BERLIN-BOYLSTON PUBLIC SCHOOL DISTRICT
BERLIN-BOYLSTON, MASSACHUSETTS

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR SUPERINTENDENT (Interim)

Personal Information:

Name Brian G. Ricca

Home Phone

Address [redacted]

Office Phone

[redacted]

Cell Phone [redacted]

city state zip

Email Address [redacted]

How may we contact you? ☐ at work ☐ at home ☑ by e-mail ☑ by cell phone

Certifications Held

Certification	State
Superintendent of Schools	Massachusetts
Superintendent of Schools	Rhode Island

Are you licensed as a superintendent in Massachusetts? ☑ YES ☐ NO

Are you eligible for licensure as a superintendent in Massachusetts? ☐ YES ☐ NO

If not, have you submitted an application for certification as a superintendent in Massachusetts? ☐ YES ☐ NO

Date of application:

Current School District Information:

Are you presently under contract to a school district? Yes

If yes, when does your contract expire? June 30, 2025

Name of District East Greenwich Public Schools

Position Superintendent of Schools

Academic and Professional Training:

High School(s), Colleges, Universities Attended	Location	Degree
Iona Preparatory High School	New Rochelle, NY	High School Diploma
College of the Holy Cross	Worcester, MA	Bachelor of Arts
Fordham University	Tarrytown, NY	Master of Science
Loyola University Chicago	Chicago, IL	Doctor of Education

Professional Experience:

No. Years	Dates From/To	Position	School District
2 3/4	7/22 to Present	Sup't of Schools	East Greenwich, RI
4	8/18 - 6/22	Sup't of Schools	St. Johnsbury, VT
7	7/11 - 6/18	Sup't of Schools	Montpelier, VT
4	7/07 - 6/11	Associate Principal	Rice Memorial High School

Other Relevant Work Experience and Achievements:

Instructor - University of Vermont - Staff Evaluation & Supervision

Nominee - Ned Kirsch Leadership Award - 2020

Phi Delta Kappa - Emerging Leader - Class of 2014-2015

Memberships in Professional Organizations:

AASA (School Superintendents' Association)

RISSA (Rhode Island Superintendents' Association)

ASCD (Association for Supervision & Curriculum Development)

Phi Delta Kappa International (Supporting Teachers & School Leaders)

References:

Please list below the names and addresses of three persons who have knowledge of your professional competence and character, whom we may contact should you become a finalist.

Name Mark Avery Address [redacted]

Relationship Former Board Chair Phone Number [redacted]

Name Maggie Baker Address [redacted]

Relationship Director of Finance, Administration & Operations Phone Number [redacted]

Name Nicole Bucka Address [redacted]

Relationship Former School Committee Member Phone Number [redacted]

A complete application form includes the following:

BGR
____ 1. A completed and signed application form. **APPLICATIONS WILL NOT BE CONFIDENTIAL.**

BGR
____ 2. An up-to-date resume.

BGR
____ 3. A copy of the candidate's Massachusetts superintendent license, or evidence that the candidate is eligible for licensure as a superintendent in Massachusetts and has submitted his/her application to the Department of Education.

BGR
____ 4. Evidence of highest degree earned (copy of diploma, license and/or certificate).

BGR
____ 5. Three recent letters of reference (within the past three years preferred) from persons **other than those listed on the previous page**.

BGR
____ 6. The Committee requests a personal statement describing your major educational accomplishments and the specific leadership and management skills you can bring to the superintendency of the Berlin-Boylston Public School District.

All application documents listed above must be received in the MASC office on or before **April 4, 2025** at 3:00pm.

Please note: MASC does not maintain an applicant file for use in future searches.
A new application and application materials listed are required for each search.

I understand that my application will become public information.

Signature Brian Gendron Ricca Date 4/4/2025

Send all information to:

Berlin-Boylston Public Schools Search
c/o Tracy Novick
MASC
One McKinley Square
Boston, Massachusetts 02109
Telephone: (617) 523 – 8454
FAX: (617) 702 – 4111

Email all information to Ann-marie Martin: amartin@masc.org

For further information please contact Tracy Novick at tnovick@masc.org (508-579-5472)
Please do not contact school committee members or members of the school administration.

BRIAN G. RICCA, Ed.D.

Wilbraham, MA • [redacted] • [redacted] • LinkedIn Profile • Professional Blog

SUMMARY

Currently leading the East Greenwich Public Schools through a $150 million Master Plan to breathe new life into aging school buildings while focusing on Teaching and Learning. An educational leader who is learner-centered and data informed, with a focus on equity and justice. Committed to creating a safe, inclusive, and welcoming school environment for all students, where faculty and staff can be their best professional selves. Serving School Committees who are working toward an educational vision where learning can happen anywhere.

EXPERIENCE

East Greenwich Public Schools — 2022 – Present
Superintendent of Schools

Chief Educational Officer serving this six-school, 2400 student school system. Responsible for leading and modeling the Strategic Plan, "All Means All," for every student, with a caring, professional, and capable faculty and staff.

St. Johnsbury School District — 2018 – 2022
Superintendent of Schools

Chief Educational Officer serving this single-district school system. Responsible for creating, building, and maintaining a learning environment for all students to learn and grow, through the COVID-19 pandemic. Earned the trust of the community with three positive budget votes, and one positive bond vote.

University of Vermont, College of Education and Social Services — 2016 – 2022
Instructor – Staff Evaluation and Development

Responsible for collaborating with Master's and Doctoral level students through a two-week intensive course on improving outcomes through leadership. Syllabus available upon request.

Montpelier – Roxbury Public Schools — 2011 – 2018
Superintendent of Schools

Chief Educational Officer serving this single-district, four-school system. Served the Boards of Montpelier and Roxbury Village to incorporate the Roxbury Village School into the Montpelier Public Schools, per Vermont's Act 46.

EDUCATION

Doctor of Education • Loyola University Chicago – May 2011
Title of Dissertation: The Role of the Principal in the Professional Lives of Male Elementary Classroom Teachers

Master of Science in Teaching • Fordham University – August 2001

Bachelor of Arts • College of the Holy Cross – May 1996

CREDENTIALS

Rhode Island Professional Certificate – Superintendent of Schools
Massachusetts Initial License – Superintendent of Schools

PROFESSIONAL AWARDS/PUBLICATIONS/PRESENTATIONS

Saying "Sorry" as a Basis to Good Relations, February, 2024, AASA Magazine
The Drive-By Experience, November 2021, AASA Magazine
Nominee, Champlain Valley Educator Development Ctr., Ned Kirsch Leadership Award, 2020
Understanding Student Fascination with TikTok, June 2020, AASA Magazine
Staying on Top of Social Media Trends, February 2020, AASA National Conference on Education
Seeing Our Privilege and Prejudice, and Pushing Forwards in the Face of Criticism, February 2018, Eric Garza Podcast
Professional Learning in the Digital Age, February 2016, AASA National Conference on Education
Crowdsourcing Through Twitter, October 2014, Corwin Connect
Relationships & the Superintendency, April 2014 Educators Rising National Conference
Phi Delta Kappa Emerging Leader, Class of 2014 – 2015

UNOFFICIAL LICENSE INFORMATION

dese MASSACHUSETTS Department of Elementary and Secondary Education

Brian Gendron Ricca
12 Iroquois Lane
Wilbraham, MA 01095

This license information was generated by the educator from the Department's electronic licensure file, ELAR 2.0. It should not be taken as proof of current licensure or as an official record. The Department advises that verification of this information via ELAR is always necessary.

Educator: Brian Gendron Ricca

MEPID: [redacted]

License No. [redacted]

Original Certification Date: 03/25/2025

Category	Field (Level)	License Type	Status	Issue Date	Expiration Date
	Academic: Administrator, Superintendent/Assistant Superintendent, All Levels, Initial	Initial	Licensed	03/25/2025	

****Provisional/Preliminary licenses and initial licenses are valid for five (5) years of employment. Military Spouse licenses are valid for three (3) years of employment. Temporary licenses are valid for one (1) year of employment.**

ELAR Educator Licensure and Renewal

Please contact the Department of Elementary and Secondary Education customer service at 781-338-6600, if your license information above is incorrect or incomplete.

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OFFICIAL TRANSCRIPT

Water Tower Campus
820 N. Michigan Avenue
Chicago, IL 60611

Phone: (312) 915-7221

Print Date: 9/15/21

Name: Brian Ricca
Student ID:
Birthdate : [redacted]

Degrees Awarded

Degree: Doctor of Education
Conferral Date: 05/14/2011
Plan: Administration & Supervision

Beginning of Graduate Record

Summer 1996

Program: Graduate

Course		Description	Attempted	Earned	Grade	Points
CIEP	M23	INTRO ELEM TCHNG & GEN METHODS	3.000	3.000	A	12.000
CIEP	498	INDEP STUDY CLINICAL RESEARCH	1.000	1.000	A	4.000
Term GPA	4.000	Term Totals	4.000	4.000		16.000
Cum GPA	4.000	Cum Totals	4.000	4.000		16.000

Fall 2004

Program: Graduate Education

Course		Description	Attempted	Earned	Grade	Points
ELPS	465	Workshops	3.000	3.000	A	12.000
Topic:		Instr Lead: Equity & Justice				
Term GPA	4.000	Term Totals	3.000	3.000		12.000
Cum GPA	4.000	Cum Totals	7.000	7.000		28.000

Spring 2005

Program: Graduate Education

Course		Description	Attempted	Earned	Grade	Points
ELPS	470	School Supervision	3.000	3.000	A	12.000
Term GPA	4.000	Term Totals	3.000	3.000		12.000
Cum GPA	4.000	Cum Totals	10.000	10.000		40.000

Summer 2005

Program: Graduate Education

Course		Description	Attempted	Earned	Grade	Points
ELPS	460	School Administration	3.000	3.000	A	12.000
Term GPA	4.000	Term Totals	3.000	3.000		12.000
Cum GPA	4.000	Cum Totals	13.000	13.000		52.000

Fall 2005

Program: Graduate Education

Course		Description	Attempted	Earned	Grade	Points
ELPS	444	Hist Amer Sch&Socl Policy	3.000	3.000	A	12.000
ELPS	466	School Finance&Budgeting	3.000	3.000	A	12.000
Term GPA	4.000	Term Totals	6.000	6.000		24.000
Cum GPA	4.000	Cum Totals	19.000	19.000		76.000

Brian G. Ricca

Rita Vazquez, Director of Registration and Records, Registrar

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OFFICIAL TRANSCRIPT

Water Tower Campus
820 N. Michigan Avenue
Chicago, IL 60611

Phone: (312) 915-7221

Name: Brian Ricca
Student ID:
Birthdate : [redacted]

Print Date: 9/15/21

Spring 2006

Program: Graduate Education

Course		Description	Attempted	Earned	Grade	Points
ELPS	463	Teacher & The Law	3.000	3.000	A	12.000
ELPS	469	Human Resources Ed Org	3.000	3.000	A	12.000
Term GPA	4.000	Term Totals	6.000	6.000		24.000
Cum GPA	4.000	Cum Totals	25.000	25.000		100.000

Summer 2006

Program: Graduate Education

Course		Description	Attempted	Earned	Grade	Points
ELPS	472	AdmnSpec Ed & Pupil Ser	3.000	3.000	A	12.000
RMTD	400	Intro to Research Methods	3.000	3.000	A	12.000
Term GPA	4.000	Term Totals	6.000	6.000		24.000
Cum GPA	4.000	Cum Totals	31.000	31.000		124.000

Fall 2006

Program: Graduate Education

Course		Description	Attempted	Earned	Grade	Points
ELPS	560	Admin Sem:	3.000	3.000	A	12.000
Topic:		Issues in Administration				
ELPS	580	Doctrl Stu Residency Sem	0.000	0.000	P	0.000
RMTD	420	Educational Research I	3.000	3.000	A-	11.010
Term GPA	3.835	Term Totals	6.000	6.000		23.010
Cum GPA	3.973	Cum Totals	37.000	37.000		147.010

Spring 2007

Program: Graduate Education

Course		Description	Attempted	Earned	Grade	Points
CIEP	440	Curriculum & Instruction	3.000	3.000	A	12.000
ELPS	462	Prblm Schl Admn:Prncplshp	3.000	3.000	A	12.000
ELPS	571	Current Issues Suprvision	3.000	3.000	A	12.000
ELPS	580	Doctrl Stu Residency Sem	0.000	0.000	P	0.000
Term GPA	4.000	Term Totals	9.000	9.000		36.000
Cum GPA	3.978	Cum Totals	46.000	46.000		183.010

Fall 2007

Program: Graduate Education

Course		Description	Attempted	Earned	Grade	Points
ELPS	562	Practicum School Admn	3.000	3.000	A-	11.010
Term GPA	3.670	Term Totals	3.000	3.000		11.010
Cum GPA	3.960	Cum Totals	49.000	49.000		194.020

Brian G. Ricca

Rita Vazquez, Director of Registration and Records, Registrar

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OFFICIAL TRANSCRIPT

Water Tower Campus
820 N. Michigan Avenue
Chicago, IL 60611

Phone: (312) 915-7221

Name: Brian Ricca
Student ID:
Birthdate : [redacted]

Print Date: 9/15/21

Spring 2008

Program: Graduate Education

Course	Description	Attempted	Earned	Grade	Points
ELPS 600	Dissertation Supervision	0.000	0.000	P	0.000
Term GPA 0.000	Term Totals	0.000	0.000		0.000
Cum GPA 3.960	Cum Totals	49.000	49.000		194.020

Fall 2008

Program: Graduate Education

Course	Description	Attempted	Earned	Grade	Points
ELPS 600	Dissertation Supervision	0.000	0.000	P	0.000
Term GPA 0.000	Term Totals	0.000	0.000		0.000
Cum GPA 3.960	Cum Totals	49.000	49.000		194.020

Spring 2009

Program: Graduate Education

Course	Description	Attempted	Earned	Grade	Points
ELPS 600	Dissertation Supervision	0.000	0.000	P	0.000
Term GPA 0.000	Term Totals	0.000	0.000		0.000
Cum GPA 3.960	Cum Totals	49.000	49.000		194.020

Fall 2009

Program: Graduate Education

Course	Description	Attempted	Earned	Grade	Points
ELPS 600	Dissertation Supervision	0.000	0.000	P	0.000
Term GPA 0.000	Term Totals	0.000	0.000		0.000
Cum GPA 3.960	Cum Totals	49.000	49.000		194.020

Spring 2010

Program: Graduate Education

Course	Description	Attempted	Earned	Grade	Points
ELPS 600	Dissertation Supervision	0.000	0.000	P	0.000
Term GPA 0.000	Term Totals	0.000	0.000		0.000
Cum GPA 3.960	Cum Totals	49.000	49.000		194.020

Fall 2010

Program: Graduate Education

Course	Description	Attempted	Earned	Grade	Points
ELPS 600	Dissertation Supervision	0.000	0.000	P	0.000
Term GPA 0.000	Term Totals	0.000	0.000		0.000
Cum GPA 3.960	Cum Totals	49.000	49.000		194.020

Brian G. Ricca

Rita Vazquez, Director of Registration and Records, Registrar

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Graduate Career Totals

Cum GPA:	3.960	Cum Totals	49.000	49.000	194.020

Non-Course Milestones

Comprehensive Exam Passed
Status: Completed
Program: The Graduate School
Milestone Title: Ed.D. A&S Comprehensive Exam Passed - Fall 2007

Dissertation
Status: Completed
Program: Graduate Education
Milestone Level: Complete
Milestone Title: The Role of the Principal in the Professional Life of Male Elementary Classroom Teachers

End of Transcript

Brian G. Ricca

Rita Vazquez, Director of Registration and Records, Registrar

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Loyola University Chicago, Office of Registration and Records

Chicago, Illinois 60611 • (312) 915-7221

THE SEMESTER/TRIMESTER SYSTEM

A semester is approximately 16 weeks (approx. 20 weeks for graduate-level courses at the Medical Center). Not all classes meet for the entire length of the semester. After September 1987, the School of Dentistry used a 14-week trimester.

The semester credit hour equals fifty minutes of classroom activity, two fifty-minute periods of laboratory or studio work, or three to four fifty-minute periods of fieldwork or clinical experience. Credit hours are earned by passing a course.

Attempted credit hours indicate the amount of work a student attempted without reference to grade received. All grades except "W" and "AU" count as attempted credit hours.

The standard undergraduate load is 12 to 18 credit hours per semester. Beginning in the Fall of 2011, students are required to complete 120 hours with a minimum GPA of "C" (2.0) to earn their undergraduate degree. Students graduating prior to the Fall of 2011 were required to complete a minimum of 128 hours with a minimum GPA of "C" (2.0) to earn their undergraduate degree.

THE QUARTER SYSTEM

The Graduate School of Business, the School of Dentistry (prior to September 1987), the Center for Organizational Development (as of September 1993), and the Institute of Human Relations and Industrial Relations operate on the quarter system calendar. However, credit is reported by the semester hour. Prior to the Second Summer Session 1985, basic medical science departments at the Medical Center reported in quarter hours.

JANUARY TERM

In 2012 Loyola University Chicago introduced a condensed, intensive, two week study session.

THE HONORS DEGREE

The honors degree indicates participation in a program requiring more extensive and independent work in the area of specialization as well as high accomplishment in regular course work. This degree is Loyola's highest form of undergraduate degree and is awarded to a minute fraction of graduates.

THE MAGIS SCHOLAR PROGRAM

Magis Scholars participate in designated academic courses and co-curricular activities in a program combining scholarship, leadership experience and service to others.

PARALEGAL STUDIES

Prior to the Fall 2014 the Paralegal Studies program was offered under the Graduate Career. Beginning with the Fall of 2014 the Paralegal Studies program is offered in the Undergraduate Career. The grading basis has remained consistent.

THE GRADUATE SCHOOL

Graduate students may earn credit towards a degree by:

1. Courses numbered 400 and above.
2. Select or approved 300-group courses.
3. Approved law school courses at the 100- and 200-group courses.
   All above courses require a "B" or better for credit, with the permitted exemption of two grades "C" per student.

Advanced Standing/Transfer Credit may appear on the record if the courses were not taken as an undergraduate or used towards a professional or graduate degree and are appropriate to the student's program. A maximum of six semester (nine quarter) hours for a master's degree and 36 semester (54 quarter) hours for a doctoral degree may be considered at departmental discretion. The number of hours and the name of the institution appear on the transcript. Examinations for candidacy, langunge/research tool, and comprehensive examinations are posted "Admitted," "Passed," or "Sustained," respectively.

ARRUPE COLLEGE

Arrupe College began admitting students in Fall, 2015 with an Associate Degree offering. Students are required to complete 61 credit hours to earn their Associate Degree.

GRADING AND POINT SYSTEM

Prior to Fall 2004 Loyola University Chicago did not use (-) minus grades, and (+) plus added one half (.5) credit points to those carried by the letter grade.
Prior to Fall 2004 the Carthage Executive Program used a high pass/fail system.
Prior to Fall 2004 Pass (P) indicated use of Pass/No Pass option and "D" quality work or better while No Pass (NP) indicated work below "D" quality.

Prior to Semester II 1978-79 P or S indicated "C" quality work or better, and NP or U work below "D" quality.

Prior to Fall Quarter 2000, the Graduate School of Business did not permit plus (+) grades and prior to 1968 reported grades numerically (1-100). Prior to academic year 1985-86, the undergraduate graduate division did not permit plus (+) grades.

GRADING SYMBOLS

A	4 credit points
A-	3.67 credit points
B+	3.33 credit points
B	3 credit points
B-	2.67 credit points
C+	2.33 credit points
C	2 credit points
C-	1.67 credit points
D+	1.33 credit points
D	1 credit point
F	Failure in course: 0 credit points, but counts toward attempted credit hours
P or S	Pass with credit: indicates the use of the Pass/Fail or P/NP option where "P" is equivalent to work of "C-"or better. NOTE: the Executive MBA (EMBA) Program, using the P/NP option, uses the "P" to indicate work equivalent to "B" to better.
NP or U	Failure without grade point penalty: indicates use of Pass/No pass option and work of a quality below "C-". Prior to Semester II 1978-79 indicates "D" quality or less. "NP" and "U" are equivalent terms.
I	Incomplete: For undergraduates a temporary grade that converts to "F" if not removed within a specified time frame. Prior to Fall 2002, the grade converted to "WF."
X	Absent from final exam. For undergraduates this is a temporary grade that must be removed within a specified time frame or will be converted to "WF." Discontinued for undergraduates Fall 2002.
W	Approved withdrawal from course. "W" does not count towards attempted credit hours or in GPA.
WF	Failure: unauthorized or late withdrawal. Prior to Fall 2002, "WF" was also assigned when grades "I" or "X" were not resolved within specific time frame. "WF" counts towards attempted credit hours and affects GPA.
AU	Audit. "AU" does not count towards attempted credit hours or affect GPA.
CR	Credit: Indicates completion of a Thesis Supervision (595), Dissertation Supervision (600), or those courses for which no credit hours are ordinarily awarded.
NC	No Credit: Indicates failure to complete a Thesis Supervision (595), Dissertation Supervision (600), or those courses for which no credit hours are ordinarily awarded.
NG	No grade submitted.
NR	No course work completed or no basis for determining a grade.

GRADE POINT AVERAGE

Grade Point Average (GPA) is determined by dividing the total of earned credit points by the total of attempted credit hours carried, less courses designated as Pass/Fail. Grades of "P," "S," "NP," "U," "HP," and "PS" are included in hours attempted, but not for purposes of computing GPA. Grades "P," "S," "HP," and "PS" designate hours earned. Grades "I", "X" and "NR" are not computed until they have been replaced with a permanent grade. The cumulative GPA is specific to the academic career of Arrupe College, Undergraduate, Graduate, Graduate Business, or Law School. Computation of a student's cumulative GPA uses **all** course work attempted at Loyola to date while enrolled in a particular career, and is computed with the same formula. Grades earned at non-affiliated institutions are not computed into a Loyola student's GPA. Transfer credit counts as credit hours towards graduation but is not calculated in the GPA. Prior to Semester I 1985-86, Advanced Placement Credit was computed in the calculation of GPA.

Explanation of Abbreviations Appearing Adjacent to Course Titles or Course Numbers

(H)	Honors course.
(M)	Courses taken through the Mundelein Exchange Program.
C	Consortium course taken for Loyola-graduate credit.
E	An "E" at the beginning of the course number indicates a course taken through the Erikson Institute for Loyola graduate credit. An "E" at the end of the course number indicates a course taken through the Carthage Executive Program for Loyola graduate credit.
(WI)	Writing Intensive.

ACADEMIC STANDING

Good Standing: an undergraduate student in good standing has earned a semester GPA of 2.0 or better. Graduate students are considered in good standing unless otherwise indicated.

Academic Probation: students under academic probation have fallen below the required semester GPA of 2.0 and have been given a specified period to raise their GPA.

Dropped for Poor Scholarship: a student who fails to remove academic probation after one semester may be dropped from the university.

Mallinckrodt College has been part of Loyola University Chicago since January 1991; Mundelein College since June 1991

Key Revised February 10, 2020.

EAST GREENWICH PUBLIC SCHOOLS

East Greenwich Public Schools

111 Peirce Street ▪ East Greenwich, RI 02818

Sarah Courtemanche-O'Brien
Assistant Superintendent of Schools

Email: [redacted]
Phone: [redacted]

December, 2024

To Whom It May Concern,

I am privileged to recommend Dr. Brian Ricca for the leadership position he seeks. Dr. Ricca has demonstrated exceptional leadership skills and a deep commitment to education, most recently as Superintendent of East Greenwich Public Schools in Rhode Island. Brian is dependable, committed, and has the requisite knowledge needed to foster conditions for ALL students and families to thrive. He is actively engaged with collegial networks across the New England area that focus on advocacy and further alignment of standards-based instructional resources for excellence in education.

Under his visionary leadership, East Greenwich Public Schools has achieved significant improvements in student achievement and well-being. He has successfully implemented innovative educational programs which have had a positive impact on student learning outcomes. Additionally, Dr. Ricca has prioritized professional development for educators, resulting in increased teacher retention and student engagement.

Dr. Ricca's knowledge of a broad variety of topics is a credit to his experiences which have paved the foundation for his journey in educational leadership. The humility with which Brian approaches responsibility for key initiatives across the school and district makes him an asset to any school board and organization seeking demonstrative diplomacy. Dr. Ricca is a skilled communicator and problem-solver, articulating complex ideas clearly and concisely, and he is adept at building consensus among diverse groups of people. His collaborative leadership style has fostered a culture of trust and respect, leading to increased morale and productivity among staff.

I am confident that Dr. Ricca will bring his exceptional leadership skills and passion for education to your organization. He is dedicated, consistent, and committed to systems improvement for all students and families. I would be remiss if I did not highlight that one of Brian's greatest strengths as a leader is his ability to propel change across the nuanced conditions of an organization. Couple this reality with the professionalism, strategic attention to detail, positive mindset, and good-natured attitude with which he carries himself at all times, there's no room for doubt that he is an asset to any school community.

I wholeheartedly endorse Brian's next steps in service and would be happy to provide any additional information or references as needed. I can be reached via email at [redacted]

Sincerely,

Sarah D. Courtemanche-O'Brien, M.Ed.

Meadowbrook Farms

ELEMENTARY SCHOOL

2 Chestnut Drive, East Greenwich, RI 02818

Domenic M. Giusti
Principal

Office: 401-398-1502
Fax: 401-398-1185

December 10, 2024

To Whom It May Concern,

I am writing to recommend Dr. Brian Ricca for any future opportunities or openings in your school department. Having worked closely with Superintendent Ricca for three years, I have witnessed first hand his leadership skills, dedication, and vision he brings to our school district.

Throughout his tenure as Superintendent, Brian has exemplified the qualities that are essential to the success of any educational system. He possesses an unwavering commitment to student learning and development, always ensuring that the needs of students—both academic and social—are prioritized. Dr. Ricca has consistently fostered an environment that supports and nurtures the growth of every student and staff member, emphasizing the importance of both academic achievement and positive social development.

One of Superintendent Ricca's greatest strengths is his ability to build and sustain positive relationships, not only with students, but also with staff, parents, and the community at large. He is a relationship builder who deeply values collaboration and open communication. His openness and willingness to meet with all members of the learning community is commendable. This has allowed him to cultivate an inclusive environment where all voices are heard and respected, ensuring that every decision made is in the best interest of the students and the community as a whole.

Furthermore, Brian Ricca is a strong advocate for equity and inclusion. He has worked tirelessly to ensure that every student, regardless of background or circumstance, has access to the resources and opportunities they need to succeed. Brian's ethical leadership and dedication to fairness are evident in every aspect of his work, and leads by example, holding himself and others to the highest standards.

In addition to Dr. Ricca's ethical framework, he is a problem solver who approaches challenges with a thoughtful, strategic mindset. He trusts his building leaders to manage the day-to-day operations of the schools and support them as needed, empowering leaders at all levels to take initiative and grow. This trust and respect for his colleagues has created a culture of collaboration across the district, ultimately benefiting both students and staff.

Dr. Ricca is also deeply committed to staff development, understanding that a well-supported and professionally growing staff is crucial to the success of the district. By creating opportunities for professional growth and fostering a culture of continuous learning, he has inspired educators to reach their full potential and bring their best to the classroom each day.

In conclusion, Brian possesses all the qualities of an outstanding leader—dedication to students, a commitment to equity, a collaborative spirit, and a deep respect for the people they work with. His leadership style has undoubtedly made a positive impact on our school district, and I have no doubt they will continue to empower those around them to reach new heights.

It is with confidence and gratitude that I recommend Superintendent Ricca for any future endeavors. Should you have any questions or require further information, please do not hesitate to contact me.

Sincerely,

Domenic M. Giusti
Principal
Meadowbrook Farms Elementary School
[redacted]

Dear Search Committee,

I had the pleasure of meeting Dr. Brian Ricca when he interviewed for the Superintendent of Schools position in our district almost three years ago. From the outset, Dr. Ricca presented as energetic, charismatic, and deeply committed to student success. He impressed the committee with his student-centered approach and ability to connect his responses to our district's strategic plan.

During the interview, I asked him, "How do you handle difficult conversations when diplomacy and standard processes have been exhausted?" He quickly responded, "Directly, and with as much empathy and understanding as possible... but you must have the conversations—especially when they involve students and other key stakeholders." It was more about how he said it—there was such conviction in his voice. Little did I know that this energy and commitment to transparency would be a hallmark of his leadership.

Dr. Ricca is a leader who embodies his philosophy of "greatness, not perfection. " He fosters a culture of innovation and calculated risk-taking within our district. He encourages staff to embrace new ideas, learn from mistakes, and continuously strive for improvement. This supportive and forward-thinking environment has empowered educators to implement innovative teaching practices, resulting in notable gains in student outcomes across programs.

As a highly collaborative leader, Dr. Ricca builds strong relationships with all stakeholders, including the school committee, union leadership, and families. He has effectively navigated complex challenges, such as successfully passing a $150 million school bond and resolving sensitive Title IX investigations.
Dr. Ricca is also an exceptional communicator and decision-maker. He is an active and critical listener who considers all perspectives before making informed choices. Of particular note is Brian's ability to command a room. On numerous occasions, I have watched him bring divided and escalated rooms full of stakeholders to consensus.

As Director of Student Services, I have seen firsthand Dr. Ricca's unwavering commitment to meeting the diverse needs of all students, especially those with disabilities. He has championed implementing inclusive practices and ensured every student can access the resources and supports needed for success. Moreover, Dr. Ricca has been a vocal advocate for expanding mental health services and integrating social-emotional learning into our district's evolving MTSS framework. As for those aforementioned difficult conversations, they happen just about daily in student services; it's a part of this critical work. Brian has been willing to stand beside me through the most challenging and even litigious scenarios. And when needed, he has stood in front of me, never allowing his moral compass to pull him in the wrong direction.

I know Dr. Ricca possesses the leadership qualities, experience, and dedication necessary to excel as a Superintendent of Schools. His student-centered approach, collaborative leadership style, and unwavering commitment to equity, inclusion, and overall balance will be invaluable

assets to any district. He's the type of person you want at the top of your organizational chart and on your list of trusted friends.

I would be honored to discuss Dr. Ricca's candidacy further with your search committee, and if possible, I would like to do so in person.

Sincerely,

Neil D. Marcaccio
Director of Student Services

As I position myself as a highly qualified and viable candidate for the interim Superintendent of School position in the Berlin-Boylston Regional School District, there are five things I am proudest of as an educator and administrator.

Relationships – our work in education is about relationships, plain and simple. We can certainly try to make it more complicated, but the reality is, this is where we make a difference in the lives of children and their families. Thanks to the existence of social media, I am still in touch with teachers I had when I was a student and students who had me as a teacher. Every single human being can name their favorite teachers (I still can), and I am proud to know that there are former students of mine who list me as one of their favorites. I have maintained that emphasis on relationships in every role I have served in the past twenty-nine years in education.

I am proud to be an empathetic, thoughtful man who listens and tells the truth with compassion. I recognize how personal education is as a profession, and when sharing feedback that is hard, it is imperative to be humane about it. There is nothing soft about emotionally intelligent leaders. In fact, in my opinion, it raises the bar of expectations even further. I try to be as curious as possible, recognize my own limitations, and ensure that those serving with me understand my authenticity.

Yearbook Dedication – when the opportunity to serve as Superintendent in Montpelier Public Schools was posted, I was happily serving at Rice Memorial High School. I did not think the capital city of Vermont would take a chance on a leader who was only four years into his service in the state. They did, and I am proud to have made the leap from building-based work to district-level work. The timing of that transition coincided with the graduation of the class of 2011, and we all came to Rice Memorial High School in 2007 and left in 2011. I grew up with those students, many of whom I taught while I was there.

On the evening of the awards night, and utterly unknown to me, the Senior Class President was called to the podium by the Principal. This was not in the program, so I was unsure where this was going. It soon became apparent that he was speaking about me, and I was honored to have that yearbook dedicated in my name.

As a student, I remember the thought and care that went into selecting the people to whom to dedicate the yearbook, and it is incredibly humbling to know that this class thought so highly of me.

Dissertation – completing a significant writing project is an accomplishment, in and of itself. Even more so when your young family includes two little boys, aged four and two, and you are working full time! My Wife made this dissertation possible, a fellow educator whom I met while teaching on the Near West Side of Chicago. Every night after dinner, I would spend time with Our Boys, and then she would send me downstairs to write or research or both.

The proudest moment, however, came at my graduation in May of 2011. The entire family traveled to Chicago from Vermont for the ceremony. And after being admonished by the Dean of the School of Education not to cheer after each name was read, my children had their own ideas about that. In the silence of the auditorium, after my name was read came a distinct, "Go, Daddy," followed by another, "Yeah, go Daddy!"

Positive Budget Votes – while no superintendent wants to admit it, there is a sense of pride with every positive vote and a sense of angst when the polls do not go our way. When I first began serving in St. Johnsbury, I was warned that this was a very fiscally responsible district with a history of voting budgets down. Looking back, we passed every school budget and one bond vote; the bond vote only passed by 11 votes, but it passed!

School Construction Bonds – while not glamorous, school construction continues to be a substantial need in 2024 and beyond. I'm proud that in the three school construction projects I've been a part of as a Superintendent, all three construction bonds have passed. The most recent in East Greenwich Public Schools was for $150 million and will impact all but one of the six schools in our district.

In fourteen years of serving as a superintendent, only one budget vote failed the first time; it passed after a second consideration by the Board and the voters. I am incredibly proud of that record because I see it as a reflection of the trust that I work to earn in the communities that I serve.

Finally, I'm truly excited about the potential to serve in Monson as it is close to our home in Wilbraham. When our family moved three years ago from Vermont to "Southern New England," we never envisioned we would love it so much. We have found friends, made an apartment for My Wife's grandmother to move in with us (from Vermont), and enjoy the peaceful lifestyle of Western Massachusetts. I would love to find a professional home in Monson for years to come.

I started this response with relationships, and I will end it with an emphasis on relationships. It is not a token phrase that I use for a quote or a sound bite. It is the hallmark of my leadership and who I am as a human being. Our work in education is about relationships, plain and simple.