



Dr. Paul O'Malley
Butler School District 53
Oak Brook, Illinois

INTRODUCTION

Dr. Paul O'Malley is a proven executive committed to improving academic achievement using fiscally sound practices to ensure every student receives a world-class education. During his tenure, O'Malley has provided direct administrative leadership to communicate the vision and mission of the district clearly and easily to students, staff, and community members. Further, he successfully facilitated and implemented strategic plans to expand academic programming, sustain and maintain extracurricular and athletic opportunities, and, most importantly, provide pathways for every student to become career and college-ready. Based on his professional baseball player background, O'Malley understands the meaning of being a team player.

Butler School District 53 is a nationally acclaimed school district that prides itself on small teacher-to-student ratios, high academic standards and results, and a diverse school population. The district serves students at Brook Forest (grades K-5) and Butler Junior High (grades 6-8) and a preschool in partnership with the Oak Brook Park District.

Dr. O'Malley has served as the district's Superintendent since July 1, 2019.

EDUCATION

Dr. O'Malley began his career as a high school science teacher after earning his Bachelor of Science in Chemistry Education from DePaul University. To accommodate all learners in his classroom, O'Malley obtained a Master of Special Education from Northeastern Illinois University before recognizing a calling to progress his career into administration when he pursued a Master of Educational Leadership from Northeastern Illinois University. He received his Superintendent's Endorsement from Loyola University of Chicago and his Doctorate of Educational Leadership from National Louis University.

EXPERIENCE

Dr. O'Malley has more than two decades of experience in public education. Earlier in his career, he taught chemistry, physics, and natural science, where he facilitated, collaborated, and created a science curriculum whereby adopting common assessments for all learners to result in higher academic achievement. His administrative positions have included Director of Finance, Operations, and Human Resources, Assistant Superintendent for Business Services, Associate Superintendent, and Superintendent of Schools - a position held within two school districts.

Further, Dr. O'Malley was a contributor to ISBE Considerations for Closing the 2019-20 School Year & Summer 2020 in May 2020, IDPH and ISBE Updated Summer School and Other Allowable Activities in June 2020, and IDPH and ISBE Joint Guidance Transition to In-Person Learning Plan published in June 2020.

Beyond his contributions at the state level, Dr. O'Malley regularly publishes articles in ASBO International *School Business Affairs*, Illinois Association of School Boards' *Illinois School Board Journal*, Illinois Association of School Business Officials *UPDATE*; and has been a regular presenter for The Learning Counsel, SchoolCEO, Illinois Association of School Boards, Illinois Association of School Administrators, and Association of School Business Officials.

OUTSTANDING ACHIEVEMENTS

District 53 responded to the COVID-19 public health emergency by offering in-person, full-day learning for students who opted to return to the classroom. The summer months were spent revising classroom layouts, mapping out sanitizing stations, providing professional development for staff members, and identifying health screening areas. All the planning continued evolving as updated guidance from local, state, and federal health departments impacted schools.

In addition to the physical adjustments to classrooms, Dr. O'Malley also procured all necessary PPE, sanitizing stations, sneeze guards, desks, temporary partitions and curtains. Along with the supply procurement, the district also invested heavily in technology, upgrading classroom cameras for remote parallel instruction, video conferencing capabilities, continued professional development, and hardware needed for success.

To maintain health and safety and based upon guidance from the Illinois State Board of Education (ISBE) and IDPH, District 53 required a

self-certification form to be completed and signed by all district staff and parents who planned to send their children to in-person learning. This form verified that before utilizing district transportation and/or entering a district building, individuals would conduct a daily symptom screening at home to determine the presence of COVID-19 symptoms. The student or staff member remained home if any of the symptoms existed. As a reminder, a weekly text message was sent to all phone numbers within District 53's communication system to remind parents and staff about the self-certification process.

Recognizing the lack of availability of COVID-19 testing options and the importance of in-person learning opportunities for students, Dr. O'Malley pioneered the coordinated effort to develop testing protocols and internal administration for students' and staff's physical health and safety while keeping buildings open. Testing options further solidify the district's commitment to in-person learning while providing remote learning options for families who choose. Butler School District 53 received CLIA licenses to administer tests on-site. The district administered Rapid Antibody (fingerstick) and Rapid Response Antigen (nasal swab) on-site with dedicated healthcare professionals who made appointments and coordinated testing services.

Dr. O'Malley shared his expertise on COVID-19 response with administrators regionally, statewide, and nationally through whitepapers, webinars, presentations, and media outlets.

Under Dr. O'Malley's leadership, Butler School District 53 embarked on a three-year Capital Improvements Vision Plan that prioritized upgrades to the physical safety and security of the school buildings. At completion, both schools will see significant updates from the renovations. The improvement plans include improving classroom design geometries, making both buildings more ADA accessible, and improving security measures.

Upgrading and installing elevators at both buildings was paramount for greater ADA accessibility. Additionally, both buildings received the installation of state-of-the-art security features throughout the building and within each classroom. These security upgrades assist in the layered risk mitigation strategies.

Furthermore, Dr. O'Malley entered into an intergovernmental agreement with the Village of Oak Brook for one auxiliary Oak Brook Police Department officer on-site for each student attendance day at both buildings to assist

with drop off and pick up, be a visible presence within the buildings for students and staff, and respond quickly in emergency situations.

FEATURED MEDIA

- [SchoolCEO Podcast: Dr. Paul O'Malley: Immunity, Community, Unity](#)
- [UV Angel The Infection Control You Need — On Every Level](#)
- [IASA Podcast: COVID-19 Point of Care Testing](#)
- [Chicago Tribune: Oak Brook Expands Security Program with Full-Time Police Officers in junior high, elementary schools](#)
- [Daily Herald: Butler Dist. 53 to retrofit schools with air purification systems, LEDs](#)
- [Daily Herald: Nine suburban districts started school in person. How are they faring against COVID-19?](#)
- [Chicago Tribune: Majority of students back in class full time as western suburban schools resume in-person instruction](#)
- [Chicago Tribune: Butler Elementary District 53 begins building improvements project](#)
- [The Hinsdalean: Schedules vary widely for area students](#)

HOW DO YOU SEE TODAY'S SUPERINTENDENT?

The role of today's superintendent is ever evolving to wear many hats - visionary leader, strategic planner, risk manager, partnership developer, budget planner, media relations, and instructional leader. These hats each require specialized skills and attributes to develop and maintain a unified administrative team focused on providing the best possible educational experience for the students, a positive and collaborative working environment for staff, and fiscal solvency for the district. By striking a balance to inform these practices, current superintendents are paving the way for future generations of learners who will go on to excel in careers that have yet to be invented and remember the key moments from their early education that inform their interests, excite their passions, and inspire them to pursue their dreams. Making decisions now with a mindset for the future is the frame of reference that all superintendents should utilize in their decision-making process.

WHAT NEW UNDERSTANDINGS DID YOU ACQUIRE AFTER TWO OR THREE YEARS ON THE JOB?

You need to use a belt-and-suspenders mindset to ensure that all stakeholders, community groups, and interested parties have access to accurate information promptly to enhance transparency and foster unity.

Recognizing that different audiences receive and interact with information in different ways and through different channels, you need to reach the intended audience where they spend most of their time. The frequency and delivery of communication are essential components of a successful communications strategy. There is a fine line between too much communication and not enough information - striking that balance is a critical step before proceeding.

Community partners are perfect examples of power-ships that are formed for the betterment of the school district and community as a whole. Collaborating with local businesses is crucial to bringing unity into our community. As such, the role of the Superintendent is to provide updates, presentations, and collaborations with the local chamber of commerce, business associations, and others investing in the Oak Brook community. These power-ships yield great benefits to businesses and the school district - advertising opportunities to local businesses, career progression and sharing for students at career days, and more.

SHARE AN IDEA TO USE OR SOMETHING YOU'VE LEARNED WITH YOUR COLLEAGUES.

School districts continually seek opportunities to bring together stakeholders around a specific initiative and collaborate with knowledgeable individuals within their communities. Community members, parents, partner organizations, and others bring specialized skills and talents from their personal and professional experiences to the betterment of the district. Beyond the elected Board of Education members, parent-teacher organizations, and school volunteers, a Superintendent Advisory Committee can act as the vehicle to bring the right people around the table to discuss topics, drive insights, and provide helpful feedback.

As the backbone of our communities, schools need to engage the community, parents, faculty and staff, and external partners in a collaborative process to move the school district forward in a positive light. Superintendent Advisory Committees facilitate this connection.

Submitted by:

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Superintendent of Schools, Butler School District 53**