional, non-instructional and district office staffing and contracts)

Human Resources and Staff Organization

- a) Review how each district is organized and governed administratively and instructionally.
- b) Review the current professional and civil service staffing of each district.
- c) Project how a consolidated Board and school staff would transition and be structurally organized.
- d) Review and analyze each district's staff contracts or negotiated agreements for similarities and differences that would need to be addressed in a possible consolidation of the districts.
- e) Review the recruitment and interview processes for hiring new staff as well as retention practices for similarities and differences that would need to be considered in a possible consolidation.

C. METHODOLOGY AND WORK PLAN

The consultant team will meet regularly and facilitate a kick-off and subsequent progress sessions for the school districts. There will also be opportunities for school and

community participation, as well as Board of Education members, relative to the progress and preliminary findings of the feasibility study.

In order to attain the broadest and most comprehensive perspectives from the two school communities there will be two levels of participation:

1. A “Joint Districts’ Committee” consisting of 10-15 representatives from each community, appointed by each school board. The group would meet with the consultant team several times over the study period to verify and analyze the data, as well as to develop and report final recommendations.
2. In addition to coordinating efforts with the Joint Districts’ Committee in each district, the team will conduct “Focus Group” meetings and focus interviews so that a wider group of school and community members can be involved in the study. These focus group meetings/interviews serve two purposes. The first is to allow the team members to present vital information relative to the work being done to all who attend the focus group sessions. The second is to gather input from many sources that will be triangulated to provide a wider community perspective than smaller committees can provide. Suggested focus groups include but are not limited to parents, teachers, support staff, students, booster organizations, senior citizens, and business/community leaders. In addition, individual representatives will be interviewed using a standardized interview format so that many people will have input to the same areas of concern and interest. This collection and analysis of perception data will be important as the study moves forward.

D. GATHERING THE DATA AND REPORTING TO THE DISTRICT

The Council’s consultants will acquire the necessary information from many sources. First, they will request a list of information documents from each district’s officials, as noted in Appendix C. There are numerous websites, including SED, which will provide even more. Members who serve on the Joint Districts’ Committee or in Focus Forum Groups will add anecdotal and first hand background information as well.

Appendix B helps to illustrate the data gathering process. Information in all of the essential function areas (Financial Data Analysis, Community Culture Analysis (including demographics and enrollment), Student Program Analysis, and Human Resources Analysis) will be gathered for each district and then for a combined district.

It is important to note that some of the essential function areas are critical to most of the other components. For example, Demographics and Enrollment affect facilities, finance, curriculum, support services – virtually everything. As such, we will analyze live birth data and historical enrollment data in using the statistically appropriate projection method of cohort survival.

Also, Technology now impacts many school district programs and operations, including business functions, management systems, student learning, and communication. In each

district there will, no doubt, be differences in technology that will be analyzed carefully in the recommendations for the Combined Services Report.

A mid-study report will be submitted to the Joint Board in April 2017, and it will include data summations and progress. Within the final report to the districts, the WNYESC consultant team will include two types of reports: Individual District Reports and Combined Services Reports, both of which will be presented in narrative format and include supporting details. Individual District Reports will include information as to current levels of effectiveness or ineffectiveness in the finalized list of recommendations with cost projections and savings as to any functions under centralization. The Combined Services Report will be presented to both districts and the BOCES and include narrative information and data-supported recommendations for centralization, or other plausible efficiencies and organizational configurations.

It is anticipated that the recording and reproduction of minutes from the Joint Districts' Committee will be the responsibility of the district hosting the meeting (alternating sites for meetings). Consultants will keep minutes and participation lists from the Focus Group meetings. The cost of reproducing copies of the final document for distribution at public meetings will be assumed by each of the districts for their communities. Any costs related to preparation of the copy ready for the final report will be borne by the Service Council.

All of the data gathered and analyzed will help to generate Individual District Reports which will impact the Combined Services Report. The committees and reports will pay close attention to cost projections and savings. The key in the process is to find which programs and systems are effective, which ones are ineffective or outdated, and then, if feasible and attractive to both communities, build new ones for the future.

As stated earlier, interim and final reports will be made to the Clymer and Panama Boards of Education and each community. The final report and accompanying recommendations will be made in a combined meeting by the consultants prior to the Straw Vote.

E. CONCLUSION

With its broad and deep experience serving school districts in Western New York, the WNYESC is uniquely qualified to conduct this Feasibility Study for the purpose of centralizing the Clymer and Panama Central School Districts. It has a full time office staff and a team of skillful, experienced consultants (whose resumes follow in Appendix D).

We believe this study presents an extraordinary opportunity for the two communities to review the strengths and resources of each system. This review will result in a projection of how a new, combined district or other efficiencies and organizational configurations could benefit student educational and support programs, fiscal stability and community relationships.

TIMELINES

January - February 2017
Appointment of Consultant Team
Joint Board Meeting

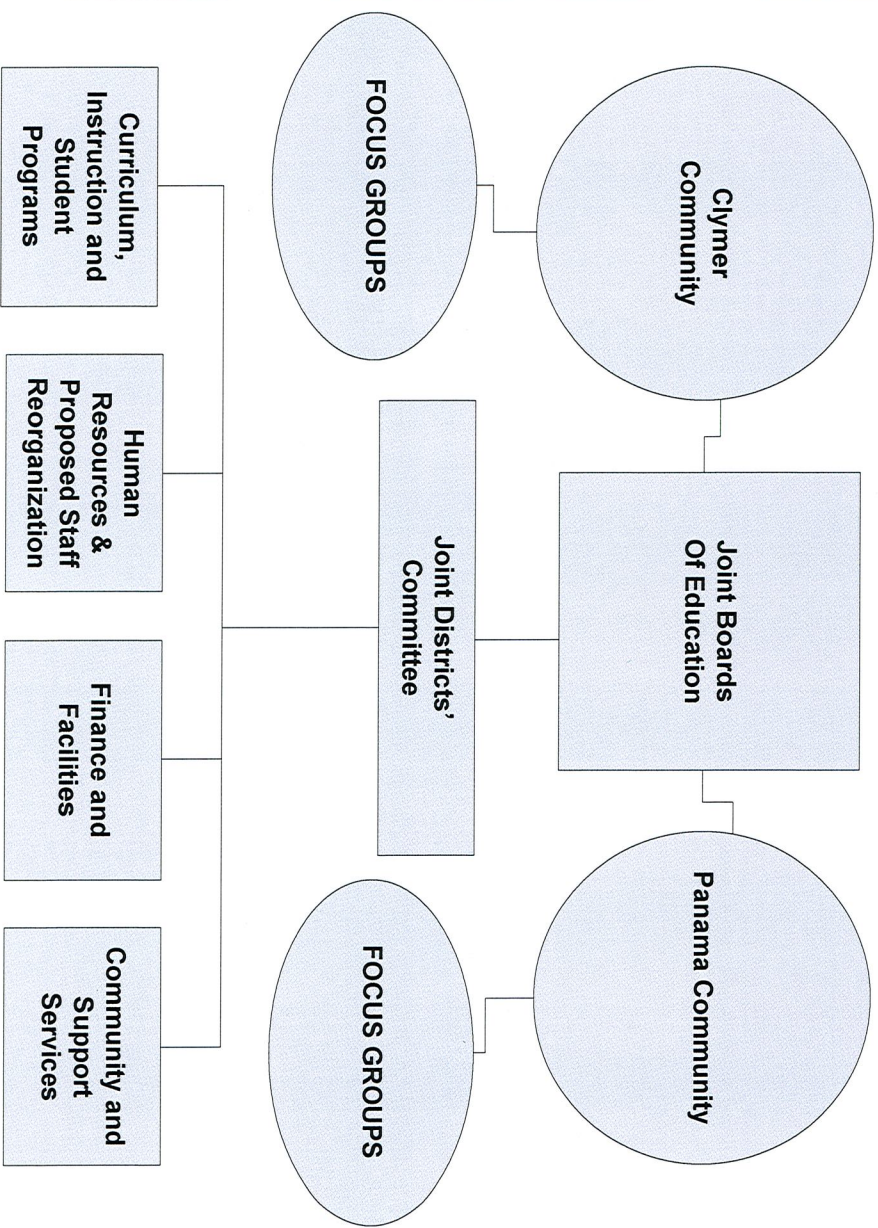
February – June 2017
Appointment of Joint Districts' Committee
-Data Gathering
-Focus Group Meetings
3-4 Meetings of:
-Districts' Committee
Progress Report(s) to District Boards

June 2017
Reviewing, Drafting the
Committees' Recommendations

June – July 2017
Approval of Recommendations
Public Meetings

Appendix A Timeline and Organizational Structure

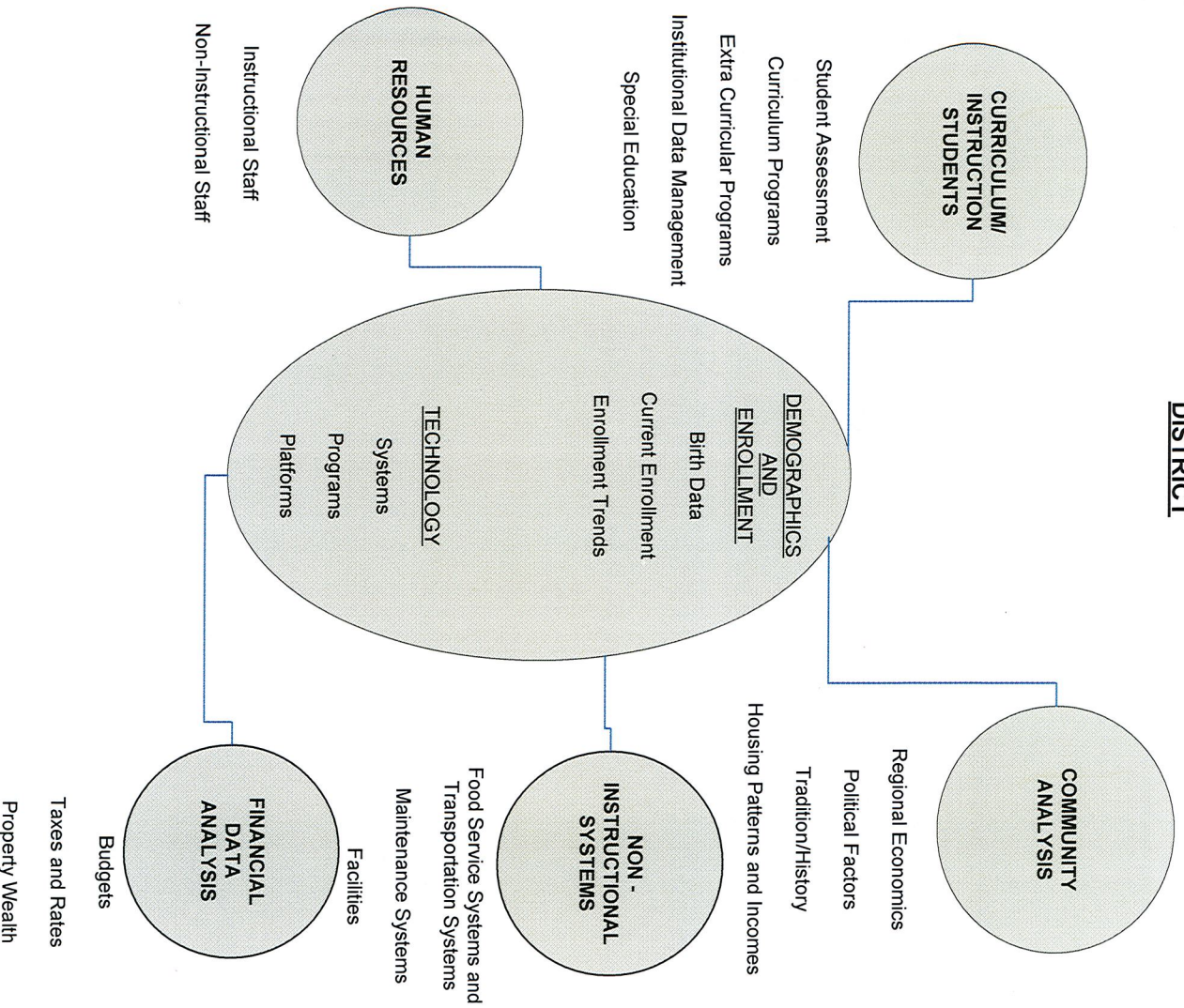
ORGANIZATIONAL PROCESS



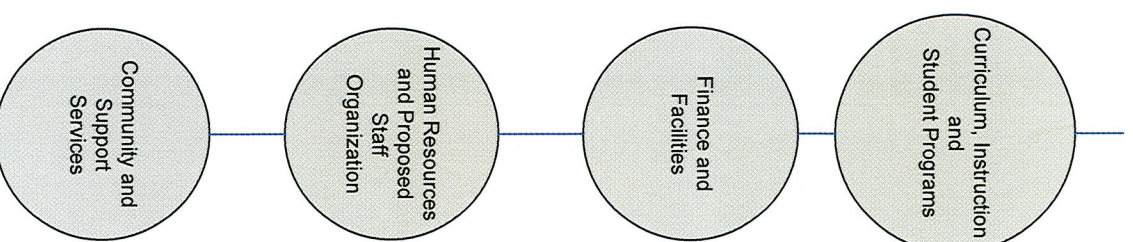
Appendix B

Essential Function Reports

REPORT FOR EACH DISTRICT



COMBINED SERVICES REPORT RECOMMENDATIONS



Appendix C
Information Request List

1. Instructional and Non-Instructional Contracts by District
2. Staffing numbers for Instructional and Non-Instructional Staff by District
3. BOCES Shared Services Participation by District
4. Organizational Charts by District
5. Bus Fleet by District
6. Grade Level Configuration by District
7. Overview of School Performance by District as reported on the New York State Report Card
8. Current Building/District Enrollment
9. Enrollment of Students Attending Private/Parochial Schools by District
10. Facility and Capacity Use of Building by Building/by District
11. Transiency of Student Enrollment by Building by District
12. Building Data/Condition by Building/by District
13. Technology Platforms, Management and Staffing
14. Special Education Programs and Shared/Purchased Services
15. Building Level Schedules
16. Financial Data Reports and Budgets

Appendix D

Consultants' Resumes

James C. Bodziak
225 Hamlin Drive
East Aurora, NY 14052
716-655-4617

Synopsis of Resume

Employment Highlights:

2011 (February) – 2013 (September)	Superintendent of Schools Frontier Central School District 5100 Students; 977 Staff Members (501 Faculty, 456 Non-Teaching, 20 Administrators)
2005 (January) – 2011 (February)	Superintendent of Schools East Aurora Union Free School District 1950 Students; 302 Staff Members (177 Faculty, 115 Non-Teaching, 10 Administrators)
2002-2005 (January)	Assistant Superintendent for Curriculum, Pupil Services and Staff Development Orchard Park Central School District 5346 Students; 790 Staff Members
1990-2002	Principal Ellicott Road Elementary School Orchard Park Central School District Grade Levels K-5; 720 Students; 70 Staff Members
1983-1990	Principal South Davis Elementary School Orchard Park Central School District Grade Levels K-6 (1983-1985); K-5 (1985-1990); 425 Students; 38 Staff
<u>Educational Highlights:</u>	
1998	Superintendent Development Program (Completed) SUNY Oswego
1985-90	Post Masters Study SUNY at Buffalo Doctoral Studies in Educational Organization & Policy (51 Hours Completed)
1977-82	Masters of Science – Administration/Supervision Canisius College
1973-1976	Masters of Science – Teacher Education Canisius College
1969-1973	Bachelor of Arts – Elementary Education SUNY Fredonia

I. Leadership – Instructional Program

- A. Worked collaboratively with Assistant Superintendents, building principals and directors in developing District Goals and Targets which were used to develop goals and targets at the building level focused on student achievement and student well-being.
- B. Provided guidance and input to the Assistant Superintendents for Instruction and four elementary principals in unifying the reading and mathematics programs in the four schools. (Frontier)
- C. Provided guidance and input to the high school principal to strengthen and improve Guidance Department services to students and parents. (East Aurora)
- D. Provided guidance and input to the high school principal to initiate a Math/Science/Technology Academy. (East Aurora)
- E. Provided direction and input to the high school administration in the decision to bring alternative education students back to the school district and have the program only run by district personnel. (Frontier)
- F. Provided input and support to the Director of Pupil Personnel Services in order to bring back special education students from BOCES and establish an in-district high school special education Life Skills class. (East Aurora)

II. Leadership – Capital Facilities Projects

- A. Provided leadership in having a \$29.75 Million District Capital Facilities Project approved by the community. (Frontier)
- B. Provided leadership in having a \$24 Million District Capital Facilities Project successfully approved by the community even with eminent domain proceeding needing to take place. (East Aurora)
- C. Provided leadership in a joint collaboration with Erie 2 BOCES administration, faculty and students which resulted in the construction of an athletic storage/district maintenance facility for the school district in a cost-effective manner. (East Aurora)

III. Leadership – School District Budget Development

- A. Worked collaboratively with all stakeholders in the school district to develop school district budgets over the last three years (two of which had the State imposed Tax Cap Levy) with minimal impact to educational programs. (Frontier)
- B. Worked collaboratively with the Board of Education and other stakeholders in the school district to develop budgets which were student-centered and cost-effective. Average tax levy over six years was 1.43%. (East Aurora)

IV. Leadership – Personnel Matters

- A. Successfully negotiated collective bargaining agreements with the Teachers' Association (3 years), Civil Service Association (4 years), and the Administrators' Association (3 years). (East Aurora)
- B. Provided input and guidance to respective District Negotiations Teams which produced new collective bargaining agreements with the Teachers' Association and the Support Staff Association. (Frontier)
- C. Successfully completed searches to fill the positions of elementary principal, middle school principal, school business official, and Coordinator of Student Data K-12. (Frontier)
- D. Successfully completed searches to fill the positions of Assistant Superintendent for Instruction and Personnel, school business official, and middle school principal. (East Aurora)
- E. Reached concession agreements with the three collective bargaining units, as well as managerial/confidential employees resulting in a total net savings of \$229,370 and thus minimizing the number of staff reductions. (East Aurora)
- F. Reached concession agreement with the Administrators' Association resulting in a total net savings of \$209,000 and thus restoring two assistant principals. (Frontier)

V. Leadership – School District/Town Collaborations

- A. Successfully negotiated an agreement with the Town of Hamburg concerning the Frontier Community Learning Center which resulted in the successful leasing of the facility to the Town for Senior Day Care Services and other services. (Frontier)
- B. Successfully re-negotiated the School Resource Officer contract with the Town of Hamburg so as to provide a lower expenditure cost to the school district for SRO services. (Frontier)
- C. Provided school district leadership in a joint collaboration with the Village of East Aurora and Erie 2 BOCES which resulted in construction of a sidewalk along Girard Avenue, in front of the Parkdale School, at minimal cost to the district. (East Aurora)
- D. Worked with the Town Supervisor and high school administration to plan a Pearl Harbor Day Commemoration for military personnel at the high school. The end result being a wonderful learning experience for students and veterans. (Frontier)

VI. Leadership – Outside Organizations

- A. Presenter at various Erie County Association of School Boards workshops, as well as the New York State Association of Education Office Professionals.
- B. Past President of Erie-Niagara School Superintendents' Association – 2 years.
- C. Member of New York Council of School Superintendents' House of Delegates
- D. Superintendent Representative for Erie 1 BOCES as an advisor to the Erie County Music Educators' Association - 7 years.
- E. Former Superintendent Representative on the Erie 2 BOCES Teacher Center Board of Directors – 6 years.
- F. Mentor to several new school superintendents in both Erie 1 and Erie 2 BOCES.

Robert W. Christmann
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rwchrist@buffalo.edu

HIGHER EDUCATION

State University of New York at Buffalo
Doctoral Coursework (30 hours)

State University of College at Buffalo
Certificate of Advanced Study
School District Administrator
Master of Science in Education

State University College at Oswego
Bachelor of Science in Education

PROFESSIONAL EXPERIENCES

2013 - Present	Executive Director	Western New York Educational Service Council SUNY at Buffalo
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Highlights of Accomplishments

- ❖ Provide professional development to superintendents and administrators in over 70 member districts.
- ❖ Provide consulting services on a wide variety of educational matters such as curriculum, personnel organization, school district mergers, transportation and special education studies, Board of Education development workshops among others.
- ❖ Provide superintendent search services to Boards of Education.
- ❖ Provide mentoring services to superintendents, as well as to district and building level administrators.
- ❖ Provide outside educational expert (OEE) services to districts working with NYSED.
- ❖ Completed three school district merger studies throughout New York State
- ❖ Have advocated for school districts in many different media methods (newspapers, radio, television)
- ❖ Have served on many panel discussions dealing with educational issues

2007-2013	Superintendent	Grand Island Central School District Grand Island, New York 14072
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Highlights of Accomplishments

- ❖ In collaboration with an excellent teaching and administrative staff, led the instructional efforts to create a top rated academic district as determined by Buffalo Business First.
- ❖ Developed and implemented the International Baccalaureate (IB) Program designed to challenge students academically.
- ❖ Developed and implemented the pre-engineering program "Project Lead the Way" which now serves hundreds of students.
- ❖ Worked with the board of education, staff and community members to develop a voter approved capital project of over \$50,000,000.
- ❖ Provided leadership in the school district budget planning process which resulted in 21 first vote passed budgets in 22 years.
- ❖ Worked collaboratively with the teacher union to develop an APPR plan. My efforts on the state level to advocate improvements in the APPR regulations assisted my ability to negotiate APPR outcomes.
- ❖ As a member of the Town of Grand Island's Economic Development Committee, assisted in expanding private sector expansion within the school district.

- ❖ Achieved the Newsweek Magazine designation for the first time as one of "America's Top High Schools".
- ❖ Honored by the New York State Public High School Athlete Association for having every varsity team achieve Scholar Athlete status.
- ❖ Participated in monthly Ministerial meetings intended to create a better relationship between the school district and various churches.
- ❖ Created new programs in Reading Recovery and elementary summer school.
- ❖ Initiated a before/after school child care program.
- ❖ Worked collaboratively with the board of education to create meaningful and measureable district goals.
- ❖ Invited participants with board president and union president to the US Department of Education's two Collaboration Conferences in Denver (2011) and Cincinnati (2012).

1991-2007	Superintendent	Newark Central School District Newark, New York 14513
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Highlights of Accomplishments

- ❖ Greatly increased the number of Advanced Placement programs which were opened to all students.
- ❖ Conceived and implemented Wayne County Performing Arts Awards program for all eleven regional school districts.
- ❖ Provided the leadership and organizational plan to maintain the presence of a community college within the school district.
- ❖ Developed an online bi-weekly newsletter to all interested residents.
- ❖ Conducted a half hour weekly radio show on issues facing our local and regional districts.
- ❖ Met quarterly with local realtors to provide them with the school district updates and listen to any issues.
- ❖ Expanded on Arts in Education programs through local and state funding sources.
- ❖ Implemented a Professional Dinner Services as a staff development option.
- ❖ Conceived of and implemented a "Best Educated Community" effort that involved college representatives and school staff in an overall effort to raise the educational levels of all residents in our district.
- ❖ Provided leadership in the development of a performance based compensation salary for teachers, administrators and clerical staff.
- ❖ Worked in collaboration with the board of education to create a governance structure based on policies which increased student achievement and staff accountability.
- ❖ Developed a Radio and TV technology course which uses students to televise on the Time Warner cable system the board of education meetings, all home athletic events, music programs and special events.
- ❖ Implemented a SED recognized Volunteer Program which utilized many community members in our classrooms.

1986-1991	Assistant Superintendent	Newark Central School District Newark, New York 14513
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1983-1986	Secondary Principal	Danbury City School District Danbury, Connecticut 06810
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1982-1983	Elementary Principal/ Coordinator of Staff Development	Frontier Central School District Hamburg, New York 14075
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1976-1982	Elementary Principal	Frontier Central School District Hamburg, New York 14075
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1975-1976	Administrative Intern/ Elementary Assistant Principal	Kenmore-Tonawanda UFSD #1 Kenmore, New York 14223
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1967-1975	Teacher of Grades 5-6	Kenmore-Tonawanda UFSD #1 Kenmore, New York 14223
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PROFESSIONAL INVOLVEMENT

New York State Council of School Superintendents (NYSCOSS)

2011-2012	Past President
2010-2011	President
2009-2010	President-Elect
2008-2009	Vice President/Treasurer
2004-2008	Executive Committee
2002-2013	Commissioner's Advisory Committee

National School Development Council (NSDC)

2015-2017	President
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American Association of School Administrators (AASA)

2010-2015	Elected Member of national Governing Board through July 1, 2015
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Other Organizations

2015-Present	Adjunct professor, Department of Educational Administration SUNY Buffalo State
2003-2013	Faculty Member - Superintendents Development Program State University College at Oswego
2003-2007	President, Wayne County Superintendents Association
2010-2013	Section 6 Athletic Council Committee Superintendent Representative
2008-Present	Executive Board Member Niagara Frontier Industry Education Committee (NFIEC)
2008-Present	Planning Committee, Western New York Education Law Conference

PUBLIC SERVICE AND COMMUNITY INVOLVEMENT

Co-President	Grand Island School-Business Alliance (GISBA)
Member	Lions Club (30 years) and Past President
Elected Member	Kenmore-Town of Tonawanda Board of Education
Member	Wayne County Office of the Aging Board of Directors
Chairperson	Grand Island CROP Walk

Thomas G. Coseo

10600 Royal Oak Drive, Clarence, N.Y. 14031

716-759-7775 (H), 716-438-8881 (C) tdcoseo@gmail.com

PROFESSIONAL SUMMARY

Served as Superintendent of Schools for the past 30 years in 3 separate school districts. Retired 8/1/11. Strong interest in making continued contributions in the field of education.

Key Strengths

- Compassionate educator. Believes all children can learn.
- Strong collaborator. Works to build consensus.
- Excellent communication skills and work ethic.

PROFESSIONAL EXPERIENCE

Clarence Central School, Clarence, N.Y.
Superintendent of Schools

1991-2011

- Initiated and expanded opportunities for students in academics, music, art, and athletics.
- 20 budget propositions and 5 capital project propositions approved by community vote.
- Expanded and improved in-service programs for teachers and administrators.
- Consistently used student performance data in curricular and pedagogical decisions.

Hamilton Central School, Hamilton, N.Y.
Superintendent of Schools

1985-1991

- Initiated, expanded and improved school and community partnerships.
- Expanded and improved public relations program.
- Initiated curricular and program reform based on the notion that all children can learn.
- All budget and capital propositions approved by community.

Newcomb Central School
Superintendent of Schools

1981-1985

- Expanded links with community and outside organizations to increase opportunities for students.
- All budget and capital propositions approved by community.

Canton Central School, Canton, N.Y.
Teacher/Administrator

1977-1981

- Taught American history and social studies electives.
- Coached and advised student organizations.
- Served as summer school principal.

EDUCATION AND PROFESSIONAL DEVELOPMENT

- Ed.D. Columbia University, New York, N.Y. 1987
- M.A. Saint Lawrence University, Canton, N.Y. 1976
- A.B. Colgate University, Hamilton, N.Y. 1970
- Negotiations certificate from Harvard University ♦ Balanced Leadership training ♦ Effective Teaching strategies

PROFESSIONAL AFFILIATIONS

- Member of NYS Council of School Superintendents for 30 years. Chaired Legislative Committee and served on the Delegate Assembly for multiple terms. Served as a delegate on the Commissioner's Advisory Council.
- American Association of School Administrators
- Association for Supervision and Curriculum Development
- Erie Niagara School Superintendents' Association

HONORS AND AWARDS

- NY Regents Scholarship
- Colgate University Scholarship
- President of Clarence Rotary Foundation
- Lector at Our Lady of Peace
- NYS Education Department Multinational and Comparative Education Scholarship (Italy-1989)
- Erie County Association of School Boards Award
- Mentor for new superintendents; teacher with Superintendents' Development Program

Ronald G. DeCarli

(Retired Superintendent of Schools)

1775 David Drive

Olean, NY 14760

716-432-9509

Education:

Saint Bonaventure University, MS Administration

Clarion University, MEd Biology

Clarion University, BS Biology

Superintendents certificate, New York State Education

Professional Career:

Superintendent of Schools:

Frontier Central School District

Akron Central School District

Hinsdale Central School District

High School Principal:

Salamanca Central School District

Oswayo Valley School District

Teacher:

Chatham Township School District

Saint Mary's Central School District

Lewistown Area School District

Professional Basketball Coach:

Saint Bonaventure University

Outside activities:

Motivational Speaker

Educational workshop presenter

Educational Consultant

Superintendent development program

Ron DeCarli basketball camp

Community Activities:

Service organizations (Rotary and Lions)

Chamber of Commerce (Hamburg)

Church Leadership

John David Montesanti, Retired SBA

12 Oakwood Terrace
North Tonawanda New York 14120

1-716-903-4088

jmquaker40@gmail.com

Educational Work Experience: Total of 20 years, 10 years various positions at Erie 1 BOCES, including management level responsibilities, 6 years Central Office School Business Administrator, Wilson CSD and 4 years Social Studies teacher.

Other Professional Work Experience: 15 years of Banking and Investment Banking. 14 years, entry level to Senior Vice President level responsibility, 6 of them in Tokyo Japan. 1 year as an independent consultant.

Educational Background:

Undergraduate- University of Pennsylvania; Bachelor of Arts History

Graduate- Canisius College; Master's in Education

Advanced Certificate- Brockport College; School Business Administrator, School District Administrator

Skills Acquired:

Expert in efficient processing and organizational setup. Mastered the ability to understand complex budget and financial business of schools in New York State. Knowledgeable in labor issues as well as contract negotiations, student transportation, cafeteria and facilities. Highly adept at working within diverse cultures. Excellent oral and written skills.

Major Accomplishments:

Guided Wilson CSD through the economic down turn maintaining a financially viable district by utilizing a five year plan. Developed a plan for closing an elementary building due to enrollment decline. Guest panel speaker at the state level for The Association of School Business Officials. Guest presenter for University of Buffalo LIFTS program. Recognized as Western New York Business Official of the Year, 2016.

At Erie 1 BOCES, managed three departments, successfully growing each business line. Developed the idea for Erie 1 BOCES "PDP", professional development program application. Created and taught the "FORT", Fiscal Oversight and Review Training program for newly elected Board of Education members, as mandated by the state. Developed the operational and fiscal inner workings of the Erie 1 Health Trust, now known as NY44 Health Trust.

At Salomon Brothers Investment Bank, was part of a team that started Salomon Brothers Japan Inc. Developed several worldwide operations and procedures to conduct and support global stock market sales and trading. Created an automated balancing application for the mortgage-backed securities department.

As the lead consultant, was responsible for physically merging, Banque IndoSuez and WI Carr, two banks, into a retro fitted building in Tokyo Japan. This project was successfully completed on time and under budget.