



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

REGULAR SCHOOL COMMITTEE MEETING

Buker Elementary School
Multi-Purpose Room

Wednesday, April 24, 2019

7:00 PM

1. Call to Order 7:00
2. Pledge of Allegiance
3. Citizens' Comments
4. Chair's Report
5. Superintendent's Report
6. Consent Agenda
 - a. Minutes
 - o March 27, 2019 Exhibit A
 - o April 10, 2019 Exhibit B
 - b. Warrants
 - o April 12, 2019 Exhibit C
7. New Business
 - a. Meeting to hear results of town elections Exhibit D
 - b. SC Reorganization Meeting
 - c. Subcommittee Reorganization
 - d. School Committee Liaison Assignments
 - e. Update of SC Goals Exhibit E
 - f. Select Interim Superintendent Semi Finalists: Exhibit F1-13
 - a. Candidates to be considered:

Last Name	First Name
Colannino	Anthony
Dias	Sally
Gallivan	Lori
Joseph	Matthew
Kukenberger	Julie
Kustka	Susan
Levine	Herbert
McAlduff	William
McGee	Eric 'Chip'
Ruggere	Timothy
Sands	Jeffrey
Stellar	Arthur
Zaleski	Karen

dmb

Knowledge • Responsibility • Respect • Excellence

The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, gender identity, sexual orientation, age or disability.

- g. FY19 Financial Forecast Exhibit G
- h. Nominate HW Ed Fund for MASC Outstanding School Partner Award
- i. Donations Exhibit H
 - o Araneo Landworks Inc. \$9,600
- 8. **Committee Reports**
 - a. Policy-Legislative
 - b. Capital Planning-Finance & Turf Field
 - c. Student Rep.
 - d. Other-School Liaisons Updates
- 9. **Other**
 - a. Topics for next meeting
- 10. **Vote to Adjourn** 9:30

David Polito, Chairperson HWRSC

dmb

Knowledge • Responsibility • Respect • Excellence

The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, gender identity, sexual orientation, age or disability.

**The Hamilton Wenham Regional School District
School Committee Meeting
Buker Elementary School Multi-Purpose Room
Wednesday, March 27, 2019 7:00 PM**

Present:

Kerry Gertz
David Polito, Chairperson
Gene Lee, Vice Chairperson
Michelle Bailey
Stacey Metternick, Secretary
Peter Wolczik, Assistant Secretary

Also Present:

Michael Harvey, Superintendent
Jeffrey Sands, Assistant Superintendent
Lauren Verge, Student Government Representative

1. Call to Order

David Polito calls the Hamilton Wenham School Committee meeting to order at 7:05 PM.

2. Pledge of Allegiance

All in attendance rise for the Pledge of Allegiance.

3. Citizens' Comments

None.

4. Chair's Report**A. Open Meeting Law Complaint dated March 6, 2019**

03/06/2019 Open Meeting Law Complaint regarding 12/27/2018 Capital Sub-Committee discussion which complainant Jeanise Bertrand argues: Ms. Bertrand was present at the meeting; the Sub-Committee was not charged with discussing the issues brought up; and issues discussed were not posted per requirement.

Michelle Bailey argues that complaint is untimely.

Stacey Metternick reads her drafted response letter. David Polito does not agree with the entirety of the letter, but is willing to send to OML board if other members agree. Peter Wolczik adds that complaint is factually inaccurate. Further discussion regarding the alleged violation, date of alleged violation, facts surrounding the incident, OML violations and procedures, etc.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE RESPOND TO THE 03/06/2019 OPEN MEETING LAW VIOLATION, STATING THAT COMPLAINT FAILED TO MEET THE TIMELINESS STANDARDS; ATTORNEY NAOMI STONBERG WILL DRAFT THIS CORRESPONDENCE.

**MOTION by Kerry Gertz; SECONDED by Peter Wolczik.
Unanimously approved by 6 members present.**

5. Superintendent's Report

- *Kindergarten Orientation and Registration*: Registration will be held at the HWRSD District Offices, 5 School St., Wenham 04/01/2019 - 04/05/2019 from 9:00AM-12:00PM, and on 04/06/2019 from 2:00PM - 6:00PM. Information and forms are available on the [District Website](#).
- *League of Women Voters' Candidates Night*: The Hamilton-Wenham League of Women Voters will host its annual Candidates' Night on Wednesday, 04/03/2019 at 7:00PM in the Multipurpose Room at the Buker Elementary School. Candidates who are up for election on April 11th will be present.
- *Program on Vaping at HWRHS*: "The New Look of Nicotine Addiction: Vaping and e-cigarettes Discussion for Parents" at 7:00PM on 04/02/2019 at the HWRHS Library. The program will feature Hamilton Police Department's "Hidden in Plain Sight" at 5:30PM which allows adults to explore a mock-up of a teenager's bedroom aimed at education and awareness of potential dangers.
- *Childcare for Annual Town Meeting*: Hamilton-Wenham Regional High School's Chapter of the National Honor Society will be offering childcare services (K-5) during Annual Town Meeting on 04/06/2019 in the H-W Recreation Center adjoining the Public Library. Hamilton's meeting begins at 9:00AM in the Ferrini Auditorium at HWRHS. Wenham's meeting begins at 1:00PM in the Buker School Gymnasium. To sign up for childcare visit: <https://www.signupgenius.com/go/70a044ba9a72ba4fd0-april>
- *Miles River Middle School Arts Night*: The Fine and Performing Arts Department of Miles River Middle School invites the public to join them on Tuesday 4/9/2019 from 6:30-8:00PM for annual Arts Night. The evening's program will feature performances from the school's choral and instrumental groups, a school-wide art exhibition, and an excerpt from a student-created one-act play.
- *Heney Wins Congressional Art Competition*: Congratulations to HWRHS Senior Aiden Heney for winning this year's Massachusetts 6th District Congressional Art Competition. The competition is sponsored by the Congressional Institute "to recognize and encourage artistic talent in the Nation and in each congressional district." Winners are recognized in their home district and at an awards ceremony in Washington, D.C.

6. Consent Agenda

A. Minutes

- February 5, 2019

Exhibit A

B. Warrants

- March 13, 2019

Exhibit A1

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE APPROVE THE CONSENT AGENDA INCLUDING MINUTES FROM 02/05/2019 (EXHIBIT A) AND WARRANTS FROM 03/13/2019 (EXHIBIT A1) - THERE CAN BE NO FURTHER CHANGES TO THESE DOCUMENTS.

**MOTION by Stacey Metternick; SECONDED by Kerry Gertz.
Unanimously approved by 6 members present.**

7. New Business

A. Rockland Trust – OPEB Trust Fund Presentation

Exhibit B

Jeff Sands introduces tonight's presentation, which was initially scheduled to more closely align with administration's 01/02/2019 OPEB presentation.

Margaret Vose and Matthew Roddy, from Rockland Trust review OPEB funding details, outlined in Exhibit B of the [School Committee Packet](#), pages 11- 28:

- Relationship Team;
- Overview: Rockland Trust Company;
- Overview: Investment Management Group;
- Team Coverage;
- Investment Process;
- Investment Performance.

District will take action needed to adopt OPEB funding plan with a consistent funding source. Discussion regarding next steps, benefits of funding OPEB, community support, developing appropriate language, etc. Ms. Vose and Mr. Roddy are happy to return to a future meeting to provide additional details, strategize, and address concerns, should these services be needed.

B. School Resource Officer Document Review and Approval

Exhibit C
Exhibit C1

Jeff Sands provides synopsis of the School Resource Officer program, including previous discussions and actions taken by the School Committee. Tom Mullens, a municipal law expert referred to the district by Naomi Stonberg, has reviewed and approved the document. The Town of Hamilton, Board of Selectmen, Chief, Lieutenant Janes, and the Town of Hamilton signed the IMA - *Intermunicipal Agreement Between the Town of Hamilton and the Hamilton-Wenham Regional School District: School Resource Officer*, Exhibit C, [School Committee Packet](#), pages 38-41, and the Agreement now awaits School Committee signature. Model MOU prepared by State's Attorney General's Office, exhibit C1 in the [School Committee Packet](#), pages 42-53, requires no action on behalf of the School Committee, but is provided for review.

Discussion regarding funding of SRO, accountability, continued funding, details of agreement, program benefits, disciplinary procedures, standards of the position, and terms of agreement.

Lieutenant Janes explains how the position will be posted, hiring process and any complaints made against any Hamilton Police Officers. He further explains dedication to ensuring the best fit possible in the hiring for this position.

Michelle Bailey inquires about the "teaching/training" component of the position, noting the lack of language specifying this in the documents.

Discussion: Buker is *not* included in the District and Town of Hamilton Agreement, however Buker is included in the SRO program. Further discussion regarding jurisdiction, Hamilton MOU, Wenham's responsibilities (for Buker), and next steps. Discussion regarding depth of document, safety as priority, working relationships, collaborations, coverage of position, and other concerns of School Committee members. **Stacey Metternick was concerned about Buker not being part of the MOU for the SRO. Parents will not be happy to find that Buker will be left out. Originally it seemed the SRO was full the whole District not just Hamilton Schools only.**

Shawn Farrell, Hamilton Board of Selectmen, notes minor language changes in Agreement. Mr. Farrell is looking forward to the program beginning, and urges School Committee to vote in favor of this Agreement.

**I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE
ACCEPT THE SCHOOL RESOURCE OFFICER INTERMUNICIPAL AGREEMENT**

BETWEEN THE TOWN OF HAMILTON AND THE HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT AS SHOWN IN EXHIBIT C.

**MOTION by Stacey Metternick; SECONDED by Michelle Bailey.
APPROVED by 5 members; 1 member abstaining; MOTION PASSES.**

C. Amend School Committee's Adopted FY20 Budget to Reflect School Budget to reflect a School Resource Officer Agreement

Exhibit D

Jeff Sands recommends revising the budget (adopted by School Committee on 02/13/2019), due to the Town of Hamilton funding the SRO program in its entirety. Mr. Sands presents slides with amended information, reflecting a reduction of the \$73,000.00 placeholder initially in place. Mr. Sands details the changes made in this revision, explaining the motion needs $\frac{2}{3}$ support, or 5 members voting in favor.

THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVES AN FY20 TOTAL GENERAL FUND EXPENDITURES BUDGET OF \$34,195,132. THIS AMOUNT INCLUDES GENERAL FUND OPERATING EXPENSES (AFTER OFFSETS) IN THE AMOUNT OF \$33,796,760 AND GENERAL FUND DEBT SERVICE EXPENSES IN THE AMOUNT OF \$398,372. FURTHERMORE, THE GROSS OPERATING EXPENSES OF THE DISTRICT (BEFORE OFFSETS) HAVE BEEN ALLOCATED TO THE DESE-DEFINED ACCOUNTS ACCORDING TO THE "SUMMARY BY DESE CATEGORY" CHART INCLUDED IN THIS BUDGET PRESENTATION DATED 3/27/2019.

Michelle Bailey notes the numbers in the motion above are different from the those listed in the Agreement. Jeff Sands and Dr. Michael Harvey explain that the amounts differ due to calculating before and after offset, as detailed in Exhibit D of the [School Committee Packet](#), page 55.

**MOTION by Stacey Metternick; SECONDED by Kerry Gertz.
Unanimously approved by 6 members present.**

THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTES TO ASSESS THE TOWNS OF HAMILTON AND WENHAM A COMBINED TOTAL OF \$29,823,119 AS THE AMOUNT NECESSARY TO OPERATE AND MAINTAIN THE DISTRICT, AS WELL AS PAY DEBT SERVICE, FOR FY20. THE DISTRICT'S ASSISTANT SUPERINTENDENT SHALL DETERMINE THE AMOUNT APPORTIONED TO EACH TOWN, AND THE DISTRICT'S TREASURER SHALL CERTIFY SUCH AMOUNTS TO THE RESPECTIVE TREASURERS OF EACH TOWN WITHIN 3 BUSINESS DAYS OF THIS DATE.

**MOTION by Stacey Metternick; SECONDED by Kerry Gertz.
Unanimously approved by 6 members present.**

D. Capital Plan Recommendation

Exhibit E

Discussion regarding capital projects, priorities, organization of list by category, strategy moving forward, potential for collaboration, fiduciary responsibility, etc. **Stacey Metternick states that the working group put forth a recommendation and the Chair decided to dismiss the WG recommendation. So will move the Superintendent suggested Capital Plan forward to next committee.**

Michelle Bailey states that many residents have complained to her regarding the state of school facilities, naming specific issues brought to light. Michelle suggests the School Committee tour

facilities in order to inventory the capital needs and priorities, as this would provide a clearer understanding. **Chair, David Polito suggest issues** regarding transparency, ethical considerations, strain on administration, and pros/cons of Michelle's suggestion.

Jeff Sands is willing to coordinate with committee members in order to tour school facilities during regular working hours. Moving forward, this will help the committee in understanding the capital needs requests, and developing a more comprehensive, effective approach to prioritization.

E. Superintendent Search Posting

David Polito explains that he reviewed approximately 4-6 interim position listings and drafted the posting as shown on pages 86-88 of the [School Committee Packet](#) (no exhibit, but provided in packet). Discussion regarding information in posting, time frame, qualifications, regional experience, interim eligibility for permanent role, etc.

Discussion regarding length and detail in position posting, with Stacey Metternick and Michelle Bailey agreeing that the document is too long, with too many qualifications. Stacey Metternick and Michelle Bailey agree that the School Committee would benefit from MASC services. Discussion regarding interviews, semi-finalist selection, timeline, and clarification of next steps/expectations with regards to moving forward.

School Committee will coordinate with MASC to enlist services to guide and support the district in this process. After considering the approaches, School Committee members decide to interview candidates as a full committee, rather than forming a sub-committee. Members agree that a sub-committee is not efficient, despite the negative consequence of the application process being made public. Application information and interviews will be available publicly, and this fact will be communicated clearly in the position posting.

Stacey Metternick will coordinate with MASC to enlist services (included in membership) hiring an interim superintendent. David Polito will forward posting to Jeff Sands for posting internally. Position will be posted **with the MASC** by 04/01/2019.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE POST THE POSITION OF INTERIM SUPERINTENDENT WITH THE ASSISTANCE OF THE MASC, TO BE COORDINATED BY STACEY METTERNICK, AND COMMUNICATED TO THE CHAIR AND TO THE ASSISTANT SUPERINTENDENT, WITH THE DATE STIPULATED ON THE EXHIBIT (PAGES 86-88 OF [SCHOOL COMMITTEE PACKET](#)).

**MOTION by Michelle Bailey; SECONDED by Kerry Gertz.
Unanimously approved by 6 members present.**

F. Donations
DECA -- \$1,425.00

Exhibit F
Exhibit F1

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE DONATIONS FROM DECA IN THE AMOUNT OF \$1,425.00 TO HELP IN DEFRAYING THE COST OF PARTICIPANTS' TRIP TO BOSTON.

**MOTION by Stacey Metternick; SECONDED by Kerry Gertz.
Unanimously approved by 6 members present.
*Thank you to the generous supporters and sponsors of the DECA program!***

Edfund -- \$27,968.66

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE GRANT FROM EDFUND IN THE AMOUNT OF \$27,968.66 TO BE DIRECTED TOWARD SUPPORTING KINDERGARTEN CLASS FOR ALL ELEMENTARY SCHOOLS.

MOTION by Stacey Metternick; SECONDED by Kerry Gertz.

Unanimously approved by 6 members present.

Thank you, Ed Fund, for continued grants supporting today's Kindergarten Learners!

Friends of the Arts -- \$1,500.00

Exhibit F3

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE DONATION FROM THE FRIENDS OF THE ARTS IN THE AMOUNT OF \$1,500.00 TO SUPPORT THE BOSOMA IDENTITY WORKSHOP IN THE MRMS.

MOTION by Stacey Metternick; SECONDED by Kerry Gertz.

Unanimously approved by 6 members present.

Thank you to the Friends of the Arts for funding the MRMS BoSoma identity workshop!

Hamilton-Wenham Girls Basketball Boosters -- \$1,452.00

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE DONATION FROM THE HAMILTON-WENHAM GIRLS BASKETBALL BOOSTERS IN THE AMOUNT OF \$1,452.00 TO HELP WITH FUNDING A (0.5 **FTE) ASSISTANT COACH.**

MOTION by Stacey Metternick; SECONDED by Kerry Gertz.

Unanimously approved by 6 members present.

Thank you to the Hamilton-Wenham Girls Basketball Boosters for this donation!

Hamilton-Wenham Boys Basketball Boosters -- \$1,452.00

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE DONATIONS FROM THE HAMILTON-WENHAM BOYS BASKETBALL BOOSTERS IN THE AMOUNT OF \$1,452.00 TO HELP WITH FUNDING A (0.5 **FTE) ASSISTANT COACH.**

MOTION by Stacey Metternick; SECONDED by Kerry Gertz.

Unanimously approved by 6 members present.

Thank you to the Hamilton-Wenham Boys Basketball Boosters for this donation!

Arbella Insurance Agency --\$300

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE DONATION FROM ARBELLA INSURANCE AGENCY IN THE AMOUNT OF \$300.00 TO SUPPORT TRANSPORTATION TO BSO YOUTH CONCERT.

MOTION by Stacey Metternick; SECONDED by Kerry Gertz.

Unanimously approved by 6 members present.

Thank you to the Arbella Insurance Agency for this generous donation!

8. Committee Reports

- Policy-Legislative

- Gene Lee reports continued deliberation regarding transportation issues as well as other current needs of the district;
- Michelle Bailey points out the group's decision to examine each policy section and present findings to School Committee for approval;
- Stacey Metternick inquires about transportation Policy H8002, with Kerry Gertz providing an update on deliberations: discussions include liability insurance, permission slips, and other strategies. This will not be resolved this season.
- Capital Planning-Finance & Turf Field
 - None, **capital plan was discussed earlier.**
- Negotiations
 - Executive Session this evening will address more details, however, David Polito notes the problems arising from the unexpected and abrupt interruption to negotiations with Custodial Union. This resulted in a number of negative consequences. Mr. Polito urges members and the Sub-Committee to move forward effectively; Jeff Sands **told the Committee he** took "copious notes" during Executive Session on 01/25/2018. Despite the minutes not reflecting the authorization, there was specific upper limits determined, ad person-by person (**what does this mean?**). **Mr. Sands requested a statement be included** for the record, **that** Dr. Harvey and Jeff Sands were authorized to negotiate with all three unions, and further the members provided specific directions regarding the threshold of each contract. Michelle Bailey states the issue was not voiced with intention of attacking administration. Jeff Sands reiterates the negativity put forth in the manner at which this was brought up. **Stacey Metternick brings up that the SC only went into executive session for the purpose of negotiating teacher contracts. If we discussed and gave approval for any other contract negotiations then it would be an OML Violation.** David Polito explicitly states that administration is in a position of feeling attacked, feeling uncomfortable, and the unprofessional character attacks by members. David said this is not being resolved. **Mrs. Bailey and Mrs. Metternick restated the facts regarding this matter.**
 - Jeff Sands and Dr. Harvey state their issue: cannot negotiate in good faith on behalf of THIS committee.
 - David Polito, Chair, directed to email district attorney Naomi Stonberg to negotiate the Custodial Union contract (expired 9 months ago). Negotiations working group will meet with Naomi to do this, no motion is needed
- Student Rep.
 - None
- Other-School Liaisons Updates
 - HS/MS friends group meeting Monday morning, 04/01/2019, 8:30AM.
 - SEPAC is considering 04/09/2019 meeting; Stacey Bucyk is working on a meeting invitation to send out.

9. Other

A. Topics for Next Meeting

- Winter sports recognition;
- (tentative) Brad Hill state budget update;
- Submission for Statements of Interest for Cutler & Winthrop.

Discussion regarding School Committee members swearing in - Dr. Harvey states Andrea Carlson and Diane Bucco, town clerks, will attend 04/24/2019 meeting to swear in School Committee Members.

10. Vote to Adjourn

9:30p

**I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE
ADJOURN INTO EXECUTIVE SESSION AT 9:42PM FOR THE PURPOSE OF
DISCUSSING STRATEGY RELATIVE TO THE PURCHASE OF 1, 3, & 5 LONGMEADOW
WAY, HAMILTON, MA. AN EXECUTIVE SESSION IS NECESSARY BECAUSE THE
CHAIR HAS DETERMINED A DISCUSSION IN OPEN SESSION MAY BE
DETRIMENTAL TO THE SCHOOL COMMITTEE'S NEGOTIATING POSITION
(EXECUTIVE SESSION PURPOSE #6) AND NOT RETURN TO OPEN SESSION.**

Peter Wolczik - Yes;

Stacey Metternick - Yes;

Kerry Gertz - Yes;

Gene Lee - Yes;

David Polito - Yes;

Michelle Bailey - Yes.

MOTION PASSES VIA UNANIMOUS ROLL CALL VOTE.

Respectfully submitted April 14, 2019 by Mahala Lettvin, Recording Secretary.

**The Hamilton Wenham Regional School District
School Committee Meeting
Buker Elementary School Multi-Purpose Room
Wednesday, April 10, 2019 7:00 PM**

Present:

Michelle Bailey
David Polito, Chairperson
Gene Lee, Vice Chairperson
Kerry Gertz
Stacey Metternick, Secretary
Peter Wolczik, Assistant Secretary

Also Present:

Michael Harvey, Superintendent
Jeffrey Sands, Assistant Superintendent
Lauren Verge, Student Government Representative

1. Call to Order

David Polito calls the Hamilton Wenham School Committee meeting to order at 7:05 PM.

2. Pledge of Allegiance

All in attendance rise for the Pledge of Allegiance.

3. Citizens' Comments

Deb Evans, 5212 Porter St., Wenham: (1) Thanks Dr. Harvey for his tireless efforts to lead district in the right direction. Hopes the leadership team Dr. Harvey has established will fill his enormous shoes upon his transfer to Masconomet. (2) District Budget: Ms. Evans notes that the budget is one of the most important roles of the School Committee, and members are thus responsible for communication surrounding the budget as well as efforts to ensure the budget passes. The Wenham Town Meeting operational override for the school *only* was a complete shock to her, as it was a departure from past approaches. Although this is not the responsibility of School Committee, it *is* their responsibility to seek help and communicate to the best of their ability. Though there were 4 School Committee members at Wenham Town Meeting, only one spoke. Ms. Evans believes this silence represented a failure of the School Committee to correct misinformation and provide an appropriate education to townspeople. She is disappointed, and urges members to start communicating, as they were elected to do so.

4. Chair's Report

As this may be his last meeting, David Polito thanks everyone for support in electing him to the School Committee, and election as Committee Chair this past year.

5. Superintendent's Report

- *National History Day Competition:* Congratulations to all of the 2019 Massachusetts State History Day winners! On 04/06/2019, Hamilton-Wenham Regional High School and Miles River Middle School students competed against 52 other Massachusetts schools. Three Projects are advancing to the National History Day contest, held at the University of Maryland in June. This year's theme is "Triumph and Tragedy" in History. A special thank you to all of the teachers who have worked closely with students on their research: Kristen Borges, Vinnie Bucci, Brett Burnett, Johann Knets, and Tyler Walker. Winners are listed on the [Superintendent's Blog](#).

- *Election Day in Hamilton & Wenham:* Hamilton and Wenham Town Elections will be held on 04/11/2019. Voting in Hamilton will take place at the Hamilton-Wenham Recreation Center, 16 Union St in Hamilton. Voting will be held in Wenham at Wenham Town Hall, 138 Main St, Wenham. Polls will be open from 7:00 AM until 8:00 PM. Included on the ballot are candidates for three seats on the Hamilton-Wenham Regional School Committee, and, in Wenham, a Ballot Question on a Proposition 2 ½ Override to fund the FY20 HWRSD Operating Budget. Please remember to vote!

6. **Consent Agenda**

A. Minutes

- February 27, 2019
- March 13, 2019

Exhibit A

Exhibit B

B. Warrants

- March 29, 2019

Exhibit C

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE CONSENT AGENDA INCLUDING MINUTES FROM 02/27/2019 (EXHIBIT A), MINUTES FROM 03/13/2019 (EXHIBIT B), AND WARRANTS FROM 03/29/2019 (EXHIBIT C); THERE CAN BE NO FURTHER CHANGES TO THESE DOCUMENTS.

**MOTION by Stacey Metternick; SECONDED by Kerry Gertz.
Unanimously approved by 6 members present.**

7. **New Business**

A. Winter Sports Recognition

Craig Genualdo, athletic director: Provides introduction to tonight's event, stating this year's recognition is a slight departure from the norm: recognition not just of teams, but individual athletes who are emblematic of their teams.

Calvin Dalton, wrestler: Participates through cooperative agreement with Salem High School. Division 2 North Sectional, as well as Division 2 Statewide winner. Calvin plans to keep wrestling, and thanks everyone for the recognition.

Clint Gourdeau, Senior, Soccer, Hockey, and Boys Lacrosse: Clint is one of the founding members of the hockey program and has played all 5 years. MIAA Statewide Sportsmanship and received recognition before a Bruins game. Clint says he is going to Union college next year where he will continue playing lacrosse. Offers thanks to his parents, coaches, and for the recognition tonight.

Billy Whelan, basketball: Billy has played an extraordinary leadership role, and is the first player in over 25 years to score more than 1,000 points. Salem Evening News Hamilton Wenham Representative for Student Athlete of the Year. Billy says he is going to Hampton School next year, where he will be playing basketball and tennis. Billy thanks Mr. Genualdo for his support over the last 4 years; thanks the School Committee for their tireless work; and offers a special thanks to Dr. Harvey for his leadership!

Gymnastics Team: Coach **Chris Way** thanks Mr. Genualdo for his inspiration and support. Present this evening are Ms. Abbey Benack, Freshman, and Tess Richards, Sophomore. Acknowledges Gymnastics Team members Annica Dahlin, Rose Wosepka, Avari Litka, Rachel Lee,

Ellie Pitkin, Audrey Fusco. Thanks Rich Healey, Iron Rail, for his continued effort to make this program possible by offering time and use of facilities.

Craig Genuardo: Thank you for taking time out of your evening for us!

B. Brad Hill - FY20 State Budget Update

State Representative Brad Hill updates the School Committee on the State Budget and impacts on district. He is happy to report some changes, as the State budget just came out today, and it shows education is a top priority.

- Chapter 70 - \$3.6 increased to \$3.7 million; 25 million beyond governor's proposal;
- Transportation - reimbursed at 80%; Brad and others have sent a letter requesting 100%, but this is unlikely to happen in the near future. Thanks to advocacy from superintendent Michael Harvey, and his participation in the North Shore Superintendent's Roundtable.
- Special Education Circuit Breaker - This year funding is 100% of the 75% funding rate.

Mr. Hill highlights the misinformation being communicated about Chapter 70. Many of the circulating proposals would harm regional school districts, and as such, urges the School Committee to exercise caution when examining proposals.

Michelle Bailey asks about the process in directing casino money towards schools, and potential advocacy to take on. Mr. Hill responds that this is an ongoing approach, and he will provide a list of people to advocate to.

Michelle asks how to support Mr. Hill in changing laws. Mr. Hill recommends reaching out to Triton School District (Nerissa Wallen) who is extremely knowledgeable and may be willing to educate HW School Committee. Mr. Hill would appreciate more attendance at hearings with support and a voice for suburban districts. Urges members to join with fellow regional school districts and scream at representatives that this will harm them.

Ongoing discussion regarding potential harm done with proposals presented as beneficial to school districts. Mr. Hill encourages School Committee to attend Transportation Commission Meeting (date TBD, Mr. Hill will communicate as he finds out information).

Michelle Bailey notes that there doesn't appear to be a lot of bidding for transportation. Mr. Hill states that this is a major driver for state costs. Jeff Sands clarifies that despite there being no competition, the provider for Hamilton-Wenham has remained reasonable and reliable.

Mr. Hill states he may return in a few weeks with updates, but urges members to send letters in the meantime.

C. 2019 ATM Follow-Up

Discussion regarding town meetings and School Committee's approach moving forward.

Wenham voted down OPEB funding. The override needs to pass tomorrow. David Polito asks for members' thoughts.

Stacey Metternick notes that despite sending out her annual letter, the turnout at Wenham town meeting was extremely disappointing. Schools didn't have the parent support that is so necessary, and those at the meeting were the regular attendees.

Discussion: OPEB funding and Town of Wenham's approach in moving district OPEB funding to levy. Michelle Bailey speaks about fair share OPEB funding, noting that she doesn't think the message was received, partly due to lack of a tagline. Jeff Sands says that it didn't seem like anyone else was supportive of OPEB funding, or even communicating information about it. He further states Wenham got everything they needed, and now the district is suffering.

Jeff Sands states that he was the only one to send communication to Wenham **Fincom** budget meeting, and this was sent on behalf of administration. This communication challenged their presentation of the articles. School Committee members did not attend/did not communicate.

Dr. Harvey made a presentation at the start of the Hamilton Town Meeting. There was no hold **on the budget at Hamilton Town meeting** (through Phil Stearns, FINCOM) did criticize the School Committee for their lack of a capital plan, as well as the committee and administration's approach in COLA negotiations.

David Polito notes that School Committee members did not represent the district budget well, and failed to communicate important issues and why a favorable vote is needed. David would have appreciated more support with gaining Wenham's vote. Although the budget was approved unanimously, no members spoke up during this meeting. David reiterates that the override needs approval, and there is still time remaining to communicate in favor of such.

Peter Wolczik observed that most townspeople do not understand parliamentary procedure. Mr. Wolczik was also disappointed with OPEB comments, and explains why he has voted in favor of OPEB in the past. Mr. Wolczik thinks talking points for the meeting would have been helpful and encouraging. David Polito appreciates recommendation about talking points, and believes Mr. Wolczik's comments given this evening would have been incredibly useful at the Town Meeting.

Gene Lee states that though OPEB is complex, it is a fundamental component of the district's budget. He is surprised that no one felt compelled to speak to the general nature and benefits of OPEB approval.

Michelle Bailey states that there was not an opportunity to speak, further explaining that the motion to move monies from the levy to the warrant confused the meeting and prevented comments. **She also stated when asked by David Polite to address a question, she did speak to the question and answered.**

a. Reconsider FY20 Operating Budget

Exhibit F

Jeff Sands encourages School Committee members to focus on securing the level service budget. He recommends that in advance of the vote tomorrow, the School Committee approve a revised operating budget. Dr. Michael Harvey and Jeff Sands recommend a motion to approve budget, which will need 5 votes from members. Discussion regarding purpose of motion, benefits of following recommendation, etc.

I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVES AN FY20 TOTAL GENERAL FUND EXPENDITURES BUDGET OF \$33,945,132. THIS AMOUNT INCLUDES GENERAL FUND OPERATING EXPENSES (AFTER OFFSETS) IN THE AMOUNT OF \$33,546,760 AND GENERAL FUND DEBT SERVICE EXPENSES IN THE AMOUNT OF \$398,372. FURTHERMORE, THE GROSS OPERATING EXPENSES OF THE DISTRICT (BEFORE OFFSETS) HAVE BEEN ALLOCATED TO THE DESE-DEFINED ACCOUNTS ACCORDING TO THE "SUMMARY

BY DESE CATEGORY” CHART INCLUDED IN THIS BUDGET PRESENTATION DATED 4/10/2019.

**MOTION by Stacey Metternick; SECONDED by Gene Lee.
Unanimously approved by 6 members present.**

I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTES TO ASSESS THE TOWNS OF HAMILTON AND WENHAM A COMBINED TOTAL OF \$29,573,119 AS THE AMOUNT NECESSARY TO OPERATE AND MAINTAIN THE DISTRICT, AS WELL AS PAY DEBT SERVICE, FOR FY20. THE DISTRICT'S ASSISTANT SUPERINTENDENT SHALL DETERMINE THE AMOUNT APPORTIONED TO EACH TOWN, AND THE DISTRICT'S TREASURER SHALL CERTIFY SUCH AMOUNTS TO THE RESPECTIVE TREASURERS OF EACH TOWN WITHIN 7 DAYS OF THIS DATE.

**MOTION by Stacey Metternick; SECONDED by Gene Lee.
Unanimously approved by 6 members present.**

Jeff Sands will recertify budget tomorrow morning, and inform members when he has done so.

D. MSBA SOI Submissions Exhibit D
The Cutler School submission begins on page 22, and Winthrop School begins on page 45 of the [School Committee Packet](#).

Michelle Bailey notes she has never felt more informed about structures of the schools, and appreciates the work put into these submissions. Stacey Metternick also appreciates the work, and clarifies process in providing minutes upon submission of the SOI.

RESOLVED: HAVING CONVENED IN AN OPEN MEETING ON APRIL 10, 2019, PRIOR TO THE SOI SUBMISSION CLOSING DATE, THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE, IN ACCORDANCE WITH ITS CHARTER, BY-LAWS, AND ORDINANCES, HAS VOTED TO AUTHORIZE THE SUPERINTENDENT TO SUBMIT TO THE MASSACHUSETTS SCHOOL BUILDING AUTHORITY THE STATEMENT OF INTEREST FORM DATED APRIL 3, 2019 FOR THE CUTLER SCHOOL LOCATED AT 237 ASBURY ST., SOUTH HAMILTON, MASSACHUSETTS WHICH DESCRIBES AND EXPLAINS THE FOLLOWING DEFICIENCIES AND THE PRIORITY CATEGORY(S) FOR WHICH AN APPLICATION MAY BE SUBMITTED TO THE MASSACHUSETTS SCHOOL BUILDING AUTHORITY IN THE FUTURE: PRIORITY 7. REPLACEMENT OF OR ADDITION TO OBSOLETE BUILDINGS IN ORDER TO PROVIDE FOR A FULL RANGE OF PROGRAMS CONSISTENT WITH STATE AND APPROVED LOCAL REQUIREMENTS. THE PHYSICAL DEFICIENCIES OF THE CUTLER SCHOOL AS OUTLINED IN THE SOI DEMONSTRATE THAT THE BUILDING DOES NOT MEET THE HWRSD'S MINIMUM STANDARDS FOR ACCESSIBILITY, AND SECURITY. FURTHERMORE, THE PHYSICAL DESIGN OF THE CUTLER SCHOOL DOES NOT SUPPORT THE DISTRICT'S MISSION OF PROVIDING AN EDUCATION THAT PREPARES ALL STUDENTS FOR FUTURE SUCCESS; AND HEREBY FURTHER SPECIFICALLY ACKNOWLEDGES THAT BY SUBMITTING THIS STATEMENT OF INTEREST FORM, THE MASSACHUSETTS SCHOOL BUILDING AUTHORITY IN NO WAY GUARANTEES THE ACCEPTANCE OR THE APPROVAL OF AN APPLICATION, THE AWARDED OF A GRANT OR ANY OTHER FUNDING COMMITMENT FROM

THE MASSACHUSETTS SCHOOL BUILDING AUTHORITY, OR COMMITS THE HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT TO FILING AN APPLICATION FOR FUNDING WITH THE MASSACHUSETTS SCHOOL BUILDING AUTHORITY.

MOTION by Stacey Metternick; SECONDED by Michelle Bailey.

Michelle Bailey: appreciates the comment in SOI about accessibility and how all students suffer, (those who need accommodations, and the rest who don't get to engage with those who need accommodations).

Unanimously approved by 6 members present.

RESOLVED: HAVING CONVENED IN AN OPEN MEETING ON APRIL 10, 2019, PRIOR TO THE SOI SUBMISSION CLOSING DATE, THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE, IN ACCORDANCE WITH ITS CHARTER, BY-LAWS, AND ORDINANCES, HAS VOTED TO AUTHORIZE THE SUPERINTENDENT TO SUBMIT TO THE MASSACHUSETTS SCHOOL BUILDING AUTHORITY THE STATEMENT OF INTEREST FORM DATED APRIL 3, 2019 FOR THE WINTHROP SCHOOL LOCATED AT 325 BAY RD., SOUTH HAMILTON, MASSACHUSETTS WHICH DESCRIBES AND EXPLAINS THE FOLLOWING DEFICIENCIES AND THE PRIORITY CATEGORY(S) FOR WHICH AN APPLICATION MAY BE SUBMITTED TO THE MASSACHUSETTS SCHOOL BUILDING AUTHORITY IN THE FUTURE: PRIORITY 7. REPLACEMENT OF OR ADDITION TO OBSOLETE BUILDINGS IN ORDER TO PROVIDE FOR A FULL RANGE OF PROGRAMS CONSISTENT WITH STATE AND APPROVED LOCAL REQUIREMENTS. THE PHYSICAL DEFICIENCIES OF THE WINTHROP SCHOOL AS OUTLINED IN THE SOI DEMONSTRATE THAT THE WINTHROP SCHOOL DOES NOT SUPPORT THE DISTRICT'S MISSION OF PROVIDING AN EDUCATION THAT PREPARES ALL STUDENTS FOR FUTURE SUCCESS. FURTHERMORE, THE BUILDING DOES NOT MEET THE HWRSD'S MINIMUM STANDARDS FOR SECURITY; AND HEREBY FURTHER SPECIFICALLY ACKNOWLEDGES THAT BY SUBMITTING THIS STATEMENT OF INTEREST FORM, THE MASSACHUSETTS SCHOOL BUILDING AUTHORITY IN NO WAY GUARANTEES THE ACCEPTANCE OR THE APPROVAL OF AN APPLICATION, THE AWARDED OF A GRANT OR ANY OTHER FUNDING COMMITMENT FROM THE MASSACHUSETTS SCHOOL BUILDING AUTHORITY, OR COMMITS THE HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT TO FILING AN APPLICATION FOR FUNDING WITH THE MASSACHUSETTS SCHOOL BUILDING AUTHORITY.

MOTION by Stacey Metternick; SECONDED by Michelle Bailey.

Unanimously approved by 6 members present.

E. Donations

Exhibit E

Hamilton-Wenham Little League - \$9,700.00

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE DONATIONS FROM HAMILTON-WENHAM LITTLE LEAGUE IN THE AMOUNT OF \$9,700.00 TO IMPROVE THE BASEBALL FIELDS AT BUKER, CUTLER, & WINTHROP SCHOOLS.

MOTION by Stacey Metternick; SECONDED by Kerry Gertz.

Discussion regarding Baseball fields and improvements needed.

Unanimously approved by 6 members present.

Thank you to the Hamilton-Wenham Little League for this generous donation!

Iron Tree Service - \$9,600.00

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE DONATION FROM IRON TREE SERVICE IN THE AMOUNT OF \$9,600.00 TO IMPROVE THE BASEBALL FIELDS AT BUKER AND WINTHROP SCHOOLS.

MOTION by Stacey Metternick; SECONDED by Kerry Gertz.

Unanimously approved by 6 members present.

Thank you Iron Tree Service, for this generous donation of labor!

8. Other

A. Topics for Next Meeting

Discussion regarding policy subcommittee meeting and Craig Genualdo attendance at May 6, 2019 meeting.

- Nominate EdFund: Friends of Education/ MASC award;
- Hear town election results;
- Reorganization of school committee/election of officers;
- Reorganize subcommittee structure;
- School Committee school liaison assignments;
- Review school committee goals/ begin discussing new goals;
- Select interim superintendent semi-finalists;
 - Gene Lee will ensure candidate information is provided to Donna Bunk for availability on Dropbox.
- FY19 budget;
- FY20 budget placeholder;
- (Future meeting) MASC Resolution: needs to be provided by June 1st.

9. Vote to Adjourn

9:30pm

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ADJOURN AT 9:07 PM.

MOTION by Michelle Bailey; SECONDED by Kerry Gertz.

Unanimously approved by 6 members present.

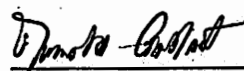
Respectfully submitted April 14, 2019 by Mahala Lettvin, Recording Secretary.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2692

Voucher Date: 04/12/2019


Prepared By:



Printed: 04/09/2019 10:12:00 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$194,459.73 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2018 to June 30, 2019 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



Donald Gallant

District Treasurer

Kevin Mahoney

Assistant District Treasurer

Designee

School Committee Member

Jeffrey Sands

Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

Fund		Amount
001	GENERAL FUND	\$187,228.81
100	PRIOR YEAR ENCUMBRANCES	\$3,500.00
202	REVOLVING FUNDS	\$23.95
302	94-142 IDEA 240	\$2,997.00
402	STATE GRANTS FY EVEN YEARS	\$609.98
502	PRIVATE GRANTS & GIFTS	\$99.99
		\$194,459.73

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2693

Voucher Date: 04/12/2019

Prepared By:

Donald Gallant
Printed: 04/09/2019 10:17:10 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$55,460.91 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2018 to June 30, 2019 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant
Donald Gallant

District Treasurer

Kevin Mahoney

Assistant District Treasurer

Kevin Mahoney
Designee

School Committee Member

Jeffrey Sands

Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

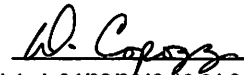
Fund		Amount
001	GENERAL FUND	\$41,962.43
205	ATHLETIC/EXTRA CURR REVOLVING	\$7,014.93
302	94-142 IDEA 240	\$5,133.60
303	TITLE IIA	\$320.00
402	STATE GRANTS FY EVEN YEARS	\$29.95
452	CAPITAL PROJECT FY19/FY20	\$1,000.00
		\$55,460.91

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2691

Voucher Date: 04/02/2019

Prepared By:


Printed: 04/02/2019 10:01:21 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$175.75 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2018 to June 30, 2019 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



Donald Gallant

District Treasurer

Kevin Mahoney

Assistant District Treasurer

Designee

School Committee Member

Jeffrey Santes

Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

Fund	Amount
202 REVOLVING FUNDS	\$175.75
	\$175.75

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2686

Voucher Date: 03/22/2019

Prepared By:

Printed: 03/22/2019 10:38:16 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$65.59 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2018 to June 30, 2019 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



District Treasurer

Kevin Mahoney

Assistant District Treasurer

Designee

School Committee Member

Jeffrey Banks

Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

Fund	Amount
202 REVOLVING FUNDS	\$65.59
	\$65.59

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1039

Voucher Date: 04/04/2019

Prepared By:

Donald B. Gallant

Printed: 04/04/2019 10:22:13 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$380,176.55 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2018 to June 30, 2019 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant
Donald Gallant

District Treasurer

Kevin Mahoney

Assistant District Treasurer

Kevin Mahoney
Designee

School Committee Member

Jeffrey Sands
Jeffrey SandsAssistant Superintendent for
Admin. and FinanceHAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

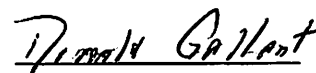
Fund	Amount
001 GENERAL FUND	\$380,176.55
	\$380,176.55

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1040

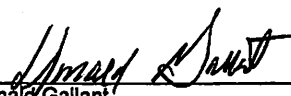
Voucher Date: 04/12/2019

Prepared By:

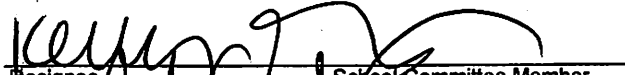

 Printed: 04/10/2019 12:39:08 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$778,875.79 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2018 to June 30, 2019 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.


 Donald Gallant District Treasurer

Kevin Mahoney Assistant District Treasurer


 Designee School Committee Member

Jeffrey Sands Assistant Superintendent for Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund	Amount
001 GENERAL FUND	\$778,875.79
	\$778,875.79

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 21

Voucher Date: 04/12/2019

Prepared By:

Printed: 04/10/2019 12:43:36 PM

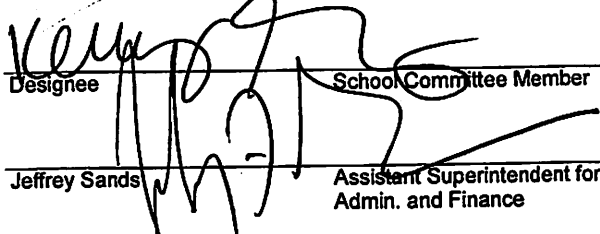
HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$8,533.17 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2018 to June 30, 2019 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.


Donald Gallant District Treasurer

Kevin Mahoney Assistant District Treasurer


Designee School Committee Member


Jeffrey Sands Assistant Superintendent for Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	\$6,918.07
202	REVOLVING FUNDS	\$556.47
205	ATHLETIC/EXTRA CURR REVOLVING	\$0.00
301	TITLE I	\$661.56
302	94-142 IDEA 240	\$0.00
304	EARLY CHILDHOOD	\$0.00
402	STATE GRANTS FY EVEN YEARS	\$397.07
701	CAFETERIA FUNDS	\$0.00
		\$8,533.17

OFFICIAL CERTIFIED VOTES FOR SCHOOL COMMITTEE

CANDIDATE	HAMILTON	WENHAM	TOTALS
<i>Michelle Bailey</i>	<i>393</i>	<i>314</i>	<i>707**</i>
Gary R. Cheeseman	255	332	587
Alexander Warren Dale	313	125	438
<i>Michelle Horgan</i>	<i>606</i>	<i>334</i>	<i>940**</i>
Valerie McCormack	452	216	668
<i>David Polito</i>	<i>427</i>	<i>250</i>	<i>677**</i>
Write Ins	11	1	12
Blanks	498	219	717



TOWN OF WENHAM
TOWN CLERK'S OFFICE

April 16, 2019
Hamilton Wenham Regional School District
5 School Street
Wenham, MA 01984

Below are the official results of the Wenham Town Election on April 11, 2019

SCHOOL	Wenham
BAILEY	314
POLITO	250
CHEESEMAM	332
DALE	125
HORGAN	334
MCCORMACK	216
WRITE IN	1
BLANK	219
TOTAL	1791

Thank you,

Dianne K. Bucco

Dianne K. Bucco

978-468-5520x1
www.facebook.com/WenhamTownClerk

dbucco@wenhamma.gov



TOWN OF HAMILTON
TOWN HALL
PO Box 429
HAMILTON, MASSACHUSETTS 01936
978-468-5570 X3
Andrea J. Dello Russo, Town Clerk

April 12, 2019

The following is a certified copy of the vote of the H-W Regional School District Committee taken at the Town of Hamilton Annual Town Election held on April 11, 2019 from 7:00 AM until 8:00 PM at the H-W Recreation Gymnasium with 985 ballots cast.

H-W Regional School District Committee

Vote for three for a three year term.

Blanks	498
MICHELLE F. BAILEY **	393
DAVID POLITO **	427
GARY R. CHESSEMAN	255
ALEXANDER WARREN DALE	313
MICHELLE F. HORGAN	606
VALERIE A. MCCORMACK	452
Write-ins	11

A TRUE COPY: ATTEST:

Andrea J. Dello Russo

Andrea J. Dello Russo
Town Clerk



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

EXHIBIT E

5 School St. Wenham, MA 01984
(978) 468-5310

School Committee Goals for 2018/2019

- Advocate for a budget that calls for educational excellence while being mindful of the fiscal constraints of the communities.
- Re-Prioritize capital plans and develop implementation strategy.
- Monitor the Cutler SOI Process and act as information is revealed.
- Communication:
 - More active outreach to our legislators regarding our District needs.
 - More communication with town committees--BOS/FINCOM.
- Work collaboratively with the MASC to fully convert and implement the online HWRSC Policy Manual.

Last Name	First Name	Degree	Current/last Position
Colannino	Anthony	CAGS	Senior Fellow/International Center for Leadership
Dias	Sally	Ed. D.	Consultant/NESDEC
Gallivan	Lori	M.Ed.	Exec. Dir of Curr., Inst. & Acctblty/Winthrop
Joseph	Matthew	Ed. D.	Director of Digital Learning/Milford
Kukenberger	Julie	Ed. D.	Superintendent/Scarborough, ME
Kustka	Susan	Ed.D.	Asst Superintendent/Weymouth
Levine	Herbert	Ph. D.	Interim Superintendent/Peabody
McAlduff	William	ABD	Interim Superintendent 2017-18/Acton-Boxboro
McGee	Eric 'Chip'	Ed. D.	Consultant - former Superintendent/Bedford, NH
Ruggere	Timothy	CAGS	Principal/Malden
Sands	Jeffrey	MBA	Asst Superintendent-Finance/Hamilton-Wenham
Stellar	Arthur	Ph. D.	VP - National Education Foundation & Cyberlearning
Zaleski	Karen	Ed. D.	Director of Student Services/Hopkinton

April 10, 2019

To whom it may concern,

It is with great interest and enthusiasm that I apply for your Interim Superintendent of Schools opening. Leadership that has positively affected culture, curriculum and change has been a constant in my education career. It started small by creating a teachers' reading group with a fractured school staff at the Agassiz Elementary School in Boston and over time has expanded to inspiring thousands of teachers and leaders across the country in my Senior Fellow role with the International Center for Leadership in Education.

While I may be viewed as a non-traditional candidate, I can ensure you the leadership experiences and skill set I can bring to Hamilton-Wenham Regional School District will provide opportunities for learning and growth from three-year-olds entering preschool to the most experienced staff member. As a fifth grade teacher, an elementary school principal and a national educational consultant, I have made it my business to help children and adults become their very best selves. I am now ready to return to public schools to operationalize both my leadership and consultant experiences to create cultures centered on learning and growth.

What would my leadership mean for Hamilton-Wenham Regional School District?

With the essential elements of your school district direction set through your mission, vision and core beliefs, your next superintendent has the blueprint for what makes Hamilton-Wenham schools unique, and the guidance to improve current levels of success. In either extending or creating a new multi-year plan, I'd tap the expertise and experience of those within the system to help make decisions in the best interest of students, staff and the community. In this way, I would honor both what has been accomplished and set the tone for future school improvements.

No matter where I have taught, led or consulted there have been a spectrum of learners and learning needs that educators had to prepare, plan, teach and assess for. In all communities, children come to and progress through school with belief systems about themselves, affirmed at home and at school. The mission of Hamilton-Wenham Regional School District draws directly from research on belief systems and how to best prepare for improved learning outcomes – Dr. Carol Dweck's growth mindset – that I have used to guide schools and school districts as both a principal and consultant over the last six years.

At the Fiske School in Wellesley my staff and I embarked on three years of growth mindset professional development, in which we changed teacher feedback, planning and assessment that, in turn, led to greater student achievement. These growth-minded practices took time, effort and intentional planning and follow through. Leading such change was not without its difficulties, but with a critical mass of staff bought in, we were able to better reach and teach all our students. In 2016, Fiske was recognized by the state as one of 39 schools to significantly close the achievement gap.

As a consultant, I have traveled more than 400,000 miles crisscrossing the country delivering professional development to school and districts from Compton, CA to Wells, ME. In this capacity, I have been able to assist teachers, school leaders and central office staff on how to improve student outcomes for all students. This has taken various forms including keynote addresses, multi-year, embedded professional development, and culture change at the central office level. Whether I've worked with a staff for several years or presented to a school for just one day, my approaches have informed pedagogical practices and paved the way for positive impacts in school culture that comes with well-supported change.

For 20 years, I have worked to ensure *all children learn* through teaching, leading and consulting. While my latest role has provided great opportunities at a national level, it has also given me the chance to reflect on what I miss most – daily relationship building within the framework of a singular, mission-driven district like Hamilton-Wenham Regional School District. In your well-crafted plans, beliefs and mission, I believe I found a school district that closely aligns to my personal and professional goals.

I thank you in advance for careful consideration of my credentials and look forward to continuing this discussion at an interview scheduled at your convenience. I can be best reached on my cell phone at 617-645-9657.

Sincerely,

Anthony J. Colannino

Anthony J. Colannino
 42 Leonard St.
 Woburn, MA 01801
 (617) 645-9657
 Email: growthmindedleader@gmail.com

CERTIFICATION:

Educator License #351328
 Superintendent/Assistant Superintendent (Initial)
 Principal/Assistant Principal PreK-6 (Professional)
 Elementary Education Grades 1-6 (Professional)

CONSULTANT EXPERIENCE:

International Center for Leadership in Education, September 2018 – Present
Senior Fellow

- ◆ Deliver keynote addresses at conferences such as ICLE Leadership Academy, Model Schools and Houghton Mifflin Harcourt National Summits with a focus on leadership, literacy and growth mindset
- ◆ Develop and deliver multifaceted district improvement plans for increased leadership and teaching capacities
- ◆ Contributor for HMH's Shaped Blog

Leading and Teaching for Growth, Woburn, MA January 2018 – Present
President

- ◆ Business owner for growth-minded consultancy serving schools, school districts and businesses throughout the United States
- ◆ Client list includes Virtual Learning Academy Charter Schools, Houghton Mifflin Harcourt – presenter/speaker at Leadership Summits and internal professional development lead – United ISD, Canutillo ISD, Katy ISD and Blackrock Financial

Mindset Works Inc., Walnut, CA July 2015 – December 2017
Leadership and Professional Learning Specialist

- ◆ Led two-year professional development cycle with the School District of Philadelphia (SDP), charged with changing executive team culture in understanding and operationalizing growth-minded practices. Tasks included creating successful Request for Proposal, meeting regularly with school district leadership, aligning growth-minded

goals to SDP's goals, delivering onsite professional development and assessing program effectiveness

- ◆ Cultivated client relationships with Cincinnati Public Schools' district and building leadership while creating and delivering a multi-year, growth mindset professional development plan which included contractual negotiations, support for district roll out of blended, professional development program and leadership coaching/professional development for building leaders
- ◆ Delivered keynote addresses, professional development and virtual consultations to school districts across the country to share an understanding of growth mindset, to show the implications of mindsets in learning and to provide practical leadership/teacher moves that support greater student achievement
- ◆ Assisted in brainstorming, outlining, storyboarding and creating an online teacher course, Powerful Educator, in partnership with Mawi Learning

ADMINISTRATIVE EXPERIENCE:

Fiske Elementary School, Wellesley, MA
Principal

July 2012 – June 2015

- ◆ Closed achievement gap significantly as evidenced in standardized scores while simultaneously supporting student growth for all students: Fiske received a Department of Education Commendation for high progress in October 2016
- ◆ Moved diverse school of learners from Level 2 to Level 1 status in second year of leadership
- ◆ Led district growth mindset professional development for identified school-based leaders

MacArthur Elementary School, Waltham, MA
Principal

July 2007 – June 2012

- ◆ Led yearlong study of teacher beliefs with staff utilizing research, abstracts and videos to discuss, question and better understand how teacher beliefs affect teaching, learning and achievement
- ◆ Developed and implemented in-school Writer's Workshop professional development plan that aligned with school district improvement goals and was used as a model for other schools in the district
- ◆ Developed publishing professional development with Fablevision Inc. and author Peter Reynolds to bring tools and training to staff for both low- and high-tech publishing of student work
- ◆ Served on district's professional development committee realigning district-wide vision, mission and procedures for professional development and wrote new proposal forms

- ◆ Led School Data Team in analyzing data guiding inclusion model for Special Education and ELL students

Veterans' Elementary School, Gloucester, MA
Principal

July 2006 – June 2007

- ◆ Delivered school-wide classroom management initiative through staff training time using the book Setting Limits in the Classroom as a guide
- ◆ Developed School Improvement Plans in line with district goals using DIBELS, DRA, MCAS, GRADE and GMADE data as a basis for decision making and prioritizing goals

Clapp Elementary School, Woburn, MA
Principal

August 2004 – June 2006

- ◆ Developed and implemented math tutoring program targeting low performing students through partnership and grant money from Raytheon Corporation

TEACHING EXPERIENCE:

Morse Elementary School, Cambridge, MA
Fifth Grade Teacher

September 2000 – June 2004

- ◆ Led Guided Reading initiative for teachers in grades three through five
- ◆ Editor and designer Morse School Literary Magazine
- ◆ Fund-raiser and designer for Ted Littlefield Memorial Garden on school grounds

Agassiz Elementary School, Jamaica Plain, MA
Fifth Grade Teacher

September 1998 - June 2000

- ◆ Granted professional status following first year of teaching
- ◆ Faculty Senate Vice President
- ◆ Faculty member School Site Council
- ◆ Organized teacher reading group

MEDIA EXPERIENCE:

Marlborough Enterprise, Hudson Sun, Lowell Sun, 1991 - 1997
Portsmouth Herald, Haverhill Gazette
Newspaper Reporter/Editor

Cablevision of Boston, Boston, MA

January 1991 – May 1993

Television Production Assistant

- ◆ Assisted in all aspects of twelve-hour weekly, live production of "Extra Help," an award-winning homework assistance television program for Boston school children
- ◆ "Extra Help" was a 1991 Action for Children's Television Award winner and was nominated for a Cable Emmy Award

EDUCATION:

Simmons College, Boston, MA
C.A.G.S. Education Leadership, May 2004

Simmons College, Boston, MA
M.A.T., Elementary Education, August 1998

Westfield State College, Westfield, MA
B.A. Mass Communications, May 1990

Name: **Anthony J Colannino** SSN: **033-54-4073**
 Date of Birth: **January 20, 1968** Massachusetts License #: **351328**
 Gender: **MALE** Race/Ethnicity: **Not Reported**
 Address: **42 Leonard St., Woburn, MA, 01801, USA** Email: **kacolannino@yahoo.com**
 Telephone Number:

☒ I prefer that the Department of Elementary and Secondary Education communicate with me via email (unless a physical document is legally required)

The Department of Elementary and Secondary Education strongly encourages you to provide and communicate to us via email so that we can enhance our service to you. Please verify that your email address is correct.

: A MEPID or Massachusetts Education Personnel ID is a unique identifier assigned to all educators and to school district staff in Massachusetts. MEPIDs were developed as part of the Education Personnel Information Management System (EPIMS) and enable the collection of educator and staff data at the individual level from school districts to the Department. For more information on MEPIDs and EPIMS, visit the EPIMS homepage on the ESE website.

Is a name change required?

Does your request involve a name change? ☐ Yes ☐ No

Name changes require proof and therefore cannot be processed on-line. Please download the paper duplicate request form found at the link below and follow the instructions on the form. After downloading the form, click cancel at the bottom of this screen to return to the welcome page.

Name Change Request Form (PDF)

Current Licenses on File

**Note: Appropriate date on file.

Field	Level	Type	Application Type	Status	Expiration Date
Principal/Assistant Principal	PreK-6	Professional	ACADEMIC	Licensed	June 21, 2019
Superintendent/Assistant Superintendent	All Levels	Initial	ACADEMIC	Licensed	
Principal/Assistant Principal	PreK-6	Initial	ACADEMIC	Expired	June 23, 2009
Elementary	1-6	Professional	ACADEMIC	Licensed	June 10, 2019
Elementary	1-6	Initial	ACADEMIC	Expired	April 7, 2004
A duplicate request will include all licenses shown above.					

Please contact the Department of Elementary and Secondary Education customer service at 781-338-3000 x6600, if your license information above is incorrect or incomplete.

0448388 Graduate

M.A. in Teaching 08/1998
CAGS in Education 05/2004

Anthony Joseph Colannino

06/21/04

Page 1 of 2

FALL 1997 INSTITUTIONAL

EDUC 364 03 Read'g & Lang Art	4.00	A-
EDUC 367 03 Cur Meth/Eled Math	4.00	A
EDUC 445 01 Educational Psych	4.00	A-
EDUC 360 04 Tch Strat/Inclusive	4.00	A

CREDITS	CREDITS	SIMMONS	GRADE	TERM
ATTEMPTED	COMPLETED	CALCULATED	POINTS	GPA
16.00	16.00	16.00	61.36	3.84

SPRING 1998 INSTITUTIONAL

EDUC 470 01 Stu Tchg/Elem Educ

CREDITS	CREDITS	SIMMONS	GRADE	TERM
ATTEMPTED	COMPLETED	CALCULATED	POINTS	GPA
12.00	12.00	12.00	48.00	4.00

SUMMER I 1998 INSTITUTIONAL

EDUC 457 02 Cult'l Foundn Educ

CREDITS	CREDITS	SIMMONS	GRADE	TERM
ATTEMPTED	COMPLETED	CALCULATED	POINTS	GPA
4.00	4.00	4.00	14.68	3.67

SUMMER II 1998 INSTITUTIONAL

THIS STUDENT HAS COMPLETED A STATE
AND NASTEC APPROVED PROGRAM IN
ELEMENTARY 1-6 (FIELD AND LEVEL) AT
THE ADVANCED PROVISIONAL STAGE AND
IS INSTITUTIONALLY RECOMMENDED FOR
CERTIFICATION IN THIS
AREA.

EDUC 420 01 Read & Write Curriculum M 4.00 A

CREDITS	CREDITS	SIMMONS	GRADE	TERM
ATTEMPTED	COMPLETED	CALCULATED	POINTS	GPA
4.00	4.00	4.00	16.00	4.00
TOTAL CREDITS				
COMPLETED	COMPLETED	SIMMONS	GRADE	CUM
36.00	36.00	36.00	140.04	3.89

Degree Received: M.A. in Teaching on 08/1998
Date Conferred.: 08/07/1998
Majors.....: Elementary Education

SUMMER II 2002 INSTITUTIONAL

GEDUC 500 10 Leadership Development 4.00 A
GEDUC 501 10 Models of Teaching 2.00 A

CREDITS	CREDITS	SIMMONS	GRADE	TERM
ATTEMPTED	COMPLETED	CALCULATED	POINTS	GPA
6.00	6.00	6.00	24.00	4.00

Good Standing

Done by Dolen

0448388 Graduate

Anthony Joseph Colannino

06/21/04

Page 2 of 2

M.A. in Teaching 08/1998
CAGS in Education 05/2004

FALL 2002 INSTITUTIONAL				SPRING 2004 INSTITUTIONAL			
GEDUC 502 01 The Law and Education Pol 4.00 A				This student has completed a State and NASDTEC approved program for Initial Licensure as Assistant Principal/Principal at the Elementary school level and is institutionally recommended for Licensure in this field.			
CREDITS	CREDITS	SIMMONS	TERM	CREDITS	CREDITS	SIMMONS	TERM
ATTEMPTED	COMPLETED	CALCULATED	GPA	ATTEMPTED	COMPLETED	CALCULATED	GPA
4.00	4.00	4.00	4.00	8.00	8.00	8.00	4.00
SPRING 2003 INSTITUTIONAL				GEDUC 510 10 Seminar 4.00 A			
GEDUC 503 10 Principal as Manager 4.00 A				GEDUC 511 10 Practicum 4.00 A			
GEDUC 506 10 Clsrn Supervision Theory/							
CREDITS	CREDITS	SIMMONS	TERM	CREDITS	CREDITS	SIMMONS	TERM
ATTEMPTED	COMPLETED	CALCULATED	GPA	ATTEMPTED	COMPLETED	CALCULATED	GPA
8.00	8.00	8.00	3.84	8.00	8.00	8.00	4.00
SUMMER II 2003 INSTITUTIONAL				TOTAL CREDITS 36.00			
GEDUC 505 01 Curriculum Methods & Deve 4.00 A				SIMMONS 36.00			
GEDUC 507 01 Technology & The Administ 2.00 A				SIMMONS 36.00			
CREDITS	CREDITS	SIMMONS	TERM	CREDITS	CREDITS	SIMMONS	TERM
ATTEMPTED	COMPLETED	CALCULATED	GPA	ATTEMPTED	COMPLETED	CALCULATED	GPA
6.00	6.00	6.00	4.00	36.00	36.00	36.00	4.00
FALL 2003 INSTITUTIONAL				Degree Received: CAGS in Education on 05/2004			
GEDUC 508 01 Organizational Management 2.00 A				Date Conferred.: 05/16/2004			
GEDUC 509 01 Foundations of Educ Admin 2.00 A				Majors.....: Educ Leadership			
GEDUC 511 01 Practicum 0.00 S				-----			
CREDITS	CREDITS	SIMMONS	TERM	** END OF TRANSCRIPT **			
ATTEMPTED	COMPLETED	CALCULATED	GPA				
4.00	4.00	4.00	3.67				

Good Standing

Donna M. Dolen

August 20, 2017

To whom it may concern,

It is my pleasure to write this letter of recommendation for Anthony Colannino, whom I have known and worked with over the course of two-plus years at Mindset Works Inc. – the leading e-learning company helping school districts across the country understand and operationalize Dr. Carol Dweck's growth mindset research.

During the time I worked with and supervised Anthony in his role as Leadership and Professional Learning Consultant, I got to know him both professional and personally. Since the time we presented professional development together to middle and high school principals for Compton Unified School District in July 2015, I have seen Anthony develop his engaging and welcoming presentation style to help more school leaders and teachers understand the power a growth mindset approach to teaching and learning holds.

Over the course of two years Anthony's client list has grown steady to include large urban districts such as:

- NYC Public Schools' borough, the Bronx, where he provided professional development for the entire central office team over the course of three days and the teaching staff for the district's six suspension schools.
- Cincinnati Public Schools, where he provided quarter professional development for all 56 principals and central office staff, as well as coaching a small cohort of principals and assisting the district with implementation of Mindset Works Inc. online, blended professional development program for all 4,000 teaching staff over the course of two years time.
- The School District of Philadelphia, where he helped develop, plan and implement a series of professional development sessions for all 85 members of SDP's Executive Team to help them change their workplace culture.

The work Anthony completed with our high profile school districts was in addition to his near constant travel to 21 states and two foreign countries delivering professional development to districts big and small over the course of the last two years. Since I lead Mindset Works professional development, I worked closely with Anthony in assigning and following through on his professional development engagements. Among our trainers, Anthony's work stood out in the fact that all the schools he visited provided positive feedback following his presentations or workshops and many requested his return. Small districts such as Newfound Area School District in Bristol, NH and Sunnyside School District in Sunnyside, WA are two such districts that come immediately to mind.

I know Anthony is ready to return to public schools in a district leadership position. His warmth, authenticity and care for everyone he meets comes across in minutes for Mindset Work's clients he serves, but I've had the pleasure of experiencing his passion for education and educators for almost three years. I'm happy to answer any questions you may have about Anthony's work and experience to help you in your important hiring decision.

Sincerely,

Emily Diehl

Emily Diehl

emilydiehl@mindsetworks.com

916.215.7159

The Public Schools of Dover and Sherborn

157 Farm Street, Dover, MA 02030

Phone: 508-785-0036 Fax: 508-785-2239

www.doversherborn.org

Dr. Andrew W. Keough, Superintendent

Ms. Elizabeth M. McCoy, Assistant Superintendent

Ms. Christine Smith, Director of Special Education

Ms. Dawn Fattore, Interim Business Manager

September 1, 2017

To Whom It May Concern,

I am writing this letter of recommendation on behalf of my former colleague from Wellesley, Anthony Colannino. It is a pleasure and honor to support his candidacy for a school district leadership position.

I have known Anthony for six years, and worked closely with him for two of those years on a variety of matters ranging from curriculum and instruction and budget development, to supervision and leadership under the new evaluation system. We have remained colleagues while he worked with Mindset Works Inc., consulting with school districts across the country on how to inform leadership and teaching practices through a growth-minded lens. I was not surprised to hear of his success developing and supporting growth minded teaching and leadership practices, since he did the same at the Fiske School in Wellesley.

During our time together in Wellesley, we served on Administrative Leadership Team, on the Academic Council, and on a number of critical, decision-making subcommittees, where I consistently found him to be reflective and thoughtful about the way our decisions were likely to impact the children of Wellesley. In fact, I found him to be the consummate student-centered leader, as he considers the work he does day in and day out as critical and potentially, life altering. He is idealistic about education and views the process as being about improving the lives of young people through the development of programs that fit the needs of *all* learners. He steadfastly resists the theory that some students can achieve, while others cannot. Instead he strives to educate educators, by challenging entrenched mindsets and demonstrating through programmatic change and data analysis that all students can learn at high levels when the proper supports and interventions are in place. I have been greatly shaped by Anthony's courage and example in this regard and have observed the impact he has had on stubborn achievement gaps in his school. I am certain he will continue to grow and influence others in this regard for many years to come.

When we met six years ago, I remember being struck by Anthony's enthusiasm for improving schools. I was envious of his remarkable ability to persuade others to embrace change and closely observed his strategies as he led his school forward, shaping both the culture and the climate. Among the many accomplishments that impressed me were the following:

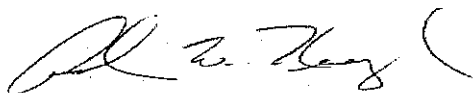
- Recruitment and hiring of a diverse and highly qualified teaching staff, which places the needs of students, particularly disenfranchised students, before all else.
- Shifting of the culture and climate of his school to being one, which emphasizes both high expectations *and* high standards.
- Implementation of professional development activities designed to challenge entrenched beliefs and practices through an examination of mindsets.

- Establishment of Professional Learning Communities, wherein team members are challenged to work collaboratively toward the achievement of measurable goals focusing on student growth.
- A sound and reasonable approach to the new teacher evaluation system in which teachers feel inspired and empowered to grow as learners and educators.

Ultimately, Anthony Colannino is a tireless advocate for meaningful change. He is not a bureaucrat; he is an intellectual, who is convinced that schools can be improved through hard work and perseverance. Were it not for Anthony's vision and dedication in recent years, many young people in Wellesley, especially students with economic disadvantages, diagnosed disabilities and second language learners, would still be of the opinion that they were destined to a life of mediocrity, confined by a glass ceiling. Instead, his graduate's transition to middle school believing in their abilities to grow and learn at the highest possible levels and with an enthusiasm and excitement for learning that is extraordinary.

I am confident that Anthony will continue to pursue "cutting edge" programs for schools because of his profound respect for the value of education and ultimately, his love of children. I wholeheartedly support his decision to consider the next degree of challenge in the realm of educational leadership, particularly in a central office role. He is fully prepared. I recommend him highly to you and would be happy to provide you with further details of my experiences working with him. Please feel free to contact me at your convenience.

Sincerely,



Andrew W. Keough, Ed.D.
Superintendent



**Superintendent's Office
Education Center**
Cincinnati Public Schools
P.O. Box 5381
Cincinnati, Ohio 45201-5381

Phone: (513) 363-0075
Fax: (513) 363-0055

www.cps-k12.org

December 5, 2017

To Whom It May Concern,

I am writing this recommendation for Anthony Colannino in support of his application for a school leadership position. I had the pleasure of working with Anthony for two school years while he provided leadership professional development for all 56 principals, implementation support for an online, blended professional development program for teachers throughout the district and coached a cohort of principals for Cincinnati Public Schools.

From his first presentation with CPS, Anthony's passion, credibility and authenticity were apparent to my leadership team. Each time he presented, our principals were engaged in the act of learning and understanding how to apply important growth-minded leadership principles to the buildings, students and staff they served. In fact, when we were in negotiations with Mindset Works to continue our partnership, our principal professional development committee was adamant that Anthony had to lead the work.

For two years Anthony created professional development that was dynamic, impactful and important for CPS and My Tomorrow, a college and career readiness initiative our district has used to prepare our high school students for success. Whether he was leading an activity on feedback, trust building or change management, our staff learned a great deal from him.

In our correspondence, I always found Anthony to be well versed in teaching, leading and learning. He is a consummate professional, who took his job seriously and sincerely wanted to help our staffs and students achieve more. This same level communication was evident during our principal professional development sessions as well.

When Anthony was given the opportunity to coach a cohort of CPS principals, he made a difference to them both personally and professionally. Since Anthony was a principal and has the ability to empathetically listen, our principals were able to act on resources and suggestions he provided throughout the course of the school year. To his credit, when our building leaders

Location: 2651 Burnet Avenue Cincinnati Ohio 45219 TDD: (513) 363-0124

Cincinnati Public Schools is an Equal Opportunity Employer

were polled, asking if they'd like Anthony as a coach, 15 principals volunteered including the four principals he had already mentored.

Given Anthony's skill set, mindfulness and abilities to comfortably relate to anyone he works with, I'm confident that he can positively impact an entire school district. His knowledge and passion are contagious, and he's ready to lead a district into the 21st century.

If you have any questions or would like to speak with me further about Anthony's credentials, I'd be happy to do so.

Sincerely

Laura Mitchell

SALLY L. DIAS, Ed.D.
65 EAST INDIA ROW, Unit 12F
BOSTON, MA 02110
sldias@comcast.net
617-894-9954

April 18, 2019

To Whom It May Concern:

Enclosed is my resume in application for the position of Interim Superintendent for the Hamilton-Wenham Regional School District. Twenty-two years as a superintendent of two different school districts (Lynnfield and Watertown, MA), plus experience in industry, higher education, state agencies and educational consulting firms (SchoolWorks and NESDEC) have given me a broad perspective and deep understanding of leadership, team building and successful planning.

I very much enjoy consulting with schools and districts to identify challenges and priorities for improving operations and student learning. However, I miss being consistently in a school district and working with principals, teachers, students and parents to develop partnerships, strategies and programs that will ensure student support and success. Thus, this application.

As an interim my focus initially would be getting to know members of the Hamilton-Wenham community: School Committee members, Town officials, administrators, teachers, students and parents to understand the system, its needs and priorities. The ultimate goal would be to bring stability, build a strong leadership team and set the foundation that would assist a new superintendent in leading the district to a new level of excellence.

I look forward to the opportunity to discussing this application further. Thank you.

Sincerely,

Sally L. Dias
Sally L. Dias, Ed.D.

Sally Dias Personal Statement

There are many accomplishments of which I am proud but none of these were solo efforts. All required leadership and the focus, creativity and commitment of other individuals or teams.

Going way back, as the Chapter 622 (MA version of Title IX) Project Director for the Massachusetts Department of Elementary and Secondary Education, I worked with my colleagues on a communication and outreach plan to school districts aimed at eliminating inequities and bias in student opportunities and curriculum. One of the treasures I've saved is a note from a young girl outlining her gratitude for now being able to take shop courses. Additionally, the progress women have made in sports is legendary and took much time and many individuals' efforts. I'm grateful I had a role as the first Project Director of Chapter 622.

As Superintendent of Lynnfield Public Schools, together with a team of teachers who were initially skeptical of this outreach effort, we developed an extensive professional development program that for the first time included the interests and needs of faculty.

More recently, in Watertown, with an outstanding leadership team, we were able over 14 years to accomplish a number of significant attainments:

- Oversaw a steady increase in test scores: MCAS and Stanford scores
- Increased AP courses from 2 to 10
- Developed a strategic and action plan process that was adopted by the DESE as a model for the state
- Implemented a number of innovative curriculum programs and strategies including "Investigations" math program, early math intervention, Reading Recovery, a balanced ELA program, hands-on science, introduction of elementary curriculum specialists
- Increased grant success including a 6-year Technology grant for over \$10 million from the Federal Office of Education, shared with the Boston Public School system
- Built a budget system that relied on Leadership Team decision making, focused on priorities and provided up to date expenditure information.
- Worked with the School Committee, Town officials and active parents on the renovation and remodeling of all five school buildings.
- Received a Mass Insight "Vanguard Award" in 2001 for excellence in standards-based reform

As a Vice president at Emmanuel College brought together and worked with several cross-department teams that accomplished a number of innovative projects

- Revised the curriculum for elementary education majors to improve their skills in teaching literacy, mathematics and science; expanded opportunities for both elementary and secondary education students for successful student teacher placement.

- Led the grant funded Carolyn A. Lynch Institute that provided a teacher professional development program and a principals' leadership institute as well as a scholarship program for our education students
- Developed the Center for Science Education at Emmanuel that provided science content courses for secondary teachers interested in recertification and a summer Biomedical Research Institute for high school students
- Led two different initiatives that provided outreach to inner-city first-generation students and delivered a summer orientation program to ensure appropriate academic readiness and ongoing support; happily, I am still in touch with some of the students
- Organized a Science Advisory Council comprised of leaders in biotech, higher education and hospitals to work with science faculty on improvements in the science program. Science is now one of the strongest and most popular majors at Emmanuel
- Built the partnership with Merck Pharmaceuticals that provided scholarships, internships and other opportunities for Emmanuel students

More recently as a consultant for the Massachusetts Department of Elementary and Secondary Education, SchoolWorks and NESDEC (New England School Development Council), accomplishments included:

- Worked with diverse teams of administrators and teachers in two Level 4 districts and six Level 3 districts, helping them to identify barriers to improving success for all students and to develop local action plans to overcome those barriers.
- Provided support for school committees and search committees in five different districts in their search for superintendents or assistant superintendents of schools. All appointments are still in place in those districts
- Consulted with school district personnel on projects including analysis and recommendations for effective central office functioning, for improved human resources operation, for leadership team development and for determining the equity and results of a gifted and talented program

In my experience, there is no single strategy, style or theory of leadership that represents the best method for leading an organization. Many will cite collaborative leadership and indeed that is often the most successful approach and the one I favor. However, there are times when one needs to be decisive and also to be clear about what is negotiable and what is not. (The best interest of children is never negotiable.) For me, the process of matching the leadership strategy to the situation, developing shared responsibility, communicating widely and closely monitoring results works successfully in most situations. Along with strong organizational skills, that process is what I would bring to Hamilton-Wenham.

On a personal level, the accomplishment I most cherish is, with my husband, raising six children, all of whom are doing well. That trumps all.

SALLY L. DIAS
65 EAST INDIA ROW, UNIT 12F
BOSTON, MA 02110
CELL: (617) 894-9954
EMAIL: sldias@comcast.net

PRESENT POSITION: Educational consultant for superintendent searches and program reviews/evaluations

DEGREES: Ed.D. Educational Administration, Department of System Development and Adaptation, BOSTON UNIVERSITY, 1975.
 M.Ed. Secondary Education, Physics and Mathematics NORTHEASTERN UNIVERSITY, 1969.
 B.A. Physics Major, Mathematics Minor EMMANUEL COLLEGE, 1962.

OTHER: Sloan School of Management at Massachusetts Institute of Technology Summer Management Program for Urban Executives, 1977.

LEADERSHIP/ MANAGEMENT EXPERIENCE: **NESDEC (New England School Development Council)** – May 2016 to present – **Field Consultant** for superintendent searches and program reviews/evaluations including analysis and recommendations for central office functions, human resources responsibilities, leadership team development

SCHOOLWORKS, LLC, BEVERLY, MA
Level 4 Plan Manager (2014 to 2016) – Responsible for working closely with the Southbridge Public School District administration and staff on the development and implementation of an Accelerated Improvement Plan.
Level 3 Planning Specialist (2013 to 2016) - Responsible for working with selected Level 3 districts on development of an Accelerated Improvement Plan.

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION MALDEN, MA
 April 2013 to May 2015 – **Level 4 District Plan Monitor**
 Responsible for the monitoring and reporting on progress on implementation of the Accelerated Improvement Plan of Level 4 district, Holyoke.

EMMANUEL COLLEGE, BOSTON, MA
 August, 2003 to December 2012 - **Vice President for Programs and Partnerships in Education, Director of the Carolyn A. Lynch Institute**
 Responsibilities included:

- undergraduate and graduate teacher and graduate principal preparation
- education department leadership, budgeting, hiring, evaluation
- Lynch Institute outreach to Boston area schools; professional development courses and institutes serving over 1,400 teachers and principals; budget oversight for Lynch Institute grant
- establishment of the Center for Science Education
- program and budget oversight of summer “bridge programs” that serve 1st generation urban students to improve college access/success
- partnerships in science with Merck-Boston

WATERTOWN PUBLIC SCHOOLS, WATERTOWN, MA

August 1989 to August 2003 - **Superintendent of Schools** of K-12 system with a 2002/03 enrollment of 2500 students, a staff of 600 people and a budget of \$27 million. Major emphasis was placed on education reform and student performance monitoring.

LYNNFIELD PUBLIC SCHOOLS, LYNNFIELD, MA

January 1981 to August 1989 - **Superintendent of Schools** of K-12 system with a 1988/89 enrollment of 1750 students, a staff of 250 people and a budget of \$8 million.

MASSACHUSETTS DEPARTMENT OF EDUCATION

August 1976 to January 1981 - **Director, Central Massachusetts Regional Education Center**, West Boylston, MA. Responsibilities included directing the operations and activities of the Regional Center and its work with 95 urban, suburban, and rural school districts in Central Massachusetts.

April 1975 to August 1976 - **Project Director for Ch. 622**, Bureau of Equal Educational Opportunity, Boston, MA. Statewide responsibility for the development of policies and the coordination of activities relative to the implementation of Ch. 622, the Commonwealth's equal educational opportunity legislation.

**TEACHING
EXPERIENCE:****HARVARD UNIVERSITY GRADUATE SCHOOL OF
EDUCATION, CAMBRIDGE, MA**

1985 to 1993 - **Instructor** for a variety of modules and seminars focusing on leadership.

**LESLEY COLLEGE GRADUATE SCHOOL,
CAMBRIDGE, MA**

Summer 1979 - **Instructor** for organizational behavior seminar.

EMMANUEL COLLEGE, BOSTON, MA

September 1972 to June 1973 - **Instructor**, Physics Department.

PUBLIC AND PAROCHIAL SCHOOL EXPERIENCE

Teacher of physics, mathematics, physical science, chemistry

**TECHNICAL/
SCIENTIFIC
EXPERIENCE:****AVCO-EVERETT RESEARCH LABORATORIES,
EVERETT, MA**

1963 to 1968 - **Physicist** in Re-Entry Experiments Operations

HONORS/AWARDS:

Recipient of Honorary Degree – Doctor of Humane Letters
Emmanuel College, May 2001.

Honored by Massachusetts Association of School Superintendents
with the President's Award for "Outstanding Contributions to
Education", May 1999.

Recipient of Service Award from the Watertown Rotary Club for
Outstanding Service as Watertown's Educational Leader, 1991.

Recipient of Alumnae Award for Professional Excellence in Educational Administration, Emmanuel College; November 1981.

CERTIFICATION:

Certified in the Commonwealth of Massachusetts as a Superintendent of Schools.

**MEMBERSHIPS
AND ELECTED/
APPOINTED
POSITIONS**

Board of Trustees for the Museum of Science, Boston, MA – elected Board Member, 1991 to present; Program Advisory Committee, 1985 to 2017, and Chairperson, 1991 to 1994; Curriculum & Technology Initiatives - Various Advisory Boards and current Vice-Chair, 2008 to present; Museum of Science Institutional Review Board (IRB), 2006 to present; Overseer, 1985-1991; Co-chair of Diversity Committee, 1996 to 1998.

Massachusetts Association of School Superintendents – 1981 to 2003; elected Vice-President (1984-1985), President-Elect (1985-1986), and President (1986-1987); served on a variety of task forces including the 1997 Task Force on Special Education.

Board of Trustees for Fenway High School (Boston Public Schools Pilot School), 2006 to 2018; Chair of the Finance and Audit Committee, 2009 to 2015; Board Chair, 2015 to 2018.

Editorial Board of the Harvard Education Letter – 1994 to 2014.

Founding Member of Board of Directors for Good Shepherd Preschool, Charlestown, MA, 2007 to 2011.

Member of Board of Trustees for Mother Caroline Academy, Dorchester, MA, 2006 to 2010.

Mass. Insight Coalition of Communities for Higher Standards – 1997 to 2003; Founding Officer, Vice-Chair 1997 to 2000.

Education Development Center, Inc. (EDC), Newton, MA - elected to Board of Trustees, 1987 to 1998.

Project Alliance (Middlesex County District Attorney's Office and School Districts) – 1989 to 2003; Board of Directors, 1996 to 2003 and Superintendents' Advisory Committee Chair, 1996 to 1998.

Education Collaborative of Greater Boston (EDCO) Board – 1981 to 2003; Chair, 1996 to 1998.

American Educational Research Association – long-term member; former elected Chairperson of the AERA Special Interest Group/ Research on Women and Education; paper and symposium reviewer for AERA Division "A" (Administration) Conference Program.

REFERENCES

Available upon request

REFERENCES FOR DR. SALLY DIAS

Dr. Arthur Bettencourt
Executive Director
New England School Development Council (NESDEC)
(Employed by NESDEC from 2016 to present; organized and supported the search for new Superintendents in five districts and conducted a variety of projects analyzing department/offices effectiveness for two districts; recent reference letter attached)
508-481-9444

Ms. Inna London
Vice President of Human Resources
Framingham Public School
(As NESDEC consultant, worked with Framingham Public Schools on four projects from 2016 to 2018: analysis and development of recommendations regarding the operation of the Human Resources Department, High School leadership team functioning, Central Education Operations effectiveness, gifted and talented program equity and results)
508-626-9107

Sr. Janet Eisner
President
Emmanuel College
(Employed as the Vice President for Programs and Partnerships in Education from 2003 to 2012; recent reference letter attached)
617-735-9822

Dr. Frank Scully
Former Vice President for Academic Affairs
Emmanuel College
(Worked closely with Dr. Scully from 2007 to 2011; 2012 reference letter attached)

Dr. Annette Stavros
Former Assistant Superintendent
Watertown Public Schools
(As Superintendent in Watertown from 1989 to 2003, worked collaboratively with Dr. Stavros from 1995 to 2003; as Vice President at Emmanuel College continued collaboration with Dr. Stavros in her role as Undergraduate Education Coordinator from 2003 to 2012; also worked together collaborating on recommendations for the Southbridge Public Schools in 2015; recent reference letter attached)
617-332-2199

Massachusetts Department of
Elementary & Secondary Education

EXHIBIT F2

UNOFFICIAL LICENSE INFORMATION**Sally Dias**

65 East India Row
Unit 12F
Boston, MA 02110-0211

This license information was generated by the educator from the Department's electronic licensure file, ELAR. 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: Sally L Dias

License #: *****63099

MEPID: 53289899

Original Certification Date: 04/28/1965

FIELD(LEVEL)	CATEGORY	APPLICATION TYPE	ISSUE DATE	EXPIRATION DATE
Mathematics (7-12)	ACADEMIC	Professional		06/17/99
Physics (7-12)	ACADEMIC	Professional		06/17/99
General Science (7-12)	ACADEMIC	Professional		06/17/99
Principal/Assistant Principal (7-12)	ACADEMIC	Professional		06/17/99
*Superintendent/Assistant Superintendent (All Levels)	ACADEMIC	Professional	05/20/99	06/15/19
* Primary Area				

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



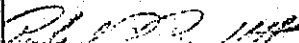
Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

G

LAST NAME DIAS		FIRST SALLY	MIDDLE L.	SOCIAL SECURITY NO. 026 30 9785	DATE OF BIRTH MONTH 1 DAY 27 YEAR 41			SEX F
ADDRESS AT ADMISSION (PERMANENT) 27 Plymouth River Road Hingham, Mass 02043				ADMITTED FROM HIGH SCHOOL OR COLLEGE WITH DEGREES Emmanuel College B.A. 1962 Northeastern Ed. M. 1969				
DATE DEGREE AWARDED		DEGREE—HONORS—		MAJOR FIELD Admin & Supv Advisor: Gaynor, Downey				

COURSE NO.	TITLE	CR. HRS.	GRADE	HONOR POINTS	COURSE NO.	TITLE	CR. HRS.	GRADE	HONOR POINTS
10/15/70 Admitted to the Advanced Graduate Study Program					SUM 2 1972				
EA700E	SEM 1 70-71 INTR ED ADM&SPV	3.	A	12.0	SED EA902	S SCH ADM&SUPVN	3.	A	12.0
026 30 9785 DIAS,SALLY L				SED	SEM 1 72-73				
EA814E	SEM 2 70-71 INT S DEPT AD&S	3.	P		SED EP755M	RES COLOQUIUM	3.	B+	9.9
EA782S	SUM 2 1971 ED ORGANIZ ANYS	3.	A-	11.1	SED FE884	SEM HIST OF ED	3.	A	12.0
FA783S	CHANGE IN ED OR	3.	B+	9.9	SEM 2 72-73				
					GRS PS968	PRAC MTD HU REL	4.	A	16.0
					SEM 1 73-74				
					SED SD786M	ED POL DEVELOP	4.	A	16.0
					SED SD789	INTERNSHIP	4.	A-	14.8
					SEM 2 73-74				
					SED ED999M	DISSERTATION	0.		0.0
					SED SD502M	COMM CONTRL ED	1.	P	
					SEM 1 74-75				
					SED SD785M	ACTION PLANNING	4.	A	16.0
12/15/71 Admitted to Ed.D. degree program.					026 30 9785 DIAS,SALLY L				0827
SEM 1 71-72									
SED EA788E	SYST MOV ED ORG	3.	A	12.0					
SED EP702E	INFEREN STAT I	3.	A	12.0					
SED FE708E	PHIL OF EDUC	3.	A	12.0					
SPC PR707	WR PLAN READERS	4.	A	16.0					
SEM 2 71-72									
SED EP701E	PSYCH LEARN	3.	A-	11.1					
SED EP714E	CHILD GRWTH&DEV	3.	A	12.0					
SED EP766E	INF STAT II	3.	A	12.0					
SED FE705E	EDUC SOCIOLOGY	3.	A	12.0					
SED FE735E	FRDM&AUTH IN ED	3.	A	12.0					
SUM 1 1972									
CLA HI644	HI OF WOMEN US	4.	A	16.0					

STUDENT ISSUED

SEM/YEAR	HRS	HONOR POINTS	GPI	<p>NOT VALID AS A TRANSCRIPT WITHOUT THE AUTHORIZED SIGNATURE AND SEAL OF THE UNIVERSITY. UNLESS OTHERWISE STATED, THIS STUDENT IS ENTITLED TO HONORABLE DISMISSAL.</p> <p>AUTHORIZED SIGNATURE</p>  <p>TITLE _____ DATE _____</p> <p>NAME _____ REGISTER _____</p>
TOTAL				



New England School Development Council

Celebrating over seventy years of service to education

April 16, 2019

To Whom It May Concern:

It is my pleasure to submit this letter of reference for Dr. Sally Dias. As colleagues and former superintendents of schools, Sally and I have been professional associates for many years. In addition, more recently, as a fellow consultant, I have had the opportunity to work with Sally on numerous projects designed to help districts improve services for students and their families.

A review of Sally's resume will quickly reveal that she is an accomplished school administrator. She is a highly intelligent and articulate school leader who, through her years of experience, has gained a deep appreciation of the many issues and challenges facing school districts today. Sally understands the superintendent's role in providing insight and perspective for school committee members as they consider important issues affecting students, parents and the community-at-large.

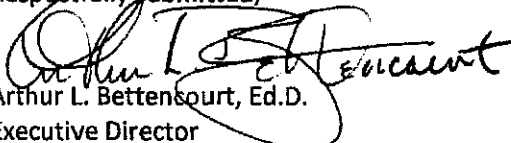
Beyond her many talents as a school district leader, Sally is also highly regarded as a human resource professional. In her consulting role, she has been engaged to assist school committee members and administrators in the development of policies and practices that promote a safe, respectful and productive work environment for employees.

As someone who has worked closely with Sally, I can attest to her interpersonal skills. She always conveys her genuine interest in and respect for those with whom she interacts. She is an adept listener who is interested in hearing a range of viewpoints, including those that may differ from her own. She is a gifted facilitator who has the skills necessary to bring a diverse group of stakeholders together to develop a unified plan to meet the needs of all students and their families.

Above all else, Sally enjoys working on behalf of young people. She is an engaged, visible leader. She is a role model who conveys warmth, a sense of caring, competence and professionalism in her everyday interactions with students.

In closing, I offer my highest recommendation for Dr. Sally Dias. I am honored to call her a colleague and friend. She is a uniquely talented leader with the skills, expertise, and experience to ensure her success in a wide range of professional settings.

Respectfully submitted,


 Arthur L. Bettencourt, Ed.D.
 Executive Director

28 Lord Road, Marlborough, MA 01752 ~ Tel: (508) 481-9444 ~ Fax: (508) 481-5655 ~ www.nesdec.org ~ nesdec@nesdec.org



**EMMANUEL
COLLEGE**

Office of the President

March 25, 2019

To Whom It May Concern:

It is with great pleasure that I provide this reference for Dr. Sally L. Dias, an accomplished educator and leader. Sally served as Vice President of Programs & Partnerships in Education, and Director of the Carolyn A. Lynch Institute at Emmanuel College 2003-2012. In this senior level position she has been responsible for providing leadership for the undergraduate and graduate education programs to advance Emmanuel's goals of excellence in teacher education, particularly in the disciplines of mathematics and sciences. She has worked effectively to strengthen the education department and she developed and implemented a comprehensive plan which assured success.

As Vice President of Programs and Partnerships in Education, Sally was instrumental in the development of strong partnerships with area schools and research institutions in the Longwood Medical Area (LMA) to enable the College to implement a range of strategic collaborations. She has played an important role in shepherding the College's partnership with Merck & Co., overseeing faculty collaboration and lectures, the Merck Scholars program and Merck internships. Sally also led the formation of the Science Advisory Council. These top science leaders contribute valuable guidance and input to College planning initiatives.

As Director of the Carolyn A. Lynch Institute, Sally provided key leadership to make this institute, established in 2002, a model for the advancement of urban education by building collaborative programs that enhance the professional development of urban teachers and enrich the education of PK-12 students in the city of Boston. She helped established the dual enrollment program with Fenway High School which enables students to take college level courses. Sally also provided leadership for Emmanuel's Center for Science Education which was established to make available quality professional development for elementary and secondary science teachers, promoting scientific literacy, inspiring students to pursue careers in science and providing leadership in science education in Massachusetts.

With her deep commitment to the mission of the College and its students, coupled with her initiative and leadership, Sally makes things happen – characteristics which are invaluable to an organization. She is highly organized and effective at project management. She has worked closely with colleagues and faculty throughout her tenure serving on numerous college wide committees.

I am pleased to highly recommend Dr. Sally Dias as a dedicated professional whose intelligence, spirit and work ethic contribute to a successful organization.

Sincerely yours,

Sister Janet Eisner, SND
President



Gwynedd-Mercy College

Office of Academic Affairs

November 7, 2012

To Whom It May Concern:

As Vice President for Academic Affairs at Emmanuel College for 4 years, I was privileged to work as a colleague with Dr. Sally Dias, Vice President for Programs and Partnerships in Education and Director of the Carolyn A. Lynch Institute. Beyond her direct responsibilities, Dr. Dias' influence transformed other aspects of the College in ways that few others could have.

As a former superintendent of two school districts, a member of the Board of Trustees of the Boston Museum of Science, and promoter of science education in the Boston area, Dr. Dias had acquired a reputation as a strong educational administrator and promoter of the sciences. This is why she was asked to return to her alma mater.

Historically a pride of Emmanuel College, the Department of Education had lost its leadership prior to Dr. Dias' return. To restore the preeminence of the department, Dr. Dias focused faculty attention on strengthening its offerings, increasing technology in the curriculum, and implementing an MTEL prep course to turn around low passage rates. In addition, Dr. Dias strengthened ties with the Archdiocesan schools and instituted workshops for both public and parochial school teachers and principals. She cultivated relationships with Emmanuel alumnae and organized an evening for Emmanuel graduates to discuss ways the College could strengthen ties with schools and enhance science recruiting. At the end of each year, she organized a celebration for graduating Education majors and used the opportunity to showcase a highly accomplished alumna to whom her department awarded the Outstanding Education Alumnae Award.

As Director of the Carolyn A. Lynch Institute at Emmanuel Dr. Dias organized a range of collaborative programs and services that enhanced the professional development of urban teachers and enrich the education of K-12 students in the city of Boston. The Institute provided professional development courses and workshops for urban teachers, particularly in the areas of mathematics, science and technology education. The Institute sponsored a Catholic School Principal Leadership Program to develop managerial skills among its school leaders. All of these programs enabled Emmanuel College to have a positive impact on the quality of education in urban schools. The Institute also provided scholarships for Emmanuel College math and science majors and elementary education majors with strong backgrounds in math and science who aspired to teach in urban schools.

When I first came to Emmanuel, Dr. Dias invited me to address the Science Advisory Board she had organized. The Board met once a year to advise the College on how it might enhance its science programs and their visibility in Boston's highly competitive academic environment. I was stunned to learn that the members of this Board were prominent faculty and administrators at the prestigious hospitals, research universities, and science organizations throughout the city. This would never have been possible without Dr. Dias' connections. The Advisory Board had a profound effect on the direction Emmanuel College took toward the sciences, recruiting a new department chair, building a new science center, and implementing a successful graduate certificate program in Research Administration. Members of the Advisory Board also provided connections for Emmanuel science majors to work in research labs in Harvard's teaching hospitals in the Longwood Medical Area.

In recent years, Dr. Dias authored successful grant applications to the Alden Trust and several federal agencies to support science at the College. She approached connections at Merck Research Laboratories Boston for support for summer stipends for Emmanuel science majors, for surplus equipment, and for summer internships for Emmanuel's top science majors in Merck's labs.

As the College completed the construction of a new Science Center, Dr. Dias reached out to area high schools to promote the College. I joined her as she visited with high school science teachers to discuss ways in which Emmanuel College might provide them with support and to recruit their students. Based on these conversations, Dr. Dias proposed the development of the Emmanuel College Center for Science Education. She authored grant applications that helped get it started and recruited an accomplished science educator to direct it. The Center was designed as a major science resource for K-12 students and teachers with an emphasis on urban education. Each summer it hosted a series of two-day Biomedical Research Institutes for High School Students to explore the science behind some of the latest advances in the biomedical sciences. It also hosted summer professional development courses for secondary school science teachers with topics such as immunology, neurology, and green science.

Dr. Dias' promotion of science education extended to involving Emmanuel College in a collaborative which included other colleges/universities, the Museum of Science and the Boston Science Club for Girls that encourages middle and high school female students to get involved in science.

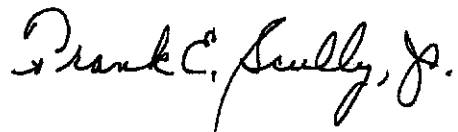
One of my initiatives at Emmanuel was the promotion of Emmanuel student applications for prestigious scholarships and fellowships. Dr. Dias picked up this initiative and organized faculty to support it and serve as advisors for students. She scheduled introductory sessions and grant-writing workshops for Emmanuel's top students. Two students received Fulbright awards and one a Critical Language Scholarship. This would not have been possible without Dr. Dias' efforts.

Several years before I came to Emmanuel, the president asked Dr. Dias to organize a new scholarship program for inner-city high school graduates who, because of their economic circumstances, possessed more potential than their high school grades or SAT scores would suggest. The Road to Intellectual Success at Emmanuel (RISE) program provided a summer bridge program, special mentoring, books, and free tuition for these students. Dr. Dias was passionate about the success of this program. She knew every student personally, their successes and weaknesses. She shaped the program's development and intervened whenever needed. With Dr. Dias' guidance the College realized a retention rate among this highly diverse group of students significantly higher than the overall College rate (96% for the RISE Class of 2012). These students blossomed into campus leaders. After the College was awarded a Wal-

Mart grant in which Dr. Dias was involved, the program evolved into one that was expanded to other first-generation college students.

Dr. Dias is one of the most talented administrators I have ever worked with. If she were to leave, Emmanuel College would lose a very talented, enthusiastic, loyal, and committed vice president. Nevertheless, I am confident she will give 110% to any organization with which she decides to work. I give her my highest recommendation.

Sincerely,

A handwritten signature in cursive script that reads "Frank E. Scully, Jr." The signature is written in dark ink and is positioned below the word "Sincerely,".

Dr. Frank E. Scully, Jr.
Vice President for Academic Affairs

Annette Stavros
399 Wolcott Street
Auburndale, MA 02466

April 15, 2019

To Whom It May Concern:

It is a great pleasure to provide a reference for someone I admire and respect as much as Sally Dias. I was privileged to work with Dr. Dias for over ten years when she was Superintendent of Schools in Watertown and I served the district as Assistant Superintendent. I also worked under her leadership for another ten years when she became Vice President for Education at Emmanuel College. Throughout both of those experiences, I had many opportunities to observe, work directly with and learn from Dr. Dias.

Sally Dias is a consummate professional. In Watertown, her exceptional organizational skills were apparent in daily operations and long-range planning. She strongly promoted collaboration, organizing the administrative staff - principals, program directors and curriculum coordinators - into a District Leadership Team that met regularly and brought school-based and curriculum-based issues to the table for discussion and planning. She led the district in developing long-range and annual strategic plans that addressed needs and ensured that planning and decision-making were deliberative and inclusive. She monitored the progress of those plans closely. Trained as a scientist, she promoted data-driven decision-making that kept the district responsive to the real needs of the students and community as well as current in research-based curriculum and instructional practice.

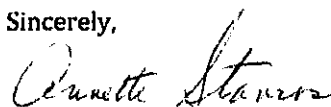
She greatly valued open communication with the entire school community, interacting regularly with teachers, visiting each school with regularity, and conducting outreach to parents. She promoted numerous opportunities for parents to provide feedback and contribute to decision-making. She enjoyed strong rapport with the School Committee, communicating regularly and engaging its members in planning and problem-solving.

At Emmanuel College, Dr. Dias was charged with updating and revitalizing the teacher preparation program. She brought all of her skill, school experience and expertise to the task. Once again, she created a collaborative effort among faculty to identify needs and develop short and long-range goals to address them. She recruited and hired full-time faculty to replace a patchwork of adjunct staff, led the faculty in revising and updating courses and syllabi and creating new courses. Under her leadership the standards and expectations for student and faculty performance were significantly raised. In addition, she created strong partnerships with area schools and promoted collaboration between the Education Department and other academic departments. An especially strong and fruitful partnership with the Science Department resulted in the creation of science fellowships for education majors and opportunities for public school students to participate in science-focused afterschool and vacation programs led by science majors and faculty.

Sally Dias is expert in all aspects of educational leadership. She possesses deep knowledge and understanding of school administration and budgeting, state and federal regulations, and current research and practice in curriculum and instruction. She is a consummate professional - very smart, focused and experienced and effective leader. She possesses a deep commitment to excellence in education, instills confidence in the staffs she leads, listens and respects all members of the education community and does all this with grace and a wonderful, elfish sense of humor.

I recommend her highly and with no reservation.

Sincerely,

A handwritten signature in cursive script that reads "Annette Stavros". The signature is written in dark ink and is positioned to the right of the word "Sincerely,".

Annette Stavros, Ed.D.

April 10, 2019

Hamilton-Wenham Interim Superintendent Search c/o Glenn Koocher

MA Association of School Committees

One McKinley Square

Boston, Massachusetts 02109

Dear Members of the Search Committee:

The students of the Hamilton-Wenham Public Schools need a Superintendent who wants to know who they are, how they learn best and what it is that makes them want to attend school every day? I am that person!

As a search committee you are looking for an individual with outstanding written and verbal communication skills, someone who can not only design and implement a strategic plan but someone who can come in during this interim period who can articulate the objectives necessary to continue the level of student achievement in Hamilton-Wenham, while expanding the opportunities for growth and excellence. This person needs to be able to gain the confidence and engage the interest of a very wide audience, many of which include central office, town administrators, school administrators, school committee members, parents, teachers, paraprofessionals, building support staff, community members and most of all students. Every administrative position I have ever held has required that these skills be honed and sharp. I believe that my success is due primarily to the attention that I have given toward shaping and building relationships with all stakeholders.

The individual you are looking for needs to have the focus and the ambition to be an innovative leader, willing to take risks, try cutting edge techniques and foster a growth mindset in all team members. I value the input of others, I need collaboration for balance and I share equally in the work that needs to be done. As an educator I believe that we all need the opportunity to have a role in designing and creating 21st century learning opportunities for all students. I am committed, focused and believe in my ability to lead in today's educational climate. My responsibilities in both my current and my previous positions are extensive. I feel strongly that these experiences, coupled with my very organized, articulate manner and excellent communication skills, have prepared me well.

I am proud of the work that I have done. I welcome the chance to grow and to learn from others in a new community and I believe that if student achievement is ultimately our goal, our students need to be as much involved in their educational process as are their teachers, school leaders, and their parents. I feel that my ability to lead is rooted in my strong belief that working together we can accomplish any goal if we are all working toward the same end. I feel that I am the candidate you are looking for. I look forward to the opportunity to meet with you and to discuss my strengths and qualifications in more detail.

Respectfully,



Lori A. Gallivan

Lori A. Gallivan

62 Halstead Street

Saugus, Ma 01906

lgallivan@winthrop.k12.ma.us

Cell (617) 548-3053

EDUCATION: National Institute of School Leadership, NISL Certificate of Achievement, May 2009

Educational Leadership Licensure Program, May 2007
Gordon College, Wenham, Ma

Master of Arts in Education, May 2000
Cambridge College, Cambridge, Ma

Bachelor of Arts in Liberal Studies, May 1992
Westfield State College, Westfield, Ma

CERTIFICATION: Massachusetts Teacher Certification # **346726**
Superintendent/Assistant Superintendent Certification Pre-K - 12

QUALIFICATIONS:

- ✚ 12 Years Experience as School Leader/District Administrator/23 years in education
- ✚ Member of MASS/North Shore Superintendents Roundtable
- ✚ North Shore Superintendents Roundtable rep. to MASS Summer PD Committee
- ✚ Teacher Evaluation Negotiations Sub-committee member
- ✚ Professional Development Coordination Pre-K - 12
- ✚ Teacher Evaluation and Teacher Certification Director
- ✚ District Mentor/Mentee Program Coordinator
- ✚ Budget Development and Oversight –District Wide Instructional
- ✚ Excellent Time mgmt./communication/organizational skills both verbal and written
- ✚ Extensive knowledge and training in Integrated Therapies & Inclusion in Special Education
- ✚ District 504 Coordinator
- ✚ District ELL Director
- ✚ District Title I/IIA/III & IV Director – Writer/Coordinator all Grants (Non-SPED)
- ✚ District Coordinator of MTSS –Massachusetts Tiered System of Support
- ✚ Saugus Business Education Coalition (SBEC) Board Member
- ✚ Newburyport Education Foundation (NEF) Board Member

EXPERIENCE:

JULY/18 – PRESENT *Executive Director of Curriculum, Instruction & Accountability – Winthrop Public Schools*
In my current role I assist the Superintendent in providing leadership in developing, achieving, and maintaining the best possible educational program for each school. I perform a variety of duties that sometimes include highly complex activities and I am responsible for work that often requires the exercise of significant leadership, independent judgment, and initiative in the planning, supervision, and execution of many departments, programs and services to meet the District's needs. Planning and coordination regularly require responsibility for multiple, concurrent major projects. I currently oversee the development of many aspects within the districts strategic plan and serve as a key member of the central administration team. In the absence of the Superintendent I serve as the Chief Executive Officer of the District.

JULY/14 -JUNE/18 *Executive Director of Curriculum, Instruction & Accountability – Saugus Public Schools*
My position was equal to that of an Assistant Superintendent. I was responsible for all elements of Curriculum and instruction as well as teacher evaluation, teacher certification and all mandates that fall under each, including all elements of the State Curriculum Standards and their implementation, the Teacher Evaluation tool and the development and coordination of New Teacher Induction Programming. I was responsible for all the grant writing and organization for all non-special education grants, including, but not limited to: Title I, Title IIA, Title III, Title IV, 738 Literacy, 632/625 Academic Support, 220-E and 323-B DSAC grants.

I oversaw all curriculum development, adoption and implementation district wide for grades Pre-K – 12 and all levels of professional development that either accompanied a curriculum adoption or that was necessary as a supplemental need of the district. All curriculum purchases for all classrooms at all levels went through the curriculum office for approval.

JULY/11 – JUNE /14 Lynnhurst Elementary School – Principal – Saugus, Ma

- ↪ New Teacher Evaluation trained
- ↪ Smart Goals/Educator Plans
- ↪ Mentor Administrator for two 1st year Principals and one new to Saugus Principal
- ↪ Elementary ELA Curriculum Coordinator
- ↪ District Leader in MTSS/RTI
- ↪ Professional Development Instructor for District Paraprofessionals
- ↪ Certified Crisis Prevention and Intervention (CPI/Restraint) *Trainer
- ↪ Facilitator of Data Director Management Program

JULY/09 – JUNE/ 11 Edward G. Molin Upper Elementary School – Principal – Newburyport, Ma

All District 4th and 5th graders - eight sections of each, 365 students

- ↪ Implemented common assessments and data collection system for all grades in ELA and Mathematics four times a year
- ↪ Responsible for 26 teacher evaluations – each year
- ↪ MCAS Administration and Supervision
- ↪ Data Warehouse Analysis: Compilation and Dissemination
- ↪ Working with the school Counselors, designed Anti-Bullying site-based plans for the Upper Elementary and Middle School

OCT/07 – JUNE/09

Rupert A. Nock Middle School – Assistant Principal - Newburyport, Ma

- ↪ Teacher Evaluation/ Hiring / overseeing of curriculum mapping
- ↪ Responsible for student discipline/CHINS/51A filings
- ↪ MCAS Testing schedule and accommodation needs
- ↪ MCAS Data Analysis compilation/Test Wiz
- ↪ Co-Chair Building Leadership Team
- ↪ School Crisis Team Assistant Chairperson
- ↪ Newburyport Education Foundation (NEF) Board Member
- ↪ Member of the District Attorney's Community Collaborative Initiative

JAN/98 – OCT/07

Lynn Public Schools – Teacher/Acting Administrator and Administrative Practicum

- ↪ Administrative Practicum – Thurgood Marshall Middle School – Nov./2006 – May/2007
- ↪ Acting Admin.-History Teacher - *Career Development Center (CDC)*, Alternative High School
- ↪ Acting Principal at CDC
- ↪ Turning Points Presenter
- ↪ School Improvement Plan team member
- ↪ Professional Development Instructor – Technology/Internet & Curriculum
- ↪ MCAS Data Analysis Group

SEP/96 – DEC/97

Robert F. Kennedy Children's Action Corps – Teacher- Springfield, Ma

Maximum Secure DYS Facility, this Secure Treatment Program provided intensive residential, educational, and therapeutic services in a secure setting to 45 adolescent boys who had been committed to the Department of Youth Services. The faculty was skilled at helping these young boys meet the educational standards of the Massachusetts Curriculum Frameworks. The result was an increase in educational prowess and the ability to successfully negotiate their everyday tasks.

MEMBERSHIPS

Massachusetts Association of School Superintendents (MASS)
 North Shore Superintendents Round Table (NSSRT)
 Women's Educational Leadership Network (WELN)
 Five District Partnership (5DP) Winthrop, Revere, Chelsea, Malden and Everett
 Curriculum and Staff Development Network (CSDN)
 Association for Supervision and Curriculum Development (ASCD)
 Council of Administrators of Compensatory Education (CACE)

Educational Beliefs and Philosophy

Lori A. Gallivan
Educational Beliefs and Philosophy

"Leaders are responsible for learning." Peter Senge

My vision is to create and maintain an educational environment where growth and opportunity is the basis for all learning. Growth comes with leaders making a commitment to faculty and staff to provide the necessary instructional strategies to meet the needs of all students.

I believe all children learn. Children learn using a variety of instructional strategies while at the same time they are often challenged by many obstacles. It is our job as leaders and as educators to create the proper environment to allow them to find success. To make this happen we must work as a cohesive team made up of all the stakeholders: students, teachers, parents, principals, administrators, and the community.

I am committed to a leadership style that centers on creating relationships as they are the foundation of professional learning communities (PLC). PLC's foster collegiality and establish a common focus that helps to strengthen the culture and climate of a school. Peter Senge originally introduced learning communities as places "where people are continually learning how to learn together." I believe that this is critical for both individual and organizational growth.

Successfully working together, we as the educational community need to be steadfast in our shared beliefs, goals and commitment to our students. Using data to drive us forward we will see the closing of the proverbial achievement gap. We will focus on establishing 21st century classrooms that will lead our design and implementation of both structure and curriculum.

I believe in the philosophy of Universal Design for learning (UDL) as it applies a set of principles for curriculum development that will give all individuals an equal opportunity to learn in our public schools. The inclusive environment that UDL provides allows all students to be educated in their neighborhood schools, creating schools where students will come excited to learn and achieve!

With all of the challenges facing public education today, it is my firm belief that together we must be deliberate and focused on ensuring the successful growth of all students.

Focused Accomplishments:**In Winthrop:**

- Worked with the Superintendent to lead the district in the development of the Winthrop Strategic Plan for 2018 – 2021.
- Worked with teams of Teachers and Administrators to re-write the District Curriculum Accommodation Plan (DCAP), District 504 Manual and forms, MTSS process and forms, and the Bullying Prevention and Intervention Plan.

In Saugus:

- Oversaw the team that wrote the Educational Plan for Saugus' Approved MSBA Building Project for a 6-12 middle high school and worked closely with the Architects to identify the needs, design and possible layouts for the new construction as well as the renovations necessary for the middle school.
- Instituted a new Massachusetts Tiered System of Support (MTSS) program, new forms, protocols and processes. This included the addition of an MTSS Block daily in all the district elementary schools with targeted small group interventions taking place at the same time by grade level.
- Restructured the design and implementation of the district Title I program. This included the re-writing and structure of the grant itself and necessary changes to the LEA Budget to accommodate the restructuring, which allowed for considerably more support for students.
- Brought the First New England group to Saugus to allow students to participate in the First robotics challenge. The program was very successful and continues to expand.
- Designed a new Teacher/Administrator Mentor/Mentee Program for the district. This involved training for teacher leaders for them to begin to take the lead with the program.
- Worked with a former Saugus Superintendent to run focus groups and develop the Saugus 2020 Vision.

Leadership and Management Skills:

- ✦ I am a collaborative, strategic thinker. I pride myself on the relationships that I have built with all the administrators and teachers I have worked with over the years. I credit my leadership style and my proactive versus reactive approach for gaining the respect of the educators that I work with and have worked with in the past. I believe this allows them to trust me in difficult situations and to know that any decisions I make will always be about what is best for students.
- ✦ I have been through two situations that I would characterize as crisis situations. I am someone who remains very calm, in control and able to react quickly when necessary. I believe that this is a leadership trait that is extremely important in the role of Superintendent.

- ✦ I believe that leaders must make sure that there are systems in place to handle the needs of all the employees and the community. Once established these systems need to be checked on a regular basis to make sure they are operating efficiently and effectively.
- ✦ As a leader I look to encourage the continuous learning of all within the district. Sometimes this means pushing the boundaries to drive the growth at the individual level, which will then be passed on to others within the district. I truly believe that a district leader needs to lead the learning, and then turn around and be the spokesperson for all that is going on within the district. Public schools can never have enough positive public relations!
- ✦ I lead by example and I set very high expectations for myself!

Massachusetts Department of
Elementary & Secondary Education

UNOFFICIAL LICENSE INFORMATION

Lori Gallivan
62 Halstead Street
Saugus, MA 01906

This license information was generated by the educator from the Department's electronic licensure file, ELAR. 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: Lori A Gallivan

License #: ****346726

MEPID: 50517405

Original Certification Date: 12/15/1997

FIELD(LEVEL)	CATEGORY	APPLICATION TYPE	ISSUE DATE	EXPIRATION DATE
Middle School (5-9)	ACADEMIC	Initial	06/07/00	**
History (5-9)	ACADEMIC	Initial	06/07/00	**
History (9-12)	ACADEMIC	Initial	02/16/05	**
Social Studies (9-12)	ACADEMIC	Initial	02/16/05	**
Social Studies (5-9)	ACADEMIC	Initial	06/07/00	**
Principal/Assistant Principal (PreK-6)	ACADEMIC	Professional	04/16/15	04/14/20
Principal/Assistant Principal (9-12)	ACADEMIC	Initial	01/02/08	**
Principal/Assistant Principal (5-8)	ACADEMIC	Professional	04/21/15	04/19/20
Superintendent/Assistant Superintendent (All Levels)	ACADEMIC	Professional	10/24/17	10/23/22
SEI-Admin (Level depends on prereq license)	ACADEMIC	Endorsement	08/27/14	***
** Valid for five (5) years of employment.				
*** Due to varying requirements, please pay attention to the specific requirements for the potential of renewing an endorsement.				

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





**Cambridge
College**

Office of the Registrar

STUDENT ID: 23847

RECORD OF:
Lori A. Gallivan
28 Lothrop Street
Saugus, MA 01906

WESTFIELD STATE COLLEGE BA 1992

BASIS OF ADMISSION:

February 1999
DATE AND STATUS OF ENTRANCE:

TO:
Lori Gallivan
28 Lothrop St
Saugus, MA 01906

OFFICIAL TRANSCRIPT
Official transcript mailed to student
in a sealed envelope. Void if
envelope opened prior to receipt.

Form ES-7762-00

TamperSafe®

NUMBER	COURSE TITLE	GRADE	CREDITS	NUMBER	COURSE TITLE	GRADE	CREDITS
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Graduate Division

1998-1999 : Spring Semester

ED-618	EFFECTIVE CLASSROOM STRATEGIES	CR	3.00
GE-691	THEORY AND PRACTICE OF EDUCATION	CR	1.00
GE-691	PROF. SEMINAR: ISSUES IN LEARNING THEORY	CR	2.00
TP-610	DEVELOPMENTAL PSYCHOLOGY	CR	3.00
			Term Totals : 9.00
			Career Totals : 9.00

1998-1999 : Summer Semester 1

ED-620	1/DRAMA/IMPROV FOR CREATIVE LEADERSHIP & TCHNG	A	3.00
ED-669	2/LANGUAGE & LITERACY FOR TEACHERS K-12	A	3.00
ED-782	5B/RECONCEPTUALIZATION OF SCHOOLS FOR ADMINIS	CR	3.00
GE-692	PROFESSIONAL SEMINAR: ISSUES IN GRAD RESEARCH	A	2.00
			Term Totals : 11.00
			Career Totals : 20.00

1999-2000 : Fall Semester 1

ED-610	STRATEGIES FOR TEACHING CRITICAL THINKING	CR	3.00
ED-692	FINANCE AND BUSINESS ADMINISTRATION FOR SCH	B+	3.00
GE-690	THEORY AND PRACTICE OF EDUCATION	CR	1.00
GE-693	PROFESSIONAL SEMINAR: ISSUES IN GROWTH & DEV	CR	2.00
GE-800	INDEPENDENT LEARNING PROJECT	CR	3.00

Research Project:

A Handbook for Coaches of Fastpitch softball

Term Totals : 12.00
Career Totals : 32.00

Graduate Division Career Totals: 32.00

Degree Information:

(1) 'Master of Education' Date Conferred : 01/24/2000

Major(s)

Education

End of Transcript

05/17/2013

L. Mark Flawson
Registrar

Official Academic Transcript from Gordon College - Massachusetts

Statement of Authenticity

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Sending School Information

Gordon College - Massachusetts
Office of the Registrar
255 Grapevine Road
Wenham, MA 01984
Telephone: 978-867-4243
School Web Page: www.gordon.edu
Accreditation: New England Association of Schools and Colleges, Comm on Institutions of Higher Ed (NEASC-CIHE)

Student Information

Student Name: GALLIVAN, Lori A.
Numeric Identifier: 9576752
Birth Date: Sep 20
Student Email: lgallivan@saugus.k12.ma.us

Receiver Information

Lori Gallivan
lgallivan@saugus.k12.ma.us



Document Information

Transmitted On: Mon, 20 May 2013
Transcript ID: TRAN000004506056

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Recipients should only accept academic transcripts directly from the sending school.

Gordon College

255 Grapevine Road • Wenham, MA 01984

GALLIVAN, Lori A.
28 Lothrop St.
Saugus, MA 01906
SSN#: ***-**-6989
, Date of Birth: Sep 20
ID#: 9576752

Major: EDUCATIONAL LEADERSHIP

Degree:
Conferred:
Class Rank:

Page 1 of 1

Course	Description	Grade	Hrs/Att	Hrs/Div	Hrs/Ern	Pnts	Course	Description	Grade	Hrs/Att	Hrs/Div	Hrs/Ern	Pnts
TRANSFER CREDIT FROM:													
CAMBRIDGE COLLEGE 3 SEMESTER HOURS													
Summer 2005-06													
ED701	EDUCATIONAL LRDSHIP A-	@	3.00		3.00	3.00	11.10						
ED702	EDUCATNL LRDSHP II A-	@	3.00		3.00	3.00	11.10						
Graduate													
GPA													
Term													
3.70													
Cumulative													
3.70													
Fall 2006-07													
ED720	HUMAN RES & PERS ADM A	@	3.00		3.00	3.00	12.00						
Graduate													
GPA													
Term													
4.00													
Cumulative													
3.80													
ENDICOTT COLLEGE													
SPRING 2007													
EDP520	UNDRSTDG TEACHING I	A	3	SH									
Spring 2006-07													
ED783	PRACT/SEM:PRIN 5-8	A	@	6.00		6.00	24.00						
Graduate													
GPA													
Term													
4.00													
Cumulative													
3.88													
END OF TRANSCRIPT													

* means course appears more than once
() means course credit not counted

DATE: May 20, 2013

REGISTRAR:

This PDF document may be validated. A printed copy cannot be validated. See attached cover page for additional information.

Transcript Interpretation
GORDON COLLEGE
Wenham MA 01884-1899
T 978 867 4243 F 978 867 4659
registrar@gordon.edu www.gordon.edu

CREDIT – Beginning with 1987, one semester hour represents one 60-minute lecture period for 15 weeks.
ACCREDITATION – Gordon College is regionally accredited by the New England Association of Schools and Colleges. See catalog for complete listing of all accreditations.

UNDERGRADUATE GRADING SYSTEM – 1983 to Present (unless otherwise specified)

Grade	Grade Points	Meaning
A+	4.0	Exceptional
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	Good
C+	2.3	
C	2.0	Satisfactory
C-	1.7	Unsatisfactory
D+	1.3	
D	1.0	Low Pass
D-	0.7	
F	0.0	Failure to Pass – 1996 to present
NC	0.0	Failure to Pass a Course (Equivalent to F) – 1987-1996

The following grades are not reflected in the GPA calculations:

AP	Advanced Placement	P	Pass for No-credit course - 1998 to present
AU	Audit	S	Satisfactory S/U Grading (at least C or 2.0)
CP	Co-Operative Ed Completed	TR	Transfer Credit Accepted by Gordon
CR	Pass for No-credit course – 1987 - 1998	U	Unsatisfactory S/U Grading
GP	Grade Pending – 1996 to present	VAL	Validation by Examination
I	Incomplete	W	Withdraw
IB	International Baccalaureate Credit	WIP	Work in Progress – Current Semester
NC	Failure to Pass for No-credit course – 1987 to 1998		

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ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!

GRADUATE GRADING SYSTEM – Graduate level courses are numbered 500 or above.

Grade	Grade Points	Meaning
A+	4.0	Exceptional
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	Satisfactory
C+	2.3	Unsatisfactory
I	—	Incomplete
F	0.0	Failure to Pass
W	—	Withdraw
WIP	—	Work in Progress – Current Semester

REPEATED COURSES – Except for courses designated as available to be taken more than once, students may repeat courses previously passed or failed in order to improve grades. All attempts of a course are reflected on the student's transcript. However, only the course with the highest grade is credited towards the hours earned and calculated in the cumulative grade point average.

PRESIDENTIAL HONORS – Effective Fall 2000: Awarded to students completing at least 12 semester hours, excluding Incompletes or S/U graded courses, with an average of 3.75 or better and no grade below C.

DEAN'S LIST – Effective Fall 2000: Awarded to students completing at least 12 semester hours, excluding Incompletes or S/U graded courses, with an average of 3.50 to 3.74 and no grade below C. (Dean's List was awarded to students with an average of 3.60 or better through 1999-2000.)

HONOR ROLL – Discontinued as of Fall 2000: Awarded to students completing at least 12 semester hours, excluding Incompletes or S/U graded courses, with an average of 3.00 to 3.59 and with no grade below C.

Additional References for

Lori A. Gallivan

lgallivan@winthrop.k12.ma.us

Last Name	First Name	Position	Location	Phone
Howard	Lisa	Superintendent of Schools	Winthrop, Ma	(617)846-5500 Ext. 7110
Langlois	Richard	Superintendent of Schools	Windham, NH	(603) 475-1673
Lyons	Dr. Kevin	Superintendent of Schools	Masconomet Regional	(978) 887-2323 Ext. 6111
Malone	Dr. Matthew	Superintendent of Schools	Fall River, Ma	(508) 675-8423
Bik	Angela	Asst. Superintendent of Schools	Newburyport, Ma	(978)465-4456
Lawson	Catherine	Executive Director	SEEM Collaborative	(781)279-1361 Ext. 1114



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April 1, 2019

Hamilton-Wenham Interim Superintendent Search c/o Glenn Koocher
MA Association of School Committees
One McKinley Square
Boston, MA 02109

RE: Lori A. Gallivan, Applicant for Interim Superintendent of the Hamilton-Wenham RSD

Dear Members of the Search Committee:

I have known Lori Gallivan for 12 years since first hiring her as an Assistant Principal and then Principal in the Newburyport Public Schools. I have followed her career and professional activities closely to the present time and I have watched her grow in both skills and knowledge about excellence in teaching and school administration. I have also seen her grow in the nature and scope of her responsibilities and authority. I strongly believe that she could be the sought after match for the Hamilton-Wenham Public Schools.

Lori has taken on increasingly more complex positions and responsibilities. Over the past 12 years she has gained a wide breadth of organizational know-how as she has worked hands-on in the development of teaching and learning, state and federal accountability, personnel, finance and budget, and policy. She is extremely competent in every area of central office operations and leadership; I know this from conversations with the Superintendents with whom she has worked, as well as my own professional work and conversations with her in activities of the MA Association of School Superintendents, and the Northshore Superintendents Roundtable.

Ms. Gallivan is innately talented and a fast learner. She has also gained expertise in many different areas with advanced training and practice including highly specialized training in special education, English Language Learners, integrated therapies, grant writing, educator evaluation, high quality professional development, and accountability and assessment. She is a voracious learner and seems to be able to store vast quantities of information and know-how from her training and experience. She is a resource to many superintendents in this area because of her expertise— I frequently seek her assistance with both operational and leadership problems in my district.

There is one area in which Lori excels beyond most leaders that I know. She has never forgotten how teachers think, what motivates teacher to produce their best work, and what kinds of chaos that we are capable of introducing from central offices that impedes good teaching and learning. This is where I value Lori's insights more than any other place. I trust her intuition and understanding more than anyone in regard to what parts or ideas in an initiative will work, which parts will not work, the human dimensions of required change, and how to make proposed changes more teacher-friendly and more

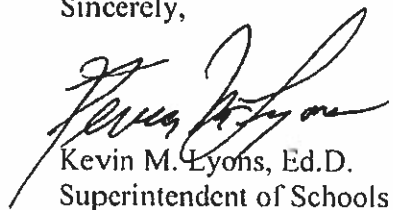
respectful of teachers. This is a lost art to some degree, perhaps most obscured by those of us that can get our own egos overly involved in our ideas and activities. Lori's humility and down-to-earth nature are needed in senior administration if we hope to institute positive changes that will stick with the culture and endure long enough to make a real difference in student outcomes.

Ms. Gallivan is philosophically committed and devoted to the ideas of inclusiveness, respect, fairness, and equity in regard to her relationships with students, parents, and staff. She is honest, direct, and kind in her manner. She can find compromise when it is needed, and she is uncompromising in her core beliefs which include the responsibility to teach every student well, and the belief that every child is inherently valuable and has something important to add or give.

Lori is very ready to be a very high performing superintendent, an agent of positive change, and a positive contributor to and builder of school and community culture. She is prepared, experienced, committed, enthusiastic, and energetic. I carefully read the Selection Criteria in your brochure announcing the vacancy. Ms. Gallivan is well-versed in the skills and possesses the qualities for which you are searching. I would be more than pleased to talk through Lori's specific and direct experience on any or all of your selection criteria. She is, in my opinion, a wonderful match!

Please don't hesitate to contact me on my cell 603-275-5190, or at home 603-929-6608, any day of the week.

Sincerely,



Kevin M. Lyons, Ed.D.
Superintendent of Schools

FALL RIVER PUBLIC SCHOOLS

"The Scholarship City"

417 Rock Street, Fall River, MA 02720

Matthew H. Malone, Ph.D., Superintendent

April 4, 2019

I first met Lori Gallivan almost four years ago during my time as Interim Superintendent of the Saugus Public Schools during the 2015–2016 school year. I offer this recommendation on her behalf for the heralded position of Superintendent of Schools. Ms. Gallivan currently serves as the Executive Director of Curriculum, Instruction and Accountability for the Winthrop Public Schools. Prior to making the move to Winthrop she held the same title and position for the Saugus Public Schools, when we met.

Ms. Gallivan's leadership style is collaborative, innovative, and visionary. She is quick to form relationships and establishes trust with those around her. These relationships are truly born out of respect. Regardless of your position or title, Ms. Gallivan treats all individuals in the same respectful manner. As a former Principal she is skilled in building management and leadership at the site-based level. She is clearly a very thoughtful, proficient, ethical, and effective leader – standing out among of those whom I have encountered in my many years of public education – I put her in the top 5% of educators I have had the privilege of serving with.

Ms. Gallivan is committed to focusing on curriculum and instruction with student achievement always being at the core of every decision she makes. Her strength is the connections that she makes with administrators and teachers. She has held those same positions and she is still able to see the challenges, in much of our work, from their points of view. As such, she is more of a "servant leader" in style than a traditional "theory X, Y, or Z" leader – driven by her core values and understanding how to drive change through collaboration and teamwork with the needs of students always at the center.

In her many roles at both the site level and the district level, Mr. Gallivan has been successful in managing disparate operations to align the locus of effort on systemic improvement and efficiency. Ms. Gallivan has spent a considerable amount of time working on and preparing for safety and security within the district, maintenance, transportation, and food services, as well as always looking to provide the appropriate special services for children. I have always known Ms. Gallivan to be a highly effective leader, she is extremely organized, thorough, and efficient. Ms. Gallivan's actions are evidence-based, data driven, current in practice, and outcome focused. When implementing new initiatives, she researches the positives and identifies any possible negative

affect beforehand. She is engaging and participates in professional development and programs along with her staff and other administrators. Her actions are credible and respected by her colleagues.

Ms. Gallivan has continued to develop educational initiatives everywhere she goes (MTSS (RTI), UDL, and data management), crisis prevention and intervention, teacher evaluation and necessary ongoing professional development in instructional practices. She is a continuous learner, completing the National Institute for School Leadership (NISL). She is an asset to her colleagues within the district and regionally, demonstrating leadership among leaders.

Ms. Gallivan presents strong character, maintaining a high regard for her integrity and dignity. She demonstrates empathy and compassion toward others, and a willingness to help individuals succeed. She has established strong relationships with staff, students, and parents, valuing their input in decisions, strategies, initiatives, activities, etcetera, allowing all stakeholders to come together as one. This is reflective of her leadership style and character.

I admire Ms. Gallivan for her quality leadership, her spirit, commitment, support, and pursuit of continuous growth as an educator. Her accomplishments speak for themselves and once you meet her you will see the quality of her candidacy. I recommend Lori Gallivan for the position of Superintendent, without reservation. She is undoubtedly ready and prepared to serve as a highly effective Superintendent of Schools.

If you would like any additional information, please do not hesitate to contact me at (508) 675-8423.

Cordially,



Matthew H. Malone, Ph.D.

Superintendent of Schools

Fall River Public Schools, Ma



Winthrop Public Schools

One Metcalf Square

Town Hall

Winthrop, Massachusetts 02152

617-846-5500 x 7110 Fax 617-539-0891

Lisa A. Howard

Superintendent of Schools

Lori A. Gallivan

*Executive Director of Curriculum,
Instruction & Accountability*

April 9, 2019

Dear Search Committee Members,

It is with pleasure and confidence that I recommend Lori Gallivan for the position of Superintendent of Schools. I worked with Lori from July 2013 - July 2017 during which time she was the Executive Director of Curriculum for the Saugus Public Schools and I was the Executive Director of Pupil Personnel Services. During that time, we worked collaboratively on several projects including professional development programming, budget management, curriculum alignment, updating procedures and policy and improving overall communication between staff, families and the Administrative Team. Lori's outstanding communication skills and ongoing collaborative efforts have assisted in creating our strong relationship, which is one of respect and admiration for each other's area of expertise.

While in Saugus, Lori's foresight and invested understanding of the needs of the school system and community were a major part of the successful writing of a Statement of Interest and MSBA Educational Plan that is currently affording the community an opportunity to build a new school, supported by the Massachusetts School Building Authority. Lori's strategic planning, skillful engagement of key stakeholders and positive attitude proved to be a major factor in the continued successful management of the District during what was a very stressful time.

In July of 2017, I transitioned to Winthrop as the Superintendent of Schools and quickly recognized the District's need for additional positive leadership, vision and innovative thinking. Lori Gallivan was who I knew I needed for this role.

In July of 2018, I was able to secure Lori Gallivan as the Executive Director of Curriculum, Instruction and Accountability for the Winthrop Public Schools and she has been a "game changer" for our school district.

Lori's knowledge base relative to curriculum, grant management, teacher licensure, personnel management, ELL requirements, budget development, professional development and overall school leadership has allowed her to enter our district and guide significant change and improvements across all grade levels and within multiple dimensions of the system. Lori's professionalism, work ethic, caring and love of teaching and learning quickly became apparent to the WPS staff and allowed for a seamless transition to this new role.

As an Administrator, Lori consistently demonstrates a genuine concern for, interest in, and understanding of our staff, students, families and community. She understands the needs of the District, but, more importantly, she can make suggestions and take actions that enable us to appropriately service all students. Her organizational skills and ability to effectively work in stressful situations separate Lori from the rest. She can lead by example and has earned the respect and admiration of the Winthrop Public School's Leadership Team.

Lori is a skilled, tireless, and capable school leader. Her energy and "lead by example" personality is contagious and motivating. Nothing has served Lori better in her role as Executive Director of Curriculum, Instruction & Accountability than good judgment and consistent communication with all. It is without hesitation that I recommend Lori Gallivan to you, as she is an exemplary leader. She is a credit to our profession and will be a welcome addition to your School System.

Sincerely,



Lisa A. Howard, M.Ed.

Superintendent

Winthrop Public Schools

Dear Hamilton-Wenham Regional Schools Hiring Committee,

Please accept my letter of application for the open interim superintendent position. I recently served as Director of Digital Learning, Informational Technology, and Innovation in Milford MA. I worked with central office administration and principals to build capacity in instructional leadership and perform administrative duties with primary responsibilities for developing principal leadership as instructional leaders within their schools. During my time in Milford, I developed and implemented a strategic vision for the use of instructional technology in the district. Our district's academic and infrastructural systems grew to match student learning styles. I served as the primary leader for the district's 1 to 1 digital learning initiative, developing rollout strategies, planning and conducting teacher training, and communicating with and presenting to students and parents as the program is launched. In my role, I communicated at the highest levels with all stakeholders including school and finance committee. I was a member of central office leadership team, long range planning team, , marketing and communication subcommittee, and oversee all principal and education evaluation documentation through a structure I developed to increase efficiency in electronic communication.

Previously, I have served as the capacity of an elementary principal for five years at Memorial School in Natick and five year previous at Hill-Roberts Elementary School in Attleboro, Ma. Prior to my principal roles, I served as a technology integration specialist launching a 1-1 middle school laptop initiative in Berkshire County. Additionally, I have worked as district professional development specialist and classroom teacher. I have maintained a high standard for student achievement and personal success during my professional career. I have developed a rapport with students, families, staff and the community that lends itself to accountability and performance.

Throughout my career, I have focused on what is in the best interest of students and setting high expectations to achieve excellence in important areas. As an administrator, I am an instructional leader constantly looking for student and school improvement while building community and continued teacher improvement. I bring with me the experiences of numerous formal and informal teacher observations and bi-yearly formal evaluations targeted to improve student achievement. This work has a foundation in the Research for Better Teaching model. During my time as a school leader I continually worked to improve our school, I developed and implemented a Whole School Improvement Plan allowing grade level teams to have common preps and common planning for weekly student/teacher accountability. Also, targeted data monitoring tools were created so teachers could monitor individual student progress to reach grade level standards and drive classroom instruction. This was one of the many initiatives launched during my tenure that ensured MCAS/PARCC achievement improvement.

As a principal and district leader, I have had the opportunity to facilitate state and national presentations at respected professional conferences to share my experiences in building school culture, developing a vision of creating a school of learners utilizing 21st century instructional tools, and communication techniques to enhance instruction and parent communication. I hold licenses for superintendent/assistant superintendent and completed my doctoral studies at Boston College in Educational Leadership.

As assistant superintendent, I will bring those skills and a well-organized entry plan to plan for current and long-term success. In the book The Seven Habits of Highly Effective People, Stephen Covey wrote, "*Seek first to understand, then to be understood.*" The purpose of my entry plan would be to assist me in developing a comprehensive picture of the school district. It is my goal to use the entry plan to guide me in the process of understanding and strategic planning for the success of the students. This Entry Plan will outline goals and activities to be accomplished during my first 100 days. It was designed based on Covey's beliefs that the role of the leader is one of public service, and that the most powerful and sustainable educational systems are built from the ground up.

Covey also said, "*The key to success is not to prioritize what's on your schedule, but to schedule your priorities.*" Interviews with various individuals and groups, surveying current stakeholders, reviewing school/district plans and documents, in an effort to develop a sense of the school and provide a basis for future goals, objectives and activities are my top priorities in developing this plan and becoming part of the school district and its community.

I look forward to the opportunity to discuss this position. I can be reached by phone (774-292-6140) or by email (matthewjoseph@mac.com). Thank you for your consideration.

Sincerely,

Matthew X. Joseph, Ed.D.

Matthew X. Joseph, Ed. D

194 Village St., Millis, Ma 02054

(774) 292-6140

Email: DrMatthewXJoseph@gmail.com LinkedIN: www.linkedin.com/in/DrmxjTwitter: [@MatthewXJoseph](https://twitter.com/MatthewXJoseph) Blog: techinnovation.live**Education**

Ed. D. Educational Leadership, Boston College, Chestnut Hill, MA, Lynch School of Education:
2016

Study: School and District Leadership and the Job Satisfaction of Novice: The Influence of
School Culture

Click [here](#) to view full dissertation

M.Ed. Special Education, Massachusetts College of Liberal Arts, North Adams, MA:2003

Bachelor of Science, Springfield College, Springfield, Ma: 1993

Certifications

Professional Certification Number: 314714

- MA Assistant Superintendent/Superintendent license
- Massachusetts Elementary (K-6) Administrators license
- National Principal Certification: 2014
- Special Education Teaching Certification K-9
- Elementary Education Teacher Certification

SCHOOL/DISTRICT LEADERSHIP EXPERIENCE**Educational Consulting*****X-Factor EDU (December 2019 - Present)***

- A comprehensive educational resource which empowers teachers and leaders to ground their instructional practices and decisions on a student-centered approach
- Design, author and implement seminars, workshops, blogs, videocasts, leadership coaching, and on-site professional development to meet the individual needs and goals of districts and/or schools.
- Work with startup EdTech companies to provide support and guidance in the EdTech space and market, including white papers, PR campaigns, and networking

Milford Public School, Milford, Ma (July 2016 - January 2019)*Director of Digital Learning and Innovation*

Work with central office administration and principals to build capacity in instructional leadership and perform administrative duties with primary responsibilities for developing principal leadership as instructional leaders within their schools.

Instructional Digital Leadership: Develop and implement a strategic vision for the use of technology in the district in both the academic and infrastructural systems. Serve as the primary leader for the district's 1 to 1 digital learning initiative, developing rollout strategies, planning and conducting teacher training, and communicating with and presenting to students and parents as the program is launched. Champion changes in curriculum design and delivery in conjunction with administrators. Work one-on-one with principals as partners to grow their instructional leadership capacity. Provide and facilitate professional development for principals and staff based on individual and group learning needs.

Strategic Insights: Oversee all administrative aspects of technology programs and services in the district, including infrastructure implementation and maintenance, support of educators and support staff in the use of hardware and equipment and management. Monitor technology budget and expenditures to ensure that allocations are accurate and expenses are within budget limits. Provide leadership in the purchase and acquisition of new technology and equipment. Consults with appropriate stakeholders to coordinate, evaluate and recommend and purchase new technology and equipment.

District Leadership: Communicate at the highest levels with all stakeholders including school and finance committee. Member of central office leadership team, long range planning team, and Climate, Culture and Morale committee. Chair of Technology Steering and Social Emotion Committee. Developed and launched Google evaluation tool and process. Organized PD for all staff and administrators on data collection and highly effective conversations about the evaluation process. Lead the reorganization of SIS to support current needs and state regulations.

Natick Public Schools, Natick, Ma (July 2010 - June 2016)**Memorial Elementary School Principal**

Instructional Leadership: Initiated staff trainings, allocate resources, and guided sessions focused at looking at student work /data points collection and analysis. Analyzed student data (PARCC, MCAS, AIMS Web, ELA benchmark and baseline, math unit assessment) to develop flexible intervention and enrichment student groups to close learning gaps. Develop 1-year and 3-year school improvement plan goals to ensure continuous student progress. Led Child Study team, data meetings, and grade level interventions to close student-learning gaps. Created schedules and established guidelines for instructional day to meet student needs.

Curriculum Coordination: Led alignment and creation of common assessments and lesson pacing guides. Launched core literacy program (Reading Street) and unified assessments and data meetings.

Supervision and Evaluation: Development/facilitation of new teacher seminar and provided/delivered in-house professional development. Led the revision of teacher evaluation data collection tool and supported teachers in the evaluation process. Supervise and evaluate 35 teachers and 10 support staff members annually.

Collaboration: Developed and launched peer collaboration initiative including peer visits, peer observation, and instructional rounds.

Fiscal Management: Managed operating budget of \$100K with line items for office supplies, professional development, instructional materials, technology, special education materials, integrated arts supplies, and field trips. Work with various members of the central administrative staff on district issues, such as transportation and special services

Community Relations: Continually updated community blogs, surveys, lectures, parent support groups, focus groups, and family engagement team.

Attleboro Public School, Attleboro, MA (July 2005 - June 2010)

Hill-Roberts Elementary School Principal

- Supervised and evaluate 29 teachers and 15 support staff members
- Trained in RBT evaluation and supervision techniques
- Podcast morning announcements to improve home and school communication

- District leader to develop and deliver professional development for district initiatives: school websites, instructional technology, new standards-based report card, and district lesson protocol
- **Hill-Roberts initiatives:** lesson protocol for learning, daily podcast, video curriculum podcast, accelerated and star reader programs, SMARTboard technology lessons, ILT: instructional leadership team, volunteer protocol, Professional Learning Communities, team meeting protocol, teacher study groups to calibrate practice, peer observations, embedded curriculum and technology PD

Massachusetts State Principal Advisory Committee (2017, 2018)

Boston College Leadership Mentor (2017)

Leslie University Dissertation Committee (2017)

PUBLICATIONS

Book:

Joseph, M. (2018). Power of Us: Creating Collaborative Schools, ISBN: 9781790912285

Articles:

Joseph, M. (March, 2019). Two Great Tools to Help Change Pedagogy, *Tech and Learning Leader*, 39 (7), p. 23

Hughart, R. & Joseph, M. (March, 2019). 10 Tips for Turning Ideas into Action Reflection in Education, *Tech and Learning Leader*, 39 (7), p. 12-13

Joseph, M. (2019). Leadership Questions Answered, *eSchool News*, March 6, 2019

Joseph, M. (2019). The Future of Field Trips, *Tech and Learning Leader Blog*, February

Joseph, M. (2019). Think Like a Leader, *eSchool News*, February 4, 2019

Joseph, M. (2019). Blended Learning and the Keys to Academic Achievement, *Tech and Learning Leader Blog*, January

Joseph, M. (2018). EdTech Coaching in Today's Classrooms, *Tech and Learning Leader Blog*,
December

Joseph (2018). 7 ways to be a more visible leader. *eSchool News*, November 21, 2018

Joseph, M. (2018). Intentional Act: Give Credit, *Tech and Learning Leader Blog*, November

Joseph, M. (October, 2018). Tech Tools For Active Learning Classroom, *Tech and Learning Leader*, 39 (3), 20

Joseph (2018). 9 common leadership missteps to avoid. *eSchool News*, September 10, 2018

Joseph M. (2018). Tools for Driving your EdTech Instruction, *TeachBetter Blog* , September

Fisher, E & Joseph, M. (September 2018). Enhancing Professional Collaborations, *Tech and Learning Leader*, 39 (2), 20

Hughart, R. & Joseph, M. (2018). Back-to-School Tips: Setting a Positive Tone From Day One,
Tech and Learning Leader Blog, August

Joseph, M. (2018). Creating Transformative Schools, *Tech and Learning Leader Blog*, July

Joseph, M. (2018). 3 Steps to Facilitating an Effective Online Meetings, *Tech and Learning Leader Blog*, July

Joseph (2018). Getting the most out of LinkedIn. *eSchool News* July 26, 2018

Joseph (2018). Hope is not a Strategy. *eSchool News* June 27, 2018

Joseph, M (2018). Strategies for Smart Risk Taking, *Tech and Learning Leader*, 38(10), 18-19

Fisher, E & Joseph, M. (2018). The 6 Fundamentals of Technology Coaching, *EdTech K-12*,
May

Joseph, M. & Terrill, C. (2018). Tips & Tools to Enhance Collaboration Between Tech & Curriculum, *Tech and Learning Leader Blog*, April 2018

Joseph, M (April 2018). The Marriage of Tech and Curriculum, *Tech and Learning Leader Blog*

Joseph (2018). Blended and Personalized Learning Conference . *eSchool News* April 24, 2018

Fisher, E & Joseph, M. (2018). Strategies to Plan a District Digital Learning Day. *Tech and Learning Leader*, 38(8), 16-17

Joseph (2018). ASCD Empower18 Tech Updates. *Tech and Learning Leader Blog*, April

Joseph (2018). How I became an active learner at ASCD "Empower18". *eSchool News March 30, 2018*

Joseph, M (2018). How to Orchestrate a Digital Transformation. *EdTech K-12, Spring 2018* 43-44

Joseph, M (2018). Digital Citizenship Resources. *Tech and Learning Leader*, 38(7), 8

Joseph, M (2018). How to be a Collaborative Leader. *eSchool News January 30, 2018*

Joseph, M (2017). Moving from Consumption to Creation Using Digital Learning. *Tech and Learning Leader*, 5(4), 10

Joseph, M (2017). Blended Learning Creates Active Learners. *Tech and Learning Leader*, 38(4), 20

Joseph, M (2017). What Makes a Digital Leader. *Tech and Learning Leader*, 3(2), 10

Joseph, M (2017). Digital Leadership is Action Not Position. *Tech and Learning Leader*, 38(2), 14

STATE AND NATIONAL PRESENTER

2019

Future of Educational Technology Feature Speaker

- Skills for Innovative Leadership
- Active Learning Through Innovation
- Blended Learning for Active Learners

2018

MassCUE Conference, Georgia Educational Tech Conference, New Hampshire Educational Tech Conference, Association of Computer Using Educators of Maine (ACTEM), Building

Learning Communities, Boston MA, Massachusetts Association School Superintendents, Tech and Learning Live, Boston, Ma, Uxbridge Digital Learning Day, Uxbridge MA, Blended and Personalized Learning Conference, Providence, RI, ASCD Empower 18, Boston, MA, Tech and Learning Leader Summit, San Francisco, East Bridgewater Digital Learning Day: Keynote, East Bridgewater, MA

Topics:

- Digital Leadership Is Action, Not Position
- Blended Learning for Active Learners
- Strategies to become an Innovative Leader
- Branding your classroom/school
- The Marriage of Curriculum and EdTech
- Digital Transformation in Schools/Leading Innovation
- Strategies for Blended Learning Lessons
- The Influence of School Culture in the Job Satisfaction of Novice Teachers
- Blended and Personalized Learning—What does it look like today?

2017

Google Summit, Milford, MA, Tech and Learning Live, Association of Computer Teaching Educators of Maine, Massachusetts Association School Superintendents, iPadpalooza, Austin TX

- Keynote: Develop Your Instructional Roadmap
- Strategies to become an Innovative Leader
- How to combine the core learning standards with 21st century tools and learning strategies
- Creating a culture and vision for leading in a digital school district
- Leading a school using Open Educational Resources (OER)

Additional Presentations

Massachusetts Principal Association (MESPA/MSSAA)

- Increasing efficiency in school/district leadership
- Strategies for effective instruction
- Supporting novice educators
- Building a collaborative school environment (Summer 2013-14, May 2013, 14, 15, January 2016)

- Practical Tools for Implementing the DESE Model Evaluation System. (May 2012)
- Integrating 21st Century tools to Enhance Professional Learning and Efficacy (May 2012)
- Targeting All Learners: Powerful learning in the 21st century classroom (May 2011)
- Enhancing Home/School Communication through Online Resources (May 2010)

International Society for Technology in Education National Conference (ISTE)

- Leadership and Technology in Education (June 2012, 2015)
- Integrating Video Podcasting into science (June 2012)
- Online lesson database (June 2010)
- 21st century school design (June 2007)
- Implementing a one-to-one laptop initiative in Middle School (June 2006)

MASSCUE Conference, Foxborough, MA:

- Enhancing principal visibility and educator evaluation using digital tools (October 2012, 2013)

Keynote Speaker: Sebago Alliance Summer Technology Learning Academy: Maine 2010

ADDITIONAL PROFESSIONAL EXPERIENCE

Progressive Education Solutions, LLP, Holliston, MA

- *Founder/Principal Consultant*
- Launched and developed small consulting firm focused on providing school leaders and teachers with strategic solutions and a high level of customer service.
- Prepared ongoing, successful proposals for local, state, and national professional conferences.
- Established and maintained strong relationships with local professional organizations and practitioners.
- Developed client-focused, targeted professional learning opportunities for local schools and districts.
- Practical Tools for Implementing the DESE Model Evaluation System: Fall 2012 - present

Framingham State University, Framingham MA (January 2012- 2015)

- *University Supervisor of Student Teachers*

Berkshire Wireless Learning Initiative, Pittsfield, MA (2004-2006)

- *Technology Integration Specialist*
- Facilitated middle school one-to-one laptop computer initiative
- Created and modeled classroom lessons integrating technology into the middle school curriculum
- Trained and assist teachers with online grading system

Massachusetts College of Liberal Arts, North Adams, MA (2004-2006)

- Instructor for Ed Tech Master's Program Classes and Teacher Coach for student participants

Morningside Elementary School, Pittsfield, MA (1997-2004)

- Grade 3 and 5 classroom teacher

Eagleton School, Great Barrington, MA (1994-1997)

- Educational Residential Treatment Program for learning-disabled boys
- Classroom teacher/School Administrator

ADDITIONAL LEADERSHIP EXPERIENCES

- Natick Grade 1 district Professional Learning Committee representative
- Natick Technology Day Chairperson/instructor 2010-2015
- Chairman for Attleboro Public Schools instructional technology committee
- Committee member for Millis Public Schools 8th grade iPad pilot program
- Attleboro Public Schools curriculum committee to select new ELA and math curriculums
- Superintendent curriculum council, Pittsfield Public Schools: 2003-2005
- Springfield College Class of '93 Vice President: 1990-1993
- Springfield College New Student Orientation Leader: 1990-1993
- Springfield College Leadership Training Conference Facilitator: 1993

Kevin R. McIntyre, Ed.D.
Superintendent of Schools



Kathleen S. Perry
Assistant Superintendent
for Business and
Human Resources

Craig A. Consigli
Assistant Superintendent
for Curriculum, Instruction
and Assessment

Milford Public Schools

31 West Fountain Street • Milford, Massachusetts 01757
www.milfordpublicschools.com • Telephone: 508-478-1100 • Facsimile: 508-478-1459

November 4, 2018

To Whom It May Concern:

I am writing this letter of recommendation in support of Dr. Matthew Joseph. Dr. Joseph has served as the Director of Digital Learning and Innovation for the Milford Public School District since July 1, 2016. It is in this role that I have come to know Matt. Over the last two years I have learned a lot from Matt about leadership, digital learning and advocacy. It is my intent to focus this letter specifically in these areas of his work. Although he certainly has many positive attributes, I have found that it is in these areas that he demonstrated expertise.

Dr. Joseph is a leader within the field of education. His leadership style is one of collaboration and building capacity. He is never afraid of "leading from the middle". By working directly with teachers, he is able to support, coach and mentor staff members from around the district in order to get everyone to support the vision of the district. Dr. Joseph has provided many successful professional learning opportunities in the area of leadership. His strong presentation skills hold the attention of his audience and provide a spark that sets the fire for others to want to learn more. There are countless examples of how his leadership has inspired others to lead. In one particular case, he mentored a staff member in our district who eventually became a principal in a few short months. His work around building positive school culture has truly helped to transform buildings in our district. His positive, friendly and outgoing personality has helped him build relationships in our district and develop trust among his colleagues.

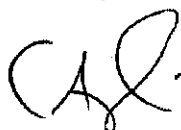
Prior to arrival of Dr. Joseph, our district was floundering in the area of digital learning. We had pockets of greatness and areas where digital learning was void. He has worked tirelessly to help our district become a model for other districts. In two short years, he has a change from Microsoft to the Google suite, led a 1:1 chromebook initiative in grades 3-12 and is leading changes in instructional practices in our classrooms. He has propelled our district into the 21st century in a strategic, thoughtful way. He continues to provide opportunities for teachers to share what they know with other teachers through professional learning opportunities. Dr. Joseph responds to staff members with specific questions or suggestions on how to improve our digital innovations. He ensures teachers and administrators have what they need and provides any support quickly as possible. One of the hardest things with any innovation is enduring the

growing pains of change. Because Dr. Joseph is accommodating and responsive the needs of staff, our district is light years ahead of where we were.

Dr. Joseph is a strong advocate for what the district needs. This is evident in his ability to help secure funding for the 1:1 chromebook initiative in our district. He was able to provide the reasons why staff and students needed chromebooks and create a vision for digital learning in our district. Staff understood that chromebooks would help make their work relevant and accessible to students. Students understood that chromebooks could help unlock learning in a way that other tools simply could not. He provided the same message to school committee and finance committee members as the district moved towards securing the funding for the initiative. Finally he developed a sustainable plan for the future that all but sealed the deal for the community. The town meeting members understood why this is a vital tool for our students to have. His advocacy does not end there. He advocates for students, especially those students who show an interest in going further with digital tools. He will make it a point to come to a classroom where the students are demonstrating the use of digital tools and will promote the use through social media. Through these promotional opportunities he illustrates the power of digital literacy in our schools.

Although it will be difficult to see Dr. Joseph leave Milford to become an Assistant Superintendent or Superintendent, I know it was only a matter of time. Matt has demonstrated time and again that he has the skills ability to lead a school district. If you need further comment or clarification, please feel free to contact me at your convenience. I can be reached at (508)478-1102 or cconsigli@milfordma.com.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Consigli', with a stylized flourish at the end.

Craig A. Consigli, Assistant Superintendent



OFFICE OF THE SUPERINTENDENT
170 CHESTNUT STREET AMHERST, MA 01002
TEL. (413) 362-1810
FAX (413) 549-6108

October 10, 2018

To Whom It May Concern:

I have known Matthew Joseph for the past five years, since we were colleagues in a doctoral program at Boston College and Matt was on my research team for our major project in the program. Having observed Matt as a research partner, a classmate, and a leader, I would highly recommend him for the position of Assistant Superintendent in your district.

Matt possesses a rare combination of both intellectual aptitude and interpersonal strengths. Our doctoral program had a cohort of twenty-two students, all of whom were administrators in New England. In this group of educators, Matt quickly emerged as a leader, both in terms of contributing to the development of a strong culture in our cohort as well as organizing the collaborative work that is a cornerstone of the graduate program. When a colleague was struggling, Matt was the person who received the phone calls and emails because of the trust that was engendered by his relationships with each cohort member.

Being on a research team with he and four other colleagues, and saw Matt's leadership skills at work on a regular basis, whether it was calming the stress of the program for a peer, refocusing our group during the various twists and turns of a dissertation process, or developing solutions for our project as challenges emerged. Despite the stress of being a full-time principal and part-time doctoral student, Matt seemed to always remain calm, focused, and successful in all areas.

Finally, Matt is a continual learner. When we shared best practices in our cohort, Matt always found a way to bring those practices back to his school. His curiosity and inquiry into best practices contributes to his success in all his endeavors. Matt is a talented individual, and I strongly encourage you to consider his candidacy to your district. I am confident that he will be a "value add" to any district in which he serves as Assistant Superintendent.

If you would like more information or have any questions about Matt, please feel free to contact me at (413) 362-1831.

Sincerely,

Dr. Michael Morris
Superintendent of Schools

Kevin R. McIntyre, Ed.D.
Superintendent of Schools



Kathleen S. Perry
Assistant Superintendent
for Business and
Human Resources

Craig A. Consigli
Assistant Superintendent
for Curriculum, Instruction
and Assessment

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Dear Hiring Professional,

It is my pleasure to write this letter of recommendation on behalf of Dr. Matthew Joseph. For the past three years he has served as the Director of Digital Learning, Information Technology, and Innovation for the Milford Public Schools. In this role he was responsible for technology across the district, professional development, and is a key member of the district leadership team. In his three years in Milford he has led our digital revolution, supported several broad curriculum initiatives outside of the technology area, and provided visible leadership to each of our schools.

Dr. Joseph was critical in leading the Milford Public Schools to becoming an innovative digital learning district. He had a number of key accomplishments including planning and executing a complete rebuild of the district's technology infrastructure, the deployment of more than 3,000 devices across the district effectively making Milford a 1:1 device environment from grades 3-12; and a data quality campaign that ensured all aspects of our student data systems met industry best practices. Each of these initiatives was critical to supporting engaging student learning in a technology rich school environment.

Dr. Joseph arrived with extensive experience as an elementary principal with both the Attleboro and Natick Public Schools. He understands schools, students, and teaching and learning. This experience served him well as a true instructional leader where he supported numerous curriculum and instruction initiatives, supported our instructional coaching team, and was a key contributor to a number of key district wide committees. He actively recruited teachers and administrators at career fairs and recruiting events, assisted the district in re-thinking the interview and selection process, and supported the mentoring process through presentations and planning. Dr. Joseph is a critical member of the central office leadership team who is ready to take the next step for a broader leadership role. He also participated in the BOKS program which is a morning fitness program at two of our elementary schools, the high school athletic department's Leadership Academy, promotes the district through the use of video and social media, and served on a statewide committee with the Department of Education.

I recommend Dr. Joseph for a district leadership role enthusiastically and without any reservations. Matthew Joseph is bright, energetic, creative, and a continuous learner who is always seeking better ways to complete tasks and support learning. If you have any questions or require additional information, do not hesitate to reach out.

Sincerely,

Kevin McIntyre, Ed.D., Superintendent
kmcintyre@milfordma.com

Coming Together, Working Together, Succeeding Together

April 18, 2019

Julie R. Kukenberger, Ed. D.
66 Jasper Street
Scarborough, ME 04074
Phone: (207) 730-0852
Email: juliekukenberger@gmail.com

Dear Mr. Koocher,

I am writing to express my interest in the Hamilton-Wenham Interim Superintendent position. Currently, I am the Superintendent of Schools in Scarborough, Maine. The Scarborough Public Schools is comprised of six schools serving over 2,900 students in grades K-12 and employees over 500 employees. In my previous position, I was the Assistant Superintendent in Haverhill, an urban school district in Massachusetts a K-12 Massachusetts district incorporating over 1793 teachers and staff members serving 8060 students in 17 separate schools. I have held building-level leadership positions (Vice Principal and Principal), teaching positions, and recently earned a doctorate at Boston College Lynch School of Education leadership for social justice program.

My leadership background has positioned me at the forefront of organizational change during a critical inflection point for public education. Working closely with various internal and external stakeholders, I have facilitated many improvement initiatives including standardizing curricula and assessments to align with state-specific criteria and national Common Core State Standards, adjusting school start times, and implementing standards-based educational practices in addition to other significant changes. These great undertakings required me to ensure that the right leadership, systems, policies, processes, technological resources, budgets, and infrastructure were in place to enable a highly effective and continually improving educational environment.

Since my experience affirms that context determines the best course of action, my leadership style is best described as shared and situational (as more detailed in the enclosed personal statement). This includes understanding principals' and teachers' varying levels of motivation, knowledge, skills, and abilities in any district. Depending on the need, in some cases, I focus on empowerment, autonomy, and unique challenges, and at other times I prioritize coaching and developmental opportunities. Moreover, I understand leadership and coaching is necessary for achieving student-centered goals, while at the same time creating a culture that supports personal and professional growth.

While I have enjoyed my time as Superintendent in Scarborough, Maine, I have a strong desire to return back to Massachusetts and apply my experience, knowledge and skills. I am confident that my leadership experience within three very different school districts and doctoral work focused on leadership for social justice in an urban turnaround district, combined with my work ethic and passion for education, makes me an excellent candidate for the Hamilton-Wenham Interim Superintendent position.

Thank you for your consideration, and I look forward to the possibility of discussing this position in more depth.

Kind regards,

Julie

Julie R. Kukenberger, Ed. D.

Julie R. Kukenberger, Ed. D.

66 Jasper Street
Scarborough, ME 04074
Phone: (207) 730-0852
Email: juliekukenberger@gmail.com

EDUCATIONAL LEADER

Passionate public school leader with a commitment to student growth, equity, social-emotional learning, and academic excellence utilizing 21st-century methodologies and approaches to school, faculty, student, and curriculum development. Enjoys leading change by instilling confidence and commitment from critical stakeholders using data and evidence to be at the forefront of educational reform to ensure all students achieve success. A talented manager of people who loves coaching and helping educators and educational leaders achieve aggressive goals while creating a culture in which people can grow personally and professionally.

EDUCATION

Ed. D.	Boston College, Lynch School of Education Educational Leadership for Social Justice	2018
M.A.	Rowan University, Glassboro, NJ Educational Administration	2006
B.A.	Rider University, Lawrenceville, NJ Elementary Education	2002

PROFESSIONAL EXPERIENCE

District Level

Superintendent of Schools Scarborough Public School District, Maine	July 2016-Present
Assistant Superintendent Haverhill Public School District, Massachusetts	July 2014-June 2016
Director of Curriculum and Instruction North Hanover Township School District, New Jersey	March 2012-July 2014

District Level Leadership Experience

Leadership

- An organizational leader who can clarify the district mission, vision, values, and goals to ensure a solid foundation that allows for sufficient pressure and support in an increasingly demanding profession
- Talented manager of workflow and people; developing effective ways to streamline and create processes and protocols for maximum efficiency
- An organizational guru who enjoys digging into complex initiatives, providing support with flexibility that always results in action

- Leading the shift from teaching to learning by shifting to a culture of professional learning communities, moving from teaching in isolation to teaching with collaboration
- Leadership team development, changing the teams thinking, work habits, building leadership, etc.
- Use of data and evidence to ground stakeholders in a compelling vision

Curriculum, Instruction, and Assessment

- In-depth and relevant district curriculum, instruction and assessment alignment to the 2010 Common Core State Standards and best practices
- Organizer and leader of ongoing, job-embedded, systematic professional development for both certified and non-certified staff focused on standardizing fundamental practices while still providing school leaders with the flexibility and autonomy to lead their schools
- Comfortable translating a variety of information (qualitative and quantitative) into clear, actionable steps that help diverse audiences work smarter

Professional Development

- Highly focused on the maintenance of my professional learning, continually working toward outgrowing myself to contribute to the overall greater needs of our students, parents, staff, and community
- District professional development organizer aligning meaningful professional learning experiences to state and district goals
- Constructed district Reader's and Writer's workshop lab sites which create opportunities for teachers to learn from one another
- Established individual, specialized professional learning opportunities for individuals and subgroups of staff to build capacity and develop leadership

Fiscal Leadership

- Collaborative development and allocation of district funds
- Redesigned the Scarborough budget book to simplify the language to gain broader voter approval and support
- Effectively developed a Scarborough School budget that the voters were able to pass in the first referendum vote in June 2018, the first time this had accrued in many years
- Collaborative, in-depth analysis of Haverhill's \$90 million budget determining the most efficient and effective allocation of resources to best meet the needs of all students
- Development of building level systemic budget process
- District management of over 30 competitive and non-competitive grants
- Submission and approval of Title I, Title II and Title III grants
- Readjustment prioritization due to massive budget adjustments resulting from sequestration in North Hanover FY14 budget

Supervision and evaluation

- Overseeing the activities and leadership development of building principals and all curriculum supervisors and directions across the District.
- Working one-on-one with district leaders and principals to develop teacher training, SMART student-centered learning goals, professional practice goals and school improvement plans
- Improved implementation of evaluation software such as iOberservation, McRel, and TeachPoint
- Participation in ESE Model Survey
- Organized and lead district-wide training to ensure proper implementation of teacher evaluation tools and systems
- Responsible for conduction meaningful pre-observations conferences, observations and post-observation conversations
- Development of collaborative administrative team rater reliability exercises and protocols

- Supervision of district leaders, building leaders, instructional coaches, technology team and focused intervention team

Educational Technology Development

- Maintenance and support of a K-12 one-to-one program
- District-wide implementation of Google Apps for Education (GAFE)
- 2014-2015 Web and Paper-based PARCC participation for students in grades 3-9 and 11
- Developed PARCC Parent Nights, Staff and student training
- Active involvement on the district technology team
- Technology team leader experience: facilitated an approved technology plan involving board members, teachers, tech support, community members, etc.
- Created district technology infusion program titled Technology Across the Curriculum (i.e., TAC), Time on device goals and schedules developed in collaboration with building principals
- Attended Google in Education Summit - 2012
- The launch of Chromebooks and Google Apps for Education

Building Level

Principal 2011-2012

Discovery Elementary School

North Hanover Township School District, McGuire Air Force Base, NJ

Principal 2008-2010

Atlantis Elementary School

North Hanover Township School District, McGuire Air Force Base, NJ

Vice Principal 2007-2008

Atlantis Elementary School

North Hanover Township School District, McGuire Air Force Base, NJ

Classroom Level

Kindergarten **2010-2011**

Discovery Elementary School

North Hanover Township School District, McGuire Air Force Base, NJ

First Grade Teacher 2002-2006

Atlantis Elementary School

North Hanover Township School District, McGuire Air Force Base, NJ

Third Grade Teacher 2006-2007

Columbia Elementary School

North Hanover Township School District, McGuire Air Force Base, NJ

CERTIFICATIONS

Professional Maine Superintendent of Schools, K-12

Massachusetts Superintendent/Assistant Superintendent, All Levels Licensure Sheltered

Standard New Jersey School Administrator Certificate

Standard New Jersey Principal's Certificate

Standard New Jersey Supervisor's Certificate

Standard New Jersey Teacher's Certificate-Elementary School

State of New Hampshire Experienced Educator Certificate (EEC)

PROFESSIONAL SERVICE AND COMMUNITY INVOLVEMENT

Member, AASA, the School Superintendents Association, 2016-present
Member, District Administrators Leadership Institute (DALI), 2016-present
Member, Maine School Management Association (MSMA), 2016-present
Member, Maine School Superintendents' Association (MSSA), 2016-present
Member, Cumberland County Superintendents' Association (CCSA), 2016-present
Member, Greater Sebago Education Alliance (GSEA), 2017-present
Member, Urban Superintendents' Network
Member, Massachusetts Association of School Superintendents
Member, Assistant Superintendent Leadership Seminars
Member, Merrimack Valley Curriculum Leaders Exchange
Vice Chair, Burlington County Curriculum Consortium - 1 year
Chairperson, Northern Burlington Regional Math Consortium - 2 years
Chairperson, Key Communicator Network, NTSD - 5+ years
Honorary Commander, McGuire Air Force Base
Member, North Hanover Township Municipal Alliance, NJ – 3 Years
Participant, NAFIS Conference, Washington DC - 2 years
Participant, New Jersey School Board Association Conference, Atlantic City, NJ - 3 years
Participant, TECHSPO 2013, Atlantic City, NJ
Member, Eastampton Mews Home Owners Association, NJ–7 years
Member, Architectural Review Board, Eastampton Mews HOA, NJ – 5 years

Julie Kukenberger
 Personal Statement
 Educational Accomplishments & Leadership Philosophy

For most Americans growing up in poverty, public education has yet to meet the original goals as described by one of the principal architects, Horace Mann: "Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery." Indeed, this dream has not been realized as there are enormous inequalities in education throughout the United States. A recent study cited in the New York Times has provided evidence that a child born into a low-income family has a 9 percent chance of getting a college degree, but the odds are 54 percent for a child in a high-income family.¹ These gaps are also demonstrated in the strong correlation between parent's income and a child's future income indicating that the American dream of upward mobility is currently not being realized. As an Assistant Superintendent within an urban school district (Haverhill, MA) I witnessed the influence of socioeconomic status has on student outcomes.

To more fully understand and examine the intersection between the inequalities noted above and student achievement I pursued and completed a Doctor of Education in educational leadership at The Lynch School of Education at Boston College focusing on leadership for social justice, school reform, community building, and leadership for learning. This experience allowed me to work alongside both students currently placed in diverse and challenging leadership positions across the commonwealth and faculty conducting cutting edge research in the areas of educational leadership, social justice, and school reform. In addition to exploring the most recent best practices and forward-looking research in this area, I was able to develop a powerful network of district-level leaders throughout Massachusetts, New Hampshire, Maine, and Rhode Island. My experiences at Boston College resulted in a dissertation within an urban turnaround district focused on understanding the role leadership networks play in identifying strategies and practices that support marginalized student populations.

Beyond my educational experience, as a passionate educational leader and reformer, I have worked hard to create the conditions that would close achievement gaps thus increasing opportunity and decreasing inequality for all learners. My philosophy begins with the belief that every student is a unique individual who needs a caring, stimulating environment in which to grow and develop emotionally, intellectually, physically and socially for them to fully self-actualized. Based on this perspective, I believe that the educators' role is one of guidance and facilitation, providing access to information and educational experiences rather than acting as a single source of information. Within this environment, the educator becomes the model learner questioning and searching in collaboration with colleagues and students alike with the ultimate goal of creating deep critical thinking skills. To create this type of culture, it becomes incumbent upon educational leaders to empower teachers to take instructional risks based on well researched 21st century best practices and a mindset of continuous improvement.

To develop a culture of continuous improvement, building leaders and teachers need to be engaged, empowered, motivated and take a shared leadership approach to decisions. Within my

¹ Bailey, M. J. & Dynarski, S. M. (2011). *Inequality in Postsecondary Education*, In G. J. Duncan & R. J. Murnane (Eds.), *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children*, New York: Russell Sage Foundation.

Dynarski, S. (2015, January 18). *Helping the Poor in Education: The Power of a Simple Nudge*. New York Times. pp. BU6.

Julie Kukenberger
Personal Statement
Educational Accomplishments & Leadership Philosophy

current and past roles as a Superintendent, Assistant Superintendent, Director of Curriculum and Instruction, Principal and Classroom Teacher, I have worked hard to develop a shared leadership and teaming approach in both the daily operations and reform initiatives. This has required me to ensure that the right leadership, systems, processes, social psychological behaviors, and technological resources and infrastructure are in place such that shared leadership and teaming becomes a norm.

I have enjoyed leading and coaching principals, teachers, curriculum writing teams, and directors in achieving aggressive goals while creating a culture in which people can take an active leadership role. To encourage shared leadership and teaming, I have worked to model 'follow-ship' as much as leadership. I feel comfortable working closely with team members and have learned that the benefit of a teaming culture is not the sum of similar strengths, but the value of differences. These differences can come in the form of functional areas, educational backgrounds, values, perspectives or demographic factors.

As a passionate, extremely hardworking and at times intensely student-focused professional, I have learned that doing the right thing for students during reform initiatives is not enough. While I have always worked to understand and incorporate various stakeholder viewpoints, my experience as the Superintendent of Schools at Scarborough has taught me that the narrative can be as important as reality. This can be challenging in our current social media environment where misinformation is common and evidence-based positive change, even if it's in the best interest of all stakeholders, will always have distractors. I have learned a great deal about how to engage and gain support from such distractors and how to manage the significant politics of being a superintendent of schools. Notably, the changes made at Scarborough, while controversial at the time, have already resulted in positive outcomes and have support from even the most ardent distractors. I am confident that the systems and policies that I have put in place will result in long term improvement and have a positive impact on students.

I believe that my experience as Superintendent within a divisive community and background as Assistant Superintendent within an urban school district and intensive training and research focused on turn-around urban districts along with my passion and work ethic makes me an ideal candidate for the Interim Superintendent position in the Hamilton-Wenham Regional School District.

4/2/2019

www.doe.mass.edu/educators/lookup/

 Go to Mass.gov home.


Elementary and Secondary Education

Public Lookup for Educator Licensure

Educators, including teachers, professional support personnel, and administrators, are generally required to hold a license issued by the Massachusetts Department of Elementary and Secondary Education (the "Department") to be eligible for employment in public schools in the Commonwealth. The Public Lookup tool provides information about the current status of educator licenses in Massachusetts.

Educator Search

To search for licensure information about an educator, please enter the educator's first AND last name OR the educator's license number. Do not include prefixes or suffixes as part of an educator's name.

First Name: Middle Initial:

(Optional)

Last Name:

OR

License Number:

Your search returned the following 1 results as of 4/2/2019 12:34:19 PM:

Full Name	License Number	Category	Field	Level	Status	Type	Effective Date
Kukenberger, Julie, R.	486775	Academic: Administrator	Superintendent/Assistant Superintendent	All Levels	Licensed	Provisional	10/23/2015

Definitions:

Licensed - Indicates that a license is current and the educator is eligible for employment under the license.

Important Notes

The Public Lookup tool provides information about the current status of educator licenses (endorsements will not appear in the Public Lookup) that individuals hold and any professional discipline the Department of Elementary and Secondary Education (the "Department") has imposed on a license since 2009, pursuant to 603 CMR 7.15(8) or 603 CMR 4.13(6). Current information will not reflect ongoing Department action that may change the status of a license. With respect to license suspensions, the Public Lookup tool will indicate whether a license is currently suspended but not any history of prior suspensions.

The Public Lookup tool will indicate "your search returned no results" in a variety of situations, such as when an educator is not licensed, the license was revoked prior to 2009, the educator's name has changed, or the educator's name is misspelled. Also, please note that state law allows a few exceptions to the general rule that educators must be licensed in order to be employed in a public school or an approved private special education program.

The Department has made every effort to ensure the accuracy of information contained in the Public Lookup.

Questions regarding the information displayed in the Educator Licensure Public Look up tool can be directed to the Licensure Call Center at 781-338-6600. The Licensure Call Center is open each business day from 9-12 and 2-5.



**BOSTON
COLLEGE**

140 COMMONWEALTH AVENUE
CHESTNUT HILL, MA 02467
617-552-3300

OFFICIAL TRANSCRIPT

NAME: JULIE R KUKENBERGER
SCHOOL: LYNCH SCHOOL OF EDUCATION
DEGREE: DOCTOR OF EDUCATION 05/21/2018
MAJOR: EDUCATIONAL LEADERSHIP
CONCENTRATION: PSAP

STUDENT ID#: 73857453
DATE PRINTED: 05/24/2018

PAGE: 1 OF 1

FALL 2015 EDUCATIONAL LEADERSHIP
ELHE7703 ED LAW FOR DSTRCT LDRS 03 A-
EARNED CREDITS: 03 GPA: 3.670
SPRING 2016 EDUCATIONAL LEADERSHIP
ELHE7780 THEORIES OF LEADERSHIP 03 A
ELHE7609 SEMINAR ON EDUC REFORM 03 A
EARNED CREDITS: 06 GPA: 4.000
SUMMER 2016 EDUCATIONAL LEADERSHIP
ELHE4449 HUMAN RESOURCE ADMIN 03 A
EARNED CREDITS: 03 GPA: 4.000
FALL 2016 EDUCATIONAL LEADERSHIP
ELHE7707 LEADERSHIP/SOCIAL JUSTICE 03 A
ELHE8820 RESEARCH DESIGN I 03 A-
EARNED CREDITS: 06 GPA: 3.835
SPRING 2017 EDUCATIONAL LEADERSHIP
ELHE8821 RESEARCH DESIGN II 03 A
ELHE9903 DIS LEVEL INSTRUC LEADER 03 A
EARNED CREDITS: 06 GPA: 4.000
SUMMER 2017 EDUCATIONAL LEADERSHIP
ELHE7740 ETHICS FOR DSTRCT LDRS 03 A
EARNED CREDITS: 03 GPA: 4.000
FALL 2017 EDUCATIONAL LEADERSHIP
ELHE8823 RESEARCH DESIGN III 03 A
ELHE8703 DISS IN PRACTICE SEMINAR 03 P
EARNED CREDITS: 06 GPA: 4.000
SPRING 2018 EDUCATIONAL LEADERSHIP
ELHE8704 DISSERTATION IN PRAC DIR 03 P
ELHE9988 DISSERTATION DIRECTION 03 P
EARNED CREDITS: 06

=====

TOTAL EARNED CREDITS: 39 GPA: 3.934
DOCTORAL COMPREHENSIVE EXAM -PASSED- 05/04/2017
-----END OF RECORD-----

ISSUED TO: JO ANNE SIZEMORE
SCARBOROUGH PUBLIC SCHOOLS
PO BOX 370
SCARBOROUGH ME 04070

Kathleen M. McGuinness

Kathleen McGuinness, University Registrar

This official transcript is printed on secured paper and does not require a raised seal. The word COPY will appear when photocopied.

Submitted by Mary Starr on behalf of Julie Kukenberger via SchoolSpring (2018)

6 Haystack Circle
Scarborough ME 04074
207-671-8378
marystarr4@yahoo.com

To Whom it may concern,

I am writing on this letter of reference for Dr. Julie Kukenberger. I have known Dr. Kukenberger for the past two years. I first met Dr. Kukenberger as a parent in the Scarborough school district and later worked with her as a school board member and most recently as Chair of the Board. From the beginning of her tenure as Superintendent, I admired Dr. Kukenberger's professionalism, dedication, and vision for our school district.

I have been impressed with her desire to be a highly visible and approachable Superintendent. She spends countless hours of her time meeting with individuals in our town- she invested time to better understand our district and create relationships with all stakeholders. She is well respected by our town council, staff, and by her peers in the educational community. In our town, there are community members that do not support investment in education and frequently, the school budget does not pass and is reduced. Dr. Kukenberger faced that challenge, and increased communication with the community, with Listen and Learn events, reconfigured the budget book to provide more descriptive information, and assisted the board in reaching out to the community regarding the budget process. As a result of her efforts, the school budget passed, which has only happened twice in the last 5 years.

She is invested in the success of all students in the schools and has worked to provide guidance so that we can be a more data-driven school district. In Maine, the DOE had required that all districts move to proficiency-based education, Scarborough schools made changes, but after reviewing the data from the first year of implementation, changes were made to make it better fit Scarborough's needs. Dr. Kukenberger leads the district to find ways to use data to inform learning and we continue to see improvements in our student's education as a result of her efforts.

Over her time as Superintendent, she has faced some turbulent times, but she has remained positive and kept moving the district forward. When as a board, we realized that moving start times was not the right step for our district, she worked with school leadership to change plans and assure parents and students. I admire her ability to continually move forward and look for ways in which we can better serve the students in our district.

She provides guidance and mentors the leaders in our school district, one example is that she asks for evaluations of her own job performance from the leadership council. She actively seeks out ways to not only improve her own job performance but to model leadership to her school leaders. She also models self-care and life-work balance and encourages them to manage home and work demands equitably.

Submitted by Mary Starr on behalf of Julie Kukenberger via SchoolSpring (2018)

In my work with her on the board, I value Dr. Kukenberger's intelligence, honesty, and integrity. Her energy and work ethic is unmatched and her passion for driving our district forward has allowed our schools to continue to grow and prosper. I am grateful for the opportunity to work and collaborate with Dr. Kukenberger and I am certain that she will be an asset to your organization. I enthusiastically endorse her and I am happy to answer any questions you may have about her work in Scarborough. Please contact me if you have further questions regarding her qualifications.

Sincerely,

Mary Starr
Chair, Scarborough Board of Education

Submitted by Dr. Richard Carson on behalf of Julie Kukenberger via SchoolSpring (2018)

12 Independence Drive
Bordentown, New Jersey 08505
609-744-3700
carsonrj@verizon.net

Ref: Julie Fluet Kukenberger, Ed.D.

I have been asked by Dr. Julie Fluet Kukenberger to write her a letter of recommendation and I do so with great pleasure. Ms. Kukenberger started her teaching career at North Hanover Township Schools on Joint Base McGuire-Dix- Lakehurst as an elementary school teacher in 2002. During her tenure, as a teacher, Ms. Kukenberger taught grades kindergarten through third grade. Her classroom was well organized with curriculum targeted goals while allowing for creativity on the part of her students. North Hanover Schools has a large percentage of military dependent students with a forty percent per year mobility rate. While losing and gaining forty percent of her students during each year Ms. Kukenberger adjusted her teaching style allowing for individual needs and growth. Ms. Kukenberger was well respected among her peers both in and outside of the district.

Ms. Kukenberger started her administrative career in 2007 as an assistant principal at the Atlantis School which housed first and second grades. Although her title was Assistant Principal she was charged with the responsibility of administering all aspect of the school. She earned the position of Principal the following year. Julie's professional growth exceeded expectations. She administered the school with professionalism and respect for students, parents, teachers and fellow administrators. Ms. Kukenberger was not afraid of being inclusive in the decision making process allowing for input or advice from her faculty, parents and other administrators. She made decisions based upon data and what she believed was in the best interest of her school community. Julie was not afraid of respectfully voicing her thoughts but always supported and implemented district policies and goals. In the process of implementing district goals, Ms. Kukenberger had the unique ability to make short term decisions while keeping the long-term goals in mind.

In closing, I want to assure you of two things, first, Dr. Kukenberger will be a welcome addition to your staff and secondly, you will not be disappointed with your decision. If you need any additional information or concerns please, do not hesitate to contact me at (609) 744-3700.

Sincerely,

Richard J. Carson

Richard J Carson, Ed.D.
Superintendent of School (Retired)

Submitted by Dr. Rebecca Lowenhaupt on behalf of Julie Kukenberger via SchoolSpring

Rebecca Lowenhaupt
140 Commonwealth Avenue, Campion Hall Room 205A
Chestnut Hill, Massachusetts 02467
608-345-4701
lowenhre@bc.edu

I am writing on behalf of Julie Kukenberger's application. As a faculty member in Educational Leadership at Boston College, I taught Julie throughout the course of her doctoral studies and served as the advisor for his culminating dissertation. After three years of working closely with her, I believe she has great potential for working across research and practice to support systemwide school improvement. Over the course of the program, she demonstrated her ability to conduct deep intellectual work, engage strategically and collaboratively with educational issues, and acquire new skills to answer questions of interest to her.

Julie is a passionate and committed educator who strongly believes in the power of research and evidence to improve the education system. Throughout her coursework, she demonstrated this commitment, applying her learning about educational theory and research to issues facing district level leaders, and her own practice as a new school superintendent. At the same time that she was navigating a new and complex role as superintendent, she was acquiring new knowledge and skills as a researcher. This combination of academic and practical learning served her well in the doctoral program, as she was able to contribute a sophisticated understanding of both theory in practice in class assignments and discussions.

A diligent and effective student, she always completed her work on time, continued to engage and improve her own research projects to ensure she achieved an excellent outcome, and pursued additional readings and resources to deepen her understanding.

During the collaborative dissertation process, Julie worked with a team of four doctoral students to conduct a district-level case study of district leaders' practices as they related to improving education for traditionally marginalized students. Although the project was conducted as a collaborative case study, Julie focused her individual work on social network analysis, convinced that the dynamic interactions among leaders was a promising site for investigating improvement efforts. To carry out the research, she taught herself the principles and methods of social network analyses, adapted her learning to fit the parameters of the project, and created a compelling set of findings. Through her project, she demonstrated her initiative and capability for self-guided research and proved an integral team member as well.

When she was completing her doctoral degree, she was also working full-time as a district leader in a context that proved to be challenging in many ways. Her ability to juggle multiple roles, challenges, and types of work at the same time always impressed me. Through it all, her commitment to the work and to her personal mission to improve the educational system has always been clear. Overall, her work as a doctoral student demonstrated her strength as a researcher, writer and scholar, as well as her deep understanding of the education system and the role of district leadership in school improvement. For these reasons, I believe Julie has great potential to work at the nexus of policy, practice, and research.

Submitted by Dr. Rebecca Lowenhaupt on behalf of Julie Kukenberger via SchoolSpring

Rebecca Lowenhaupt
Associate Professor, Boston College

Julie R. Kukenberger, Ed. D.
 66 Jasper Street
 Scarborough, ME 04074
 Phone: (207) 730-0852
 Email: juliekukenberger@gmail.com

References:

Rebecca Lowenhaupt
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 Campion Hall 205A
 617-552-0216
lowenhre@bc.edu

Tom Hall
Scarborough Town Manager
 PO Box 360, Scarborough ME 04070
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thall@scarboroughmaine.org

Mark Starr
Current Scarborough School Board Chair
 (207) 883-5539
mstarr@scarboroughschools.org

Donna Beeley
Past Scarborough School Board Chair
 12 Gunstock, Scarborough ME 04070
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dbeeley@maine.rr.com

Kelly Murphy
Past Scarborough School Board Chair
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 207-318-3215
jkmurphy@maine.rr.com

Richard Carson
North Hanover Township School District, NJ Former Superintendent
 12 Independence Dr. Bordentown NJ 08505
 609-744-3700

DR. SUSAN E. KUSTKA

411 OCEAN STREET, MARSHFIELD, MA 02050, SUEMCLAU@AOL.COM, (508) 560-0170

April 17, 2019

Hamilton-Wenham Regional Superintendent Search
c/o Glen Koocher- MASC
One McKinley Square
Boston, MA 02109

Dear Hamilton-Wenham Interim Superintendent Search Committee:

I am very excited to express my interest in working as Interim Superintendent of the Hamilton-Wenham Schools. As an educator for almost 25 years, I have been able to combine my love for children and my passion for teaching and learning, and it has made a world of difference in my life and in the lives of my students. While I no longer directly teach students, my daily work as an educational leader, supporting staff and helping to support the professional growth of my administrators and leadership teams, continues to make a difference in the lives of students, as they pursue successful academic outcomes and military, college, or career success after high school. While my longterm goal is to become a permanent superintendent, my skillset is well-suited for this position, and I will serve the students and district well in the role of interim superintendent of schools.

I grew up in a working class family, in an urban environment, with a father who didn't graduate from high school and who did not value education. I also attended the Boston Public Schools at the onset of desegregation of schools and students, which led to many changes in education in the city, and I have had to overcome much adversity in my life, in order to obtain my education and reach my current level of academic success as a district leader. Despite having been discouraged from attending college and having received little support to pursue a degree, I am thankful that I had a number of compassionate and supportive educators in my life who encouraged me to believe in myself and who instilled within me a love for learning that led me to choose my career path as an educator and then as an educational leader. Today's students are faced with more adversity than ever before, and they need leaders, like me, to help promote social emotional learning and to help develop the resiliency that is needed to overcome obstacles that may get in the way of their hopes and dreams and future successes.

Although I work in a suburban school district, the district has become more diverse than many of the surrounding suburban districts. Currently, Weymouth houses approximately 25% students of color in our PreK-12 school district. An increasing number of students who are English Language Learners, Homeless as defined by McKinney-Vento, and/or of low-socioeconomic status have also moved to this community in recent years. There are over forty different languages and varying cultures, bringing the

challenge of trying to ensure that there are equitable educational opportunities and successful outcomes for all students. Weymouth has a number of Title I Schools as well, and we continue to make great strides as a leadership team by increasing high expectations and academic success for all students. I have a great desire to promote social justice and equity for all students in the public school system. While the communities may have differing demographics and needs than Weymouth, the experiences I have gained in my current and previous roles as an educator and as a leader have prepared me well to lead the Hamilton-Wenham Regional Schools.

Today's students need to be prepared for an ever-changing world with career opportunities that do not even currently exist. As your interim leader, I will work to motivate, innovate, and empower both educators and administrators, in order to ensure that students are resilient and properly prepared to become creative thinkers and doers, and, ultimately, successful citizens able to navigate the global world. My vast experience will allow me to provide stability to the school district while you seek a permanent leader for your school system. Thank you in advance for this opportunity.

Sincerely,

A handwritten signature in cursive script, appearing to read "Susan E. Kustka".

Susan E. Kustka, Ed.D.
Assistant Superintendent
Weymouth Public Schools

Dr. Susan E. Kustka

411 Ocean Street • Marshfield, MA 02050 • Phone (508) 560-0170 • E-Mail: suemclau@aol.com

STATEMENT OF PROFESSIONAL COMMITMENT:

I am a goal-oriented, passionate educational leader with over 24 years of expertise in public education. My desire is to be the superintendent of your public school district to promote social justice and equity for all students, resulting in college and career success and global preparedness. Although collaborative in my work style, I am able to make difficult decisions with confidence and in the best interests of students. My commitment to excellence, coupled with my ability to build strong relationships with all stakeholders, in both community and educational settings, enables me to be the best educational leader of your school district.

AREAS OF EXPERTISE:

- ❖ Curriculum Development
- ❖ Contract Negotiations
- ❖ Instructional Leadership
- ❖ Program Development & Redesign
- ❖ Effective Communication Skills
- ❖ Staff Development
- ❖ Personnel Hiring & Dismissing
- ❖ Fiscal Oversight/ Budget Development

PROFESSIONAL EXPERIENCE:

Assistant Superintendent for Administration and Personnel

Weymouth Public Schools

8/1/13-Present

- Negotiation of all seven collective bargaining agreements directly with School Committee
- Operational oversight for HR and personnel policies for about 1,400 employees
- Hiring and supervision and support for all school personnel and departments
- Direct evaluation of district administrators and oversight of evaluation of all staff
- Implementation of new hiring procedures and direct screening, interviewing, and hiring of key staff
- Maintaining all relevant personnel information including licensure and SEI endorsements
- Facilitating the Safety & Security Team and all safety initiatives and training
- Developing and coordinating recommendations for policy and regulation changes to School Committee
- Acting as a member of the Budget Subcommittee for the annual school budget
- Hearing and responding to all Level II grievances filed by employee organizations
- Projecting enrollment and determining related staff and program needs
- Serving as the District Title IX and VI, Civil Rights, ADA, and MA General Law Coordinator
- Writing of grants and involvement in grant allocations
- Coordination of year-round district-wide family engagement events

Director of Teaching and Learning

Hanover Public Schools

7/1/10-7/31/13

- Writing/ allocating/ expending district competitive and entitlement grants
- Leading district K-12 curriculum team/ electronic curriculum development and mapping with K-12 staff
- Involvement in district budget development
- Planning and leading Professional Development for all district staff
- Development and implementation of a K-4 electronic standards-based report card
- Development of K-8 common assessments and district determined measures with staff;
- Leading data meetings to support RtI interventions/ plan differentiation of instruction for K-8 staff

- Leading, including implementation of Common Core standards for ELA and math in grades K-8
- Overseeing district technology to support curriculum and special needs accommodations
- Program development and planning for new full day Kindergarten
- Working directly with superintendent on K-12 district-wide initiatives

Assistant Principal of Curriculum and Instruction

Cedar Elementary School, Hanover, MA

8/09-6/30/10

- Staff evaluation, professional development and training
- MCAS coordinator and action plan development
- Grant writing and expending
- RtI and intervention program development
- Budget development
- Support for district curriculum initiatives
- Data analysis and assessment development
- Co-chairing Sped TEAM meetings

Elementary Educator

Hedge Elementary School, Plymouth, MA

1/99-8/09

- Planning, implementing, and differentiating instruction for 1st, 3rd, and 4th grade students
- Collaborating and co-teaching daily with support staff
- Consulting regularly with the school psychologist to meet the needs of E.D. /B.D. student
- Science Curriculum & Technology Liaison
- Report Card Development
- School Council Member
- Program Coordinator

Special Educator

Gates Intermediate School, Scituate, MA

10/94-1/99

- Evaluating grade 6-grade 8 students to determine eligibility for special education;
- Chairing TEAM meetings;
- Planning and developing appropriate programs;
- Co-teaching and collaborating with regular educators and sped personnel;
- Child Study Team

EDUCATION / TRAINING:

2014-2017 **Northeastern University**, Boston, MA: Ed.D. in Curriculum, Teaching, Learning & Leadership

2001-2005 **Fitchburg State University**, Fitchburg, MA; CAGS in Interdisciplinary Studies- GPA 4.0

1992-1994 **Boston College**, Chestnut Hill, MA; M.Ed. in Moderate Special Needs- GPA 3.8

1988-1990 **University of Massachusetts**, Boston, MA; B.S. in Elem. Education and English -GPA 3.8

Awards/ Honors:

The John Eastburn Scholarship Trust

Dean's List/ Summa Cum Laude

Wal-Mart Teacher of the Year

The Christa McAuliffe Teacher Incentive Grant

Certificate #293180:

Superintendent/Assistant Superintendent (All Levels)

Supervisor/ Director Non-core

School Business Administrator (All Levels)

Principal/Assistant Principal (PreK-6)

Principal/Assistant Principal (5-8)

Special Education Administrator

SEI-Admin Endorsement

Massachusetts Department of
Elementary & Secondary Education

UNOFFICIAL LICENSE INFORMATION

Susan Kustka

1484 Ocean Street

Marshfield, MA 02050

This license information was generated by the educator from the Department's electronic licensure file, ELAR. 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: Susan E Kustka

License #: ****293180

MEPID: 50835241

Original Certification Date: 07/10/1990

FIELD(LEVEL)	CATEGORY	APPLICATION TYPE	ISSUE DATE	EXPIRATION DATE
Elementary (1-6)	ACADEMIC	Professional	07/10/90	06/16/14
*Super Dir Non-Core (Level depends on prereq license)	ACADEMIC	Professional	03/17/14	03/16/24
English (5-9)	ACADEMIC	Professional	11/07/97	06/16/14
Special Needs (PreK-9)	ACADEMIC	Professional	04/13/99	06/16/14
Special Education Administrator (All Levels)	ACADEMIC	Initial	02/16/16	**
Principal/Assistant Principal (5-8)	ACADEMIC	Professional	03/17/14	03/16/24
Principal/Assistant Principal (PreK-6)	ACADEMIC	Professional	03/17/14	03/16/24
School Business Administrator (All Levels)	ACADEMIC	Initial	06/18/15	**
Superintendent/Assistant Superintendent (All Levels)	ACADEMIC	Professional	06/27/16	06/26/21
SEI-Admin (Level depends on prereq license)	ACADEMIC	Endorsement	08/27/14	***
VocTech Superintendent/Assistant Super (9-14)	VOCED	Initial	04/09/19	**
* Primary Area				
** Valid for five (5) years of employment.				
*** Due to varying requirements, please pay attention to the specific requirements for the potential of renewing an endorsement.				

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

Academic Transcript

001761577 Susan E. Kustka-McLaughlin
Sep 30, 2017 11:23 am

Northeastern University

This is not an official transcript. Courses which are in progress may also be included on this transcript.

Transfer Credit Institution Credit Transcript Totals

Transcript Data**STUDENT INFORMATION****Name :** Susan E. Kustka-McLaughlin**Curriculum Information****Primary Program**

Doctor of Education

College: Coll of Professional
Studies**Major and Department:** Education, Col of
Professional Studies**Major Concentration:** Curr, Teach, Learn,
and Lead

***Transcript type:Unofficial Web is NOT Official ***

DEGREE AWARDED**Awarded:** Doctor of
Education **Degree Date:** Apr 01, 2017**Curriculum Information****Primary Degree****College:** Coll of Professional Studies**Major:** Education**Major Concentration:** Curr, Teach, Learn, and Lead**TRANSFER CREDIT ACCEPTED BY INSTITUTION -Top-**

TransferFrom: Fitchburg St College

Subject	Course	Title	Grade	Credit Hours	Quality Points	R
TRAN	0	Transfer Credit	T	9.000		0.000

Attempt Hours	Passed Hours	Earned GPA Hours	GPA Hours	Quality GPA Points
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Current Term:

Unofficial Transcript

INSTITUTION CREDIT -Top-

Term: Winter 2014 CPS Quarter

Academic Standing: Good Standing (CPS)

Subject	Course Level Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU Contact Hours
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EDU	7209 GP Intro to Doctoral Studies	A	3.000	12.000		
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Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points
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Current Term:	3.000	3.000	3.000	3.000	12.000	4.000
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Cumulative:	3.000	3.000	3.000	3.000	12.000	4.000
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Unofficial Transcript

Term: Spring 2014 CPS Quarter

Academic Standing: Good Standing (CPS)

Subject	Course Level Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU Contact Hours
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EDU	7214 GP Learning and Human Development	A	3.000	12.000		
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Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points
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Current Term:	3.000	3.000	3.000	3.000	12.000	4.000
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Cumulative:	6.000	6.000	6.000	6.000	24.000	4.000
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Unofficial Transcript

Term: Summer 2014 CPS Quarter

Academic Standing: Good Standing (CPS)

Subject	Course Level Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU Contact Hours
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EDU	7217 GP Ed Systems Policy/Values/Pract	A	3.000	12.000		
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EDU	7244 GP Curriculum Theory and Practice	A	3.000	12.000		
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Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points
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Current Term:	6.000	6.000	6.000	6.000	24.000	4.000
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Cumulative:	12.000	12.000	12.000	12.000	48.000	4.000
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Unofficial Transcript

Term: Fall 2014 CPS Quarter

Academic Standing: Good Standing (CPS)

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU Contact Hours
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EDU	7202	GP	Transforming Human Systems	A-	3.000	11.001	
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EDU	7210	GP	Leadership Theory and Research	A	3.000	12.000	
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Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
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Current Term:	6.000	6.000	6.000	6.000	23.001	3.834
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Cumulative:	18.000	18.000	18.000	18.000	71.001	3.945
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Unofficial Transcript

Term: Winter 2015 CPS Quarter

Academic Standing: Good Standing (CPS)

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU Contact Hours
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EDU	7280	GP	Fundamentals of Research	A	3.000	12.000	
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Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
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Current Term:	3.000	3.000	3.000	3.000	12.000	4.000
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Cumulative:	21.000	21.000	21.000	21.000	83.001	3.952
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Unofficial Transcript

Term: Spring 2015 CPS Quarter

Academic Standing: Good Standing (CPS)

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU Contact Hours
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EDU	7281	GP	Research Design	A	3.000	12.000	
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Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
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Current Term:	3.000	3.000	3.000	3.000	12.000	4.000
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Cumulative:	24.000	24.000	24.000	24.000	95.001	3.958
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Unofficial Transcript

Term: Summer 2015 CPS Quarter

Academic Standing: Good Standing (CPS)

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU Contact Hours
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EDU	7213	GP	Education Entrepreneurship	A	3.000	12.000	
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EDU	7216	GP	Social Justice & Educ Equity	A	3.000	12.000	
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Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
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Current Term:	6.000	6.000	6.000	6.000	24.000	4.000
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Cumulative:	30.000	30.000	30.000	30.000	119.001	3.967
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Unofficial Transcript

Term: Fall 2015 CPS Quarter

Academic Standing: Good Standing (CPS)

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU Contact Hours
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EDU	7242	GP	Situated Leadership	A	3.000	12.000	
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EDU	7283	GP	Proposal Dev - Qualitative	A	3.000	12.000	
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Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
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Current Term:	6.000	6.000	6.000	6.000	24.000	4.000
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Cumulative:	36.000	36.000	36.000	36.000	143.001	3.972
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Unofficial Transcript

Term: Winter 2016 CPS Quarter

Academic Standing: Good Standing (CPS)

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU Contact Hours
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EDU	7274	GP	ST: Organizational Consulting	A	3.000	12.000	
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Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
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Current Term:	3.000	3.000	3.000	3.000	12.000	4.000
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Cumulative:						
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Unofficial Transcript

Term: Spring 2016 CPS Quarter

Academic Standing: Good Standing (CPS)

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU Contact Hours
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EDU	8796	GP Thesis Proposal/Review Board	S	0.000	0.000		
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Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points
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Current Term:	0.000	0.000	0.000	0.000	0.000	0.000
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Cumulative:	39.000	39.000	39.000	39.000	155.001	3.974
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Unofficial Transcript

Term: Summer 2016 CPS Quarter

Academic Standing:

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU Contact Hours
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EDU	8791	GP Doctoral Thesis Continuation	S	0.000	0.000		
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Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points
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Current Term:	0.000	0.000	0.000	0.000	0.000	0.000
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Cumulative:	39.000	39.000	39.000	39.000	155.001	3.974
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Unofficial Transcript

Term: Fall 2016 CPS Quarter

Academic Standing: Good Standing

Subject	Course Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU Contact Hours
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EDU	8797	GP Thesis Data Collect/Management	S	0.000	0.000		
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Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points
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Current Term:	0.000	0.000	0.000	0.000	0.000	0.000
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Cumulative:	39.000	39.000	39.000	39.000	155.001	3.974
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Unofficial Transcript

Term: Winter 2017 CPS Quarter

Academic Standing: Good Standing (CPS)

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU Contact Hours
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EDU	8798	GP	Thesis Data & Presentation	S	0.000	0.000		
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EDU	8799	GP	Thesis Findings & Discussion	A	12.000	48.000		
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Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
---------------	--------------	--------------	-----------	----------------	------------

Current Term:					
12.000	12.000	12.000	12.000	48.000	4.000

Cumulative:					
51.000	51.000	51.000	51.000	203.001	3.980

Unofficial Transcript

TRANSCRIPT TOTALS (CPS - GRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
Total Institution:	51.000	51.000	51.000	51.000	203.001	3.980
Total Transfer:	9.000	9.000	9.000	0.000	0.000	0.000
Overall:	60.000	60.000	60.000	51.000	203.001	3.980

Unofficial Transcript

RELEASE: 8.7.1

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September 17, 2016

It is my pleasure to write this letter of reference for Susan Kustka for the position of superintendent of schools in your school district. By way of background, as the retired superintendent of Hanover Public Schools, I had the good fortune to hire and supervise Susan for a number of years, first when she was an elementary assistant principal and then later when she was promoted to the new district position of K-8 Director of Teaching and Learning.

The nouns that best describe Susan Kustka as an educational leader are the following: commitment, integrity, passion, and professionalism. I select these words carefully as in my many years in education, there have only been a handful of administrators to whom I would attribute these qualities. Susan Kustka is one of them. Susan is an exceptional educational leader whose commitment has always been to ensure not just that **some** students succeed, but that **all** students succeed. As an instructional leader, Susan has the prerequisite skills that superintendents must have if they are to lead a district in change aimed at raising the bar for all students to succeed at high levels. Susan is a resilient leader who can challenge the status quo in an organization in a positive manner. With a professional and collegial approach, she is extremely skilled at managing the conflict that adults feel when undergoing change. Even when it means making her colleagues a little uncomfortable, Susan is committed to taking the risk when the outcome is about student improvement.

As superintendent, I met with Susan regularly and I was always impressed by the laser – like focus and the dedication she brought to any project. She is an independent thinker, thoughtful and current in best practices. She is an informed leader who utilizes the data and current professional literature available before making a decision or recommendation. She leads in a collaborative manner by engaging those stakeholders impacted by her decision in advance. Susan is also a reflective leader and an excellent listener, one who will predicate her decisions as superintendent on students first.

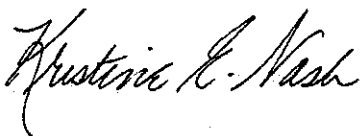
Susan Kustka is a person of high moral character and a leader whose values reflect the integrity that a school organization would desire in a superintendent. She already possesses many of the attributes and skills desirable for a new superintendent to be successful in leading a district. As noted, she is an excellent collaborator and communicator, one who will lead a district by clearly articulating a strong sense of purpose. Yet, she is also an educational leader with a pragmatic

vision, one who understands the political realities brought to bear on today's superintendents by the multitude of state laws/regulations and federal mandates.

In her current position as Assistant Superintendent for Administration and Personnel in the Weymouth Public Schools, Susan has added a new dimension to her skill set, one that bodes well as a new superintendent. She has gained the desired experience that new superintendents often lack in dealing effectively with personnel issues. She negotiates all union contracts in her current district; she screens, interviews and/or hires all district staff; and she deals with the legal aspects of staff discipline and at times terminations. She is extremely versatile in contract language and legal rulings relative to state and federal labor laws.

Susan Kustka is an exceptional educational leader, one who has the potential to be an outstanding superintendent of schools. Her ability to work with all factions in the community in a respectful and professional manner and her compassion for staff and students are commendable. In Susan Kustka, a district will find an educational leader who will always advocate for equity and excellence for all students. Without reservation, I recommend Susan Kustka for the position of superintendent of schools in your district. Please feel free to contact me at kristineenash@gmail.com should you wish further information.

Sincerely,

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

Kristine E. Nash Ed.D.

CAMBRIDGE PUBLIC SCHOOLS



KENNETH N. SALIM, Ed.D.
Superintendent of Schools

159 THORNDIKE STREET, CAMBRIDGE, MASSACHUSETTS 02141
 Telephone: (617) 349-6494 • Email: ksalim@cpsd.us

To Whom it May Concern:

I am delighted to write this letter of support for Susan Kustka's application for Superintendent of Schools. After working with Susan in my previous position as Superintendent of Weymouth Public Schools, I am confident in Susan's ability to make difficult leadership decisions in the best interests of children, to maintain high expectations for staff at every level, and to implement district-wide improvement and change. I supervised Susan in Weymouth Public Schools during my tenure in Weymouth where she served as Assistant Superintendent for Administration and Personnel.

After conducting a comprehensive search in Weymouth where other finalists included former superintendents, Susan was my first choice to become our Assistant Superintendent for Administration and Personnel. Susan had a successful tenure as the Director of Teaching and Learning in Hanover Public Schools where she oversaw academic responsibilities for the school district including technology integration, curriculum mapping and data support. But most importantly, Susan demonstrated values and had experiences that I knew would make her successful: a commitment to high standards for all students and staff, deep experience as a teacher in general education and special education settings, and a passion for educational change.

In her role, Susan was part of my leadership team and was responsible for personnel and operations system-wide. She supervised principals and central office directors and coordinators, oversaw the recruitment and hiring process for all staff, and was the lead administrator for collective bargaining negotiations where she worked closely with our school committee members and our finance department. Susan led key district initiatives including the roll out of the state system for educator evaluation; the revision and improvement of our safety and security protocols and training; and collaborative labor-management efforts to recognize exemplary staff with our union partners. Susan was consistently sought out by our principals and central administrators as a trusted advisor, mentor and resource for addressing complex issues. She brings a proactive approach to problem solving and works with every district department and school.

In closing, there are three words that come to mind when thinking about Susan's leadership: passionate, committed and result-oriented. Your district would be fortunate to have Susan as its next Superintendent of Schools. Please do not hesitate to contact me if I can provide any further information. I welcome the opportunity to speak further with you about Susan's candidacy.

Sincerely,

A handwritten signature in dark ink, appearing to be 'KS' or similar initials, written over a horizontal line.

Kenneth Salim, Ed.D.
 Superintendent

The Cambridge School Department is an Equal Opportunity/Affirmative Action employer.



WEYMOUTH HIGH SCHOOL

One Wildcat Way, Weymouth, Massachusetts 02190
 Telephone: 781-337-7500 Fax: 781-340-2569 Web site: weymouthschools.org

March 1, 2019

RE: Dr. Susan Kustka

To Whom This May Concern:

When the Nation at Risk report came out many years ago, the education world was rocked by the idea that it was failing our students. Since that moment, schools across the country have faced a plethora of challenges ranging from changing demographics to funding to poorly managed schools. Yet the research since and included in the most recent Nation of Hope report, has consistently stated that the single most effective way to combat this crisis is with administrators who are "master leaders". In introducing you to Dr. Susan Kustka, I bring to you a woman who is the quintessential master educator and leader and without a doubt, one of the most well rounded administrators I have seen in my over 30 years in education.

It is my distinct honor and pleasure to write in support of Dr. Kustka for she embodies everything you are looking for in an educator, student advocate, special education teacher, building and district leader. There is absolutely no question that she will positively affect not only the students, teachers, staff and parents in your district but the entire community as well. She certainly has done that and more here in Weymouth. I certainly am a better educator and leader having worked with Susan and despite successes that I am very proud of, I am wise enough to know that as a Building Principal, the leadership from above is what empowers us to greatness and I credit Dr. Kustka for her work with me here in Weymouth.

In bringing Susan to you, I do so with over 30 years of experience as a State and Nationally recognized teacher, educational consultant, Adjunct Professor for Administrative Candidates, the 2016 NASSP and CAS CT Principal of the Year and current High School Principal in Weymouth, MA. I bring to you the sincere confidence in my ability to assess exceptional educators and leaders of character. Dr. Susan Kustka not only demonstrates these qualities, she has a thirst for knowledge and intellectual insight that I have rarely seen, combined with a work ethic and moral code that is of the highest order making her one of the truly unique people I have had the pleasure of working with. I enthusiastically endorse your hiring her knowing you will build a district culture that is of the highest order based around her immense talents and her desire to move all students and staff forward.

Dr. Kustka does everything with a vision, a passion and an understanding of the importance of every last detail and no stone going unturned. Her students and the staff respect and admire her for the energy and enthusiasm with which she disseminates her knowledge of effective instruction and school leadership. She stays late, incessantly "picks the brains" of those with more experience, surrounds herself with great people and does not need to be center stage as long as the end results help kids. She is

without a doubt student centered, respects her staff, listens openly and is able to hear all stakeholder opinions.

Her love of teaching and learning is infectious. Susan demands excellence, from her teachers, her parents, her students, herself and her community and yet knows how to move people forward who are not producing as effectively as they can. That is why I am certain that Susan is the ideal candidate for your leadership position. Although I will be disappointed to see her go, I know that this opportunity is a perfect match of her talents, expertise and commitment to education.


I implicitly trust Susan in her approach to her work and in her character and without question, I know that her interest in school leadership is driven by both her intellectual curiosity and her desire to help motivate and work with youth of all abilities. I have seen her engaged in a deep conversation on pedagogy with an "Educational Leader" and being able to stand her ground, remain controlled and deliver a convincing rationale. I applauded her then and do so every day when I witness her most recent handling of a situation. Her empathic nature leaves everyone who comes in contact with her a greater sense of dignity and self-worth without her ever having to sacrifice what is right, bend the rules or look the other way.

Susan is an exceptional leader who stays on top of the research regarding teaching and learning. Her style is accessible to everyone and she helps everyone fortunate enough to come in contact with her grow personally and professionally. She is so well trained and respected that she has lead countless committees and delivered a myriad of professional development activities. Her resume speaks of all her work, but I have worked closely with her on committees on school safety, climate, hiring, diversity, and other vital programs, as well as the day to day operations of a large high school. In addition, she is trained in so many current pedagogies that she is able to use her professional and academic experiences to help create authentic, personalized learning tasks for each of her staff.

Should you be shrewd enough to hire Dr. Susan Kustka, you will certainly never be disappointed. Her work has been invaluable to our entire community and she is a leader in every sense of the word. I know, that despite my many years of experience, I have benefited greatly from working with her. What more can we ask for in an educational leader? When the Nation at Risk report was written and then the follow up, Nation of Hope recently released, both cried out for exemplary educators and leaders. Without a doubt they were thinking of someone with the qualities that Dr. Susan Kustka carries into her our district every day. It has been an honor working with her.

If you have anymore questions please feel free to contact me. I can be reached at 860-671-1304 or alan.strauss@weymouthschools.org.

Respectfully


 Alan J. Strauss, Principal
 Weymouth High School
 2016 NASSP, CAS CT Principal of the Year



WEYMOUTH PUBLIC SCHOOLS

111 Middle Street ☙ Weymouth MA 02189 ☙ 781-335-1460 (P) ☙ 781-335-8777 (F)

February 3, 2018

To Whom It May Concern:

I write this recommendation on behalf of Dr. Susan Kustka. Dr. Kustka is a professional and a member of our district leadership team. Dr. Kustka has many responsibilities in her current position of Assistant Superintendent for Administration and Personnel. I have worked with Dr. Kustka since 2013. Her dedication, work ethic, and years of experience in classrooms and district level leadership positions make her a superb candidate.

As Assistant Superintendent for Administration and Personnel, Dr. Kustka oversees all educators and staff members in our district. To provide support and training for these teams, Dr. Kustka meets regularly with joint labor management committees to collaboratively problem solve, and support our staff. Dr. Kustka spends countless hours working cooperatively with various negotiating teams to meet the needs of students, the district, and staff. These collaborative meetings have afforded Dr. Kustka the opportunity to successfully negotiate multiple contracts with numerous bargaining units.

Student safety is of the utmost importance, and Dr. Kustka is skilled in supporting these efforts. Most recently, Dr. Kustka spearheaded a Safety Committee that was charged with creating safety protocols and procedures for over 6,000 students and 700 staff members. Dr. Kustka worked side by side with local law enforcement and public officials to adopt and implement new research based protocols. Dr. Kustka secured grant funding to support purchasing required materials and extended professional development support. This safety initiative included physical safety as well as social and emotional safety. Her attention to detail, ability to oversee large-scale professional development initiatives, and her knowledge about school safety has benefited our district.

Dr. Kustka supports our district Family and Community Engagement Committee. To increase family engagement, Dr. Kustka supports and successfully endorses district wide family engagement events. These events are attended by hundreds of family and community members. Her efforts provide a venue to highlight academics, the fine and performing arts, and community outreach programs. These events afford free opportunities for families to learn about what our district and community provides for resources, supports and learning experiences. She is a resource for the Weymouth Public School's staff, students, and families.

Dr. Kustka works collaboratively with her colleagues to best meet the needs of all students, families, and staff. She understands that each and every staff member, student, and family

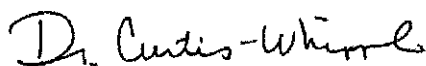


needs to be viewed holistically. On a daily basis, Dr. Kustka handles multiple district, personnel, and pupil meetings. Communication is of the utmost importance and she always communicates in a responsive way. Her ability to communicate in a clear, comprehensive and concise manner has afforded our district the opportunity to handle difficult staffing dilemmas, confidential personnel issues and daily interactions with families.

Dr. Kustka is always eager to accept a new challenge. Dr. Kustka was charged with the task of participating in a Massachusetts Department of Education Professional Learning Network, PLN. This project provided our district with tools to support the educator evaluation system. The tools have been of benefit to teachers and administrators. Dr. Kustka led our district team to share the work of her PLN at a Department of Education Meeting for Massachusetts. Many other districts have benefited from her work and efforts. Dr. Kustka graciously handled the increased workload and persevered to ensure that the final PLN product was comprehensive, professional, and resourceful.

Dr. Kustka is a member of our central leadership team. Her professionalism, knowledge, collaborative beliefs, work ethic, dedication and perseverance make her a highly qualified applicant. It is without hesitation that I highly recommend her. Please do not hesitate to contact me if you have any question.

Sincerely,



Jennifer Curtis-Whipple, Ed. D.

Superintendent

Weymouth Public Schools

(781) 335-1460 ext. 20311



Ellen Witter-Harrington
 28 Carnoustie Road
 Bourne, MA 02532-8327

February 25, 2019

To Whom It May Concern:

It is with pleasure that I write this reference letter for Dr. Susan Kustka. As the Pupil Personnel Services Administrator in the Hanover Public Schools, I had the good fortune to work with Susan for five years, first as an Elementary Assistant Principal responsible for overseeing all supportive services as well as curriculum implementation/staff evaluation and supervision in a school of approximately 500 students. As a result of her exemplary leadership skills, Susan was then promoted to the post of district wide Director of Curriculum and Instruction. With a strong work ethic, great communication and collaboration skills, and knowledge of child development, special education, and curriculum, Susan instituted a number of changes in the district which resulted in improved programming and uniform services for all students. Susan easily gained the trust of the administration and staff which was an essential part of her success.

No matter what Susan tackles, she is first and foremost an advocate for what is best for all children. She is always forthcoming, professional, and extremely dedicated to finding the most effective plan of attack to ensure improved student learning and achievement both individually and in the aggregate.

Susan possesses the requisite leadership skills and knowledge sought in today's educational leaders – the ability to understand and take a strong command of any problem as well as the ability to determine the appropriate resources and/or strategies to lead others through the problem solving process. During our work together, I have witnessed the continued growth in Susan's leadership skills. She has become very proficient in keeping people focused on the task at hand as well as requiring staff to initiate problem-solving strategies that utilize data in their decision making process.

The role of a central office public school administrator is such that the individual must be a "manager and juggler". In her position of Director of Curriculum and Instruction, Susan demonstrated that she is highly skilled in multitasking, whether that task is a program restructuring, grant writing, budget development, or curriculum modification initiatives.

Susan is a competent manager and a highly active participant on the district's leadership team. She sees the "big picture" and, she knows how every department fits to move school district personnel to a mutually agreed upon goal. She is that perfect blend of enthusiasm, expertise, confidence, and caring that all excellent administrators should possess. I could not recommend her more.

If you have any questions about Dr. Susan Kustka, please feel free to contact me at witterharringtonellen31@gmail.com or 508-728-5127.

Sincerely,

Ellen Witter-Harrington

Retired Special Education Director
 Freetown-Lakeville Regional School District

Herbert W. Levine, Ph.D.
14 Hamilton Road
Peabody MA 01960

April 16, 2019

Mr. Glenn Koocher, Executive Director
MASC
1 McKinley Square
Boston MA 02109

Dear Mr. Koocher:

Please accept this communication as an application for the position of "Interim Superintendent of Schools" for the Hamilton Wenham School District.

I have lead two North Shore communities with success and dignity, the most recent being the Peabody Public Schools as interim superintendent for four years, three consecutively. My philosophy for all of my career is simple and has served both me and the communities which I represented well: "Kids First." It is our primary directive to make the lives of kids better: academically, socially, physically and mentally.

I would encourage you if you are interested in my candidacy to speak with those in Peabody listed as my references, and I would be happy to forward references for my time in Salem if you wish me to do so,

I thank you for your time in reviewing my vitae and hope to be able to meet you as the process moves forward.

Sincerely,

Herbert W. Levine, Ph.D.

HERBERT W. LEVINE

14 Hamilton Road
 Peabody MA 01960
 (h) 978-535-3653
 (c) 978-836-6029
 hlevine47@yahoo.com

EDUCATION:

May 1996	Doctor of Philosophy (Ph.D.) Curriculum, Instruction and School Management Boston College, Chestnut Hill, MA
May 1998	Fellow in Educational Leadership and Advanced School Management Boston University-Leadership Academy
May 1977	CAGS, Education Administration Boston State College, Boston MA
May 1973	Masters Degree, Education Administration Boston State College, Boston MA
May 1969	Bachelor of Science, History Boston State College, Boston MA

PROFESSIONAL EXPERIENCE:

(Administration)

2015-2018	Interim Superintendent of Schools Peabody Public Schools Peabody MA
2011-2012	Interim Superintendent of Schools Peabody Public Schools Peabody MA 01960
2007-2008	Interim Superintendent of Schools Blackstone-Millville Regional School District Blackstone MA
2005-2007	Special Assistant to the Lt. Governor and overall Coordinator of Recovery High Schools
2006-Present (part time)	Director-Endicott College Sports Management Practicum Program

2004-Present	Executive Director-New England Association of School Superintendents
1998-2005 (retired)	Superintendent of Schools Salem Public Schools Salem MA 01970
1995-1998	Deputy Superintendent of Schools Wakefield Public Schools Wakefield MA
1992-1995	Principal Chelmsford High School Chelmsford MA
1988-1992	Principal Timberlane Regional High School Plaistow NH
1977-1988	Assistant Headmaster/Dean of Students South Boston High School Boston MA
1971-1980	Chair of English and Reading Boston State College Boston MA
1972-1977	Teacher/Supervisor Alternative High School Program Revere Public Schools Revere MA

PROFESSIONAL EXPERIENCE:

(Instruction)

Spring 2004-Present	Professor-Social Context in American Schooling Endicott College Beverly MA
Fall 2001-Present	Professor-Urban and Suburban Legal Issues Salem State University Salem MA

1973-1982	Adjunct Associate Professor Boston State College Boston MA
1969-1972	Teacher of History and English, Grades 7-12 Revere Public Schools Revere MA

CHAIRMANSHIPS/MEMBERSHIPS of COMMISSIONS/COMMITTEES:

2004-2005	Creator and Chair: Salem Anti-Drug Task Force
2004	Member: MIAA (Mass Interscholastic Athletic Council)
2003	Chair: North Shore Consortium Board of Directors
1998-1999	Secretary: North Shore Superintendent's Roundtable
1997	Chair: Director of Special Education Search Committee Wakefield Public Schools
1996	Chair: Director of Curriculum and Instruction Search Committee Wakefield Public Schools
1996	Chair: Director of Athletics Search Committee Wakefield Public Schools
1994-1995	High School Rep: Time and Learning Commission: State Department of Education Department of Education: Vocational/Technical Education Commission Massachusetts Business Alliance for Education M.S.S.A.A.: Legislative Committee
1993-1994	Chair: Personnel Selection Committee Chelmsford Public Schools Chelmsford MA Chelmsford School Choice Committee Co-Chair: Chelmsford Redistricting Committee

1991-1992 Chair: Director of Curriculum and Instruction Search
Committee
Timberlane Regional School District

SPECIAL PROJECTS:

2002 Created T.I.L.E. program (Teachers in Leadership Training) a local Consortium of the Beverly, Danvers and Salem Public Schools, in Partnership with Salem State College, which trained local teachers Through the college for a special Masters Degree in School Leadership. The 1st cohort graduated with over 50% of the 22 original students now serving as principals, assistant principals and/or directors in the field of specialty.

1993 Completed 50 hour course and certified as expert in the personnel Selection process for professional teaching and administrative staff.

1993-1995 Project Alliance
Completed High School Principal Training Forum on Safe Schools
For Gay and Lesbian Youth: An Interactive Training

Merrimack Education Center
Completed Professional Development on Preparing Students
For a Changing World

1985-1992 Consultant
Northeastern University
Boston MA

Administered preparation courses in a variety of programs, including:
Scholastic Aptitude Preparation, Law School Exam Preparation and
Business School Exam Preparation.

Jan 19-26 1991 Training course completed
Northeast Regional Center for Drug Free Schools and Communities
U. S. Department of Education

SPECIAL RECOGNITIONS:

Compass Award-No. Shore Med. Ctr.-Salem MA (2005)
The Compass Award recognizes an individual on the North

Shore who most contributed to the North Shore Community in a particular year.

Harry Agganis Massachusetts Citizenship Award (2006)

This award is given to an individual who most exemplifies the personal character traits demonstrated by Harry Agganis through his life.

Community Partner Award (2010)

This award was bestowed to me by the North Shore Consortium in recognition of the work done to establish the Recovery High Schools.

COMMUNITY INVOLVEMENT:

Earth Angel: complete ground transportation for Angel Flight patients and families.

2010-Present	Board of Directors-Citizens Inn/Haven From Hunger
2008-Present	Executive Board Member-Peabody Lions Club
1997-2000	Executive Board Member-Peabody/Lynnfield Basketball Association
1997-2000	Executive Committee Director-Higgins Middle School Travel Program
1996-2000	Basketball Coach-Peabody Lynnfield Basketball Association
1996-2000	Major League Coordinator-Peabody Western Little League
1992-1995	Coach: Peabody Western Little League

CERTIFICATIONS AND MEMBERSHIPS:

New Hampshire Experienced Educator-Principal Endorsement

Massachusetts Principal Certificate

Massachusetts Teacher Certificate

Massachusetts Occupational Education Superintendent/Director

Massachusetts Superintendent Certificate

PROFESSIONAL ORGANIZATIONS:

1991-1994 Advisory Board-Harvard University Principal's Center

1992 Greater Haverhill Civil Rights Commission

New Hampshire Association of School Principals

Association for Supervision and Curriculum Development

National Association of Secondary School Principals

Merrimack Valley Principals Association

Phi Delta Kappa-Harvard University

American Association of School Administrators

Massachusetts Association of School Superintendents

REFERENCES:

Mayor Ted Bettencourt
City of Peabody - **978-538-5700**

Joe Amico
Peabody School Committee Member - **617-470-9438**

John Olimpio
Peabody School Committee Member - **978-618-3269**

Beverley Dunne
Peabody School Committee Member - **978-531-2427**

Brandi Carpenter
Peabody School Committee Member - **978-375-4054**

Marjorie Macarelli
Executive Assistant to Superintendent - **781-632-2771**

--Select Program Area--

News District/School Administration Educator Services Assessment/Accountability Family & Community

Inquiry - Activity Summary

ELAR Home • FAQ • Logout

Personal Information

†MEPID: **50944995**
 Name: **Herbert W Levine** SSN:
 Date of Birth: **October 1, 1947** Massachusetts License #: **123687**
 Gender: **MALE** Race/Ethnicity: **Not Reported**
 Address: **14 Hamilton Road, Peabody, MA, 01960, USA**
 Telephone Number: Email:

☐ I prefer that the Department of Elementary and Secondary Education communicate with me via email (unless a physical document is legally required)

The Department of Elementary and Secondary Education strongly encourages you to provide and communicate to us via email so that we can enhance our service to you. Please verify that your email address is correct.

† A MEPID or Massachusetts Education Personnel ID is a unique identifier assigned to all educators and to school district staff in Massachusetts. MEPIDs were developed as part of the Education Personnel Information Management System (EPIMS) and enable the collection of educator and staff data at the individual level from school districts to the Department. For more information on MEPIDs and EPIMS, visit the EPIMS homepage on the ESE website.

Education

Country	State/Province	College/ University/ Institution	Major	Degree/Diploma Earned/Expected	Month/Year Earned
United States of America	Massachusetts	Boston College	Education	Doctoral	12 / 1996

License Action

For additional information about educator conduct, including how the action may affect the educator's eligibility for employment, please [Click Here](#)

Note to School Districts: License Action table has data starting from 1/1/2007. Before making employment decisions based on this data, particularly data that indicates a status of revoked, denied, limited or suspended, please confirm its accuracy.

For current license status, please see the Activity History table at the bottom of the screen. If you notice any inaccuracy, please contact the Department immediately by sending an email to educatorconduct@doe.mass.edu.

****Note: Appropriate date on file.**

Application Type	Activity	Credential	Date Applied	Date Issued	Status	Date of Action
None found.						

Activity History

Note to School Districts: Before making employment decisions based on this data, particularly data that indicates a status of revoked, denied, limited or suspended, please confirm its accuracy. If you notice any inaccuracy, please contact the Department immediately by sending an email to educatorconduct@doe.mass.edu.

****Note: Appropriate date on file.**

Application Type	Activity	Credential	Date Applied	Date Issued	Status	Renewal/Expiration Date
		Principal/Assistant	November	November		



BOSTON COLLEGE

CHESTNUT HILL, MASSACHUSETTS 02167

ACADEMIC RECORD

NAME HERBERT LEVINE		STUDENT NO. 027367014	SCHOOL ATTENDED
ADDRESS ON ADMITTANCE 14 HAMILTON ROAD W PEABODY MA 01960		ADMITTED TO GRADUATE ARTS & SCIENCES	
DEGREE CONFERRED AND DATE PHD DECEMBER 30, 1996		CONCENTRATION DE/CURR INSTR&ADMIN	
COURSE NO.		TITLE	CREDIT GRADE

SUMMER SEMESTER 1991 G A&S
ED657 PRO SEMINAR 3 P

FIRST SEMESTER 1991-1992 G A&S
ED653 PERS ASPECTS/SCHL ADMIN 3 P
ED755 ADMIN THEORY/LEADERSHIP I 3 A

SECOND SEMESTER 1991-1992 G A&S
ED953 ADV SEMINAR/SUPERVISION 3 A-
ED956 LEGAL ASPECTS/ED ADMIN II 3 A

SUMMER SEMESTER 1992 GA&S
ED519 MULTICULT/DIVERS/SPEC ED 3 A-
ED720 CURR THEORY & PHILOS 3 A

FIRST SEMESTER 1992-1993 GA&S
ED468 STATISTICS I 3 B
ED853 SCHOOL BUSINESS MGMT 3 A

SECOND SEMESTER 1992-1993 GA&S
ED761 MODELS/SCHOOL EVAL 3 A
ED469 INTERMEDIATE STATISTICS 3 A

SUMMER SEMESTER 1993 GA&S
ED550 MGMT USE/COMPUTERS IN ED 3 B+
ED952 SEM/PROBS/SCHOOL ADMIN 3 P

FIRST SEMESTER 1993-1994 GA&S
ED530 FOUNDATIONS OF EDUCATION 3 A
ED829 DESIGN OF RESEARCH 3 B+

SECOND SEMESTER 1993-1994 GA&S
ED656 ADMIN/LOCAL SCHOOL SYSTEM 3 A
ED750 PRAC/ED ADMIN & SUPERV 3 A

SUMMER SEMESTER 1994 GSOE
ED659 PROGRAM REV/COMPREHENSIVES 1 A-

The Graduate School of Education became
a separate entity from the Graduate
School of Arts and Sciences on
June 1, 1994

FIRST SEMESTER 1994-1995 GSOE
ED950 DISS SEM: CIA 3 A

SECOND SEMESTER 1994-1995 GSOE
ED988 DISSERTATION DIRECTION 3 A

FIRST SEMESTER 1995-1996 GSOE
ED999 DOCTORAL CONTINUATION 0

SECOND SEMESTER 1995-1996 GSOE
ED999 DOCTORAL CONTINUATION 0

10 96 LEVINE, HERBERT W

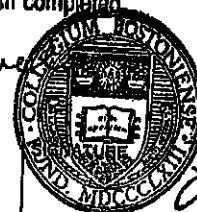
027367014

This student has completed a State ICC and NASOTEC approved
program in Superintendent and is institutionally
recommended for certification in the area (s) indicated

Carey Bellin
Certification Officer

NCATE approved institution and
program. Student practicum completed
in grade

all levels



Spivey Spivey
UNIVERSITY REGISTRAR

DATE

Official Transcript And Sealed

02 00 LEVINE, HERBERT W

027367014

MARKS

DOCTORAL COMPREHENSIVE EXAM: PASS: 07/14/94

DISSERTATION TITLE: ATTITUDINAL CHANGE TOWARD MERIT PAY OVER TIME

BOSTON STATE COLLEGE
625 Huntington Avenue
Boston, Mass. 02111
Founded 1863

PERMANENT RECORD CARD

NAME LEVINE HERBERT W 2 OF 2
I.D. NUMBER 1460766 BS
DATE OF BIRTH 10/01/47

☐ Undergraduate
☒ GRADUATE
☐ Special

Course Title	Gr	SH	Gr No.	Course Title	Gr	SH	Gr No.
SUMMER II 1976	1460766	BS		SUMMER I 1977	1460766	BS	
S9245 SUPPLY IN SEC SCHOOL	4.0	3.0		W9079 VALUES CLARIFICATION I	3.0	3.0	
FALL 1976	1460766	BS		W9311 COLL BARG ADMIN & TEACH	3.5	3.0	
F9315 LEADERSHIP IN SCH ADMIN	4.0	3.0		W9335 MAINSTREAMING & SCH ADMIN	4.0	3.0	
F9334 SECONDARY SCHL PRINCIPAL	4.0	3.0		SUMMER I 1977	1460766	BS	
F9558 PSYCH SUBN & UNAD CHILDO	3.0	3.0		S9327 SEM IN INT GRP PERS REL	3.5	3.0	
F9337 MODERN CURR PLANNING	4.0	3.0		SUMMER II 1977	1460766	BS	
SPRING 1977	1460766	BS		S9314 ROLE OF SCH COMM URB EDUC	4.0	3.0	
W8963 OCCUPATIONAL INFORMATION	4.0	3.0		DEGREE REQUIREMENTS COMPLETED			
W9347 SEM I A & VOC ED LABS	4.0	3.0		CERTIFICATE OF ADVANCED GRADUATE STUDY			
FALL 1979	1460766	BS		AUGUST 4, 1977			
F8967 ADMIN & SUPRV OF OCC ED	3.0	3.0		CONCENTRATION: EDUCATIONAL ADMINISTRATION			
F9274 SOC CUL INFL/CAREER OCC ED	4.0	3.0		DEGREE CONFERRED: JUNE 10, 1978			
SUMMER I 1980	1460766	BS					
S8962 LAWS RELATING TO VOC ED	4.0	3.0					
S8963 OCCUPATIONAL INFORMATION	4.0	3.0					
S8967 ADMIN & SUPRV OF UCC ED	4.0	3.0					
SUMMER II 1980	1460766	BS					
S8964 ADV METH TEACH OCC ED	4.0	3.0					
HERBERT W	10/01/47						
DATE OF ADMITTANCE							
PREVIOUS DEGREE							
COMPREHENSIVE							
SPECIAL ADMIT							

OFFICIAL TRANSCRIPT
ISSUED TO STUDENT IN
SEALED ENVELOPE

3.75. 54. 204.00

00345

625 Huntington Avenue

BOSTON STATE COLLEGE
Founded 1863

Boston, Mass. 02115

TRANSCRIPT OF HERBERT WARD LEVINE

Student Number 51053Home Address 60 HOPKINS STREET - REVERE, MASSACHUSETTSDate of Birth OCTOBER 1, 1947 Place of Birth WINTHROP, MASSACHUSETTSDate of Admittance SEPTEMBER, 1970

Cat. No.	Course Title	Gr.	S.H.	Cat. No.	Course Title	Gr.	S.H.
UNDERGRADUATE RECORD							
BACHELOR OF SCIENCE IN EDUCATION							
BOSTON STATE COLLEGE							
JUNE 1970							
GRADUATE RECORD							
FALL 1970							
8400	PRIN OF GUID	A	3				
	SPRING 1971						
9307	SUPERVIS MOD SCHOOL	B	3				
	FALL 1971						
9400	COUNSELING THRY & PRACT	4.0	3				
	SPRING 1972						
8164	IMPROVING RDG IN SEC SCH	4.0	3				
	FALL 1972						
9000	RESEARCH & EVALUATION	3.5	3				
9308	CASE METHOD STUDY ADMIN	3.5	3				
TRANS	SALEM STATE COLLEGE		3				
	ADM GUID & PUP PERS SERV	B+					
	SPRING 1973						
9001	ADV PHIL FOUND ED	3.5	3				
9002	ADV PSYCH FOUND ED	4.0	3				
	SUMMER 1973						
9500	SCHOOL ADMINISTRATION	3.5	3				
9305	MASS SCHOOL LAW	3.5	3				
COMPREHENSIVE EXAM-PASSED-APRIL 1973							
MASTER OF EDUCATION							
CONCENTRATION: SCHOOL ADMINISTRATION							
AWARDED: AUGUST 17, 1973							

OFFICIAL TRANSCRIPT
ISSUED TO STUDENT IN
SEALED ENVELOPE

GRADE KEY: 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0, 0.0 (4.0 is the highest grade; 1.0 is the lowest passing grade for undergraduate students; 0.0 is the lowest passing grade for graduate students) P-Passed (in Pass/Fail courses), INC-Incomplete, WP-Withdrawn failing, AUD-Audit; *course repeated, 1-credit not granted.

Student is entitled to honorable dismissal unless otherwise indicated.

April 17, 2019

Ms. Ann-Marie Martin
One McKinley Square
Boston, MA 02109

Dear Ms. Martin,

Please consider this letter as a recommendation for Dr. Herbert Levine for employment for the position of Interim Superintendent for the Hamilton-Wenham school district. It is my pleasure to inform you about the person and employee that you are considering for this vital role in your school department.

As an educator for over nineteen years in an urban district (Revere Public Schools), and as an elected official to the Peabody School Committee over the last four years, I have no reservations recommending Dr. Levine to you for this important role. Dr. Levine is a leader and a team player all in one.

As a school committee member, I witnessed Dr. Levine consider students first when making decisions. He treated employees, staff, and the community of Peabody with the outmost respect. He has tremendous communication skills, that have come from over 40 years in his work at all levels of education. His ability to solve problems and help people is unmatched!

Dr. Levine will bring experience, intelligence, and fairness to your already successful school district.

Please feel free to contact me with any questions.

Sincerely,

Joseph Amico

Joseph Amico
617-470-9438
Joeamico12@gmail.com

To whom it may concern,

It is my pleasure to be writing this letter of recommendation for Dr Herbert Levine. I have known Dr Levine for over 10 years. Dr Levine served as the interim superintendent for Peabody public schools for several years over two different time periods. During both of those time periods I had the pleasure of working with Herb in all aspects of leading our district. Herb was instrumental in building a solid budget each year that he was with us. He was also able to smoothly handle and negotiate with the school committee in all union negotiations. His years of experience in both aspects made working with him a pleasure, as well as a valuable asset to our district as well as our community. In addition to Herbs vast knowledge and experience in education and leading a district, he has wonderful people skills that have shined through time after time in dealing with the many sensitive issues that can arise for children and families, as well as staff. Herb has always made well thought and fair decisions in regards to our kids and district. He is also a great communicator as he would always keep the school committee apprised of all issues pertaining to our district, as well as sensitive and budgetary matters.

It is with great confidence that I would recommend Dr Levine to lead your school district. If you need any further information please feel free to contact me at any time.

Regards,
Brandi Carpenter
Peabody School Committee Member
Carpenter-b@comcast.net
978-375-4054

William H. McAlduff, Jr.
10 Ross Road
Lexington, MA 02421
(781) 862-9558 (h)
(781) 507-1614 (c)
wmcalduff@comcast.net

April 17, 2019

Mr. Glenn Koocher, MASC

Re: Interim Superintendent of the Hamilton-Wenham Regional School District

Dear Members of the Hamilton-Wenham Regional School Committee,

I am pleased to submit this letter as an indication of my enthusiastic interest in the position of Interim Superintendent of Schools for the Hamilton-Wenham Regional School District. I believe that my twenty-one years as a successful Superintendent and Interim Superintendent of Schools in five Massachusetts school districts, along with my other professional school experiences, make me an excellent candidate for this position.

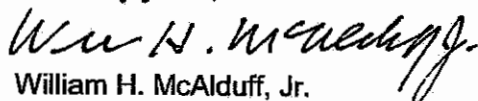
During the past four out of five school years I have very much enjoyed the opportunity to serve as an Interim Superintendent. My skills in the area of organization, collaboration and problem solving, along with a strong work ethic have allowed me to bring added value to the Winchester, the Dover-Sherborn Regional and the Acton-Boxborough Regional school districts while serving in the Interim Superintendent role. Prior to that, I served as Superintendent of Schools for 17 years for the Winchester, Wilmington and King Philip Regional school districts.

It is critical that the Interim Superintendent be well versed, knowledgeable and experienced in order to be able to provide positive, constructive and effective leadership in transitioning the school district as it progresses through the process of bringing on board a permanent Superintendent of Schools. I will bring those skill sets and more to the Hamilton-Wenham Regional School District if chosen as the Interim Superintendent.

Over the course of my thirty-eight year educational career I have had the privilege of working alongside inspirational and dedicated students, staff, school committee members and parents every where I worked. There were of course many major educational accomplishments including developing strategic plans, improving curriculum, implementing new programs, hiring transformational leaders, developing strong municipal-school collaboration, and building new schools among others. However, through all of those experiences and accomplishments I never really saw them as mine but rather as ours.

I look forward to hearing from you in order to discuss my candidacy in further detail.

Sincerely yours,


William H. McAlduff, Jr.

William H. McAlduff, Jr.
10 Ross Road
Lexington, MA 02421
(781) 507-1614
wmcalduff@comcast.net

RESUME

EDUCATION:

Boston College:

- Completed all requirements (60 credits) of the Professional School Administrators Doctoral Program with the exception of the Doctoral Dissertation

Montana State University:

- Master of Science Degree

University of Vermont:

- Bachelor of Science Degree

PROFESSIONAL EXPERIENCE:

Acton-Boxborough Regional School District: (2017 – 2018)

- Interim Superintendent of Schools

Public Schools of Dover and Sherborn: (2015 – 2017)

- Interim Superintendent of Schools

Winchester Public Schools: (2014 – 2015)

- Interim Superintendent of Schools

Winchester Public Schools: (2007 – 2014)

- Superintendent of Schools

Wilmington Public Schools: (2003-2007)

- Superintendent of Schools

King Philip Regional School District

- (Norfolk, Plainville, Wrentham): (1997 – 2003)
- Superintendent of Schools

Revere Public Schools: (1991 – 1997)

- High School Principal

Lynnfield Public Schools: (1986 – 1991)

- High School Principal
- High School Assistant Principal

Lexington Public Schools: (1980 – 1986)

- High School Housemaster
- High School Science Teacher
- Junior High School Science Teacher

LICENSURE:

- Massachusetts State Professional License:
Superintendent/Assistant Superintendent

REFERENCES:

- Tom Scott, Executive Director
Massachusetts Association of School Superintendents
(c) 617-835-6990
- Mary Brolin, Member (Former Chairperson)
Acton-Boxborough Regional School Committee
- Clare Graham, Chairperson
Dover-Sherborn Regional School Committee
(c) 508-954-3657
- Adrian Hill, Chairperson
Dover School Committee
(c) 617-512-2287
- Cindy Bohne, Member (Former Chair)
Winchester School Committee
(c) 301-802-6949
- Additional References available upon request

*Massachusetts Department of
Elementary & Secondary Education*

UNOFFICIAL LICENSE INFORMATION

William McAlduff
10 Ross Road
Lexington, MA 02421

This license information was generated by the educator from the Department's electronic licensure file, ELAR. 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: William H McAlduff

License #: ****246602

MEPID: 50322487

Original Certification Date: 11/14/1980

FIELD(LEVEL)	CATEGORY	APPLICATION TYPE	ISSUE DATE	EXPIRATION DATE
Social Studies (7-12)	ACADEMIC	Professional	11/14/80	06/17/99
General Science (7-12)	ACADEMIC	Professional	11/14/80	06/17/99
Special Subject Teacher - Health and Physical Ed (K-12)	ACADEMIC	Professional	11/14/80	06/17/99
Supervisor - Hlth & Ph Ed (K-12)	ACADEMIC	Professional	11/14/80	06/17/99
Principal/Assistant Principal (7-12)	ACADEMIC	Professional	11/14/80	06/17/99
*Superintendent/Assistant Superintendent (All Levels)	ACADEMIC	Professional	04/25/03	05/14/23
* Primary Area				

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



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**



BOSTON COLLEGE

CHESTNUT HILL, MASSACHUSETTS 02167

EXHIBIT F8
ACADEMIC RECORD

NAME WILLIAM H MCALDUFF		STUDENT NO. 019464533	SCHOOL ATTENDED MONTANA STATE UNIVERSITY																																																																									
ADDRESS ON ADMITTANCE 18 SO RINDGE AVE LEXINGTON MA 02173			ADMITTED TO GRADUATE ARTS & SCIENCES																																																																									
DEGREE CONFERRED AND DATE		CONCENTRATION PHD/CURR, INSTREAD		DATE OF BIRTH 04/13/56																																																																								
COURSE NO.	TITLE	CREDIT GRADE	COURSE NO.	TITLE																																																																								
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This student has completed a State ICC and NASDTEC approved program in Superintendent and is institutionally recommended for certification in the area (s) indicated.

Carole Pelletti adv. prov.
Certification Officer

NCATE approved institution and program. Student practicum completed in grade. Carole Pelletti

UNIVERSITY REGISTRAR

DATE

MAR 24 2014

Official Transcript When Signed And Sealed

July 27, 2017

Dear members of the Acton Boxborough Interim Superintendent Search Team,

It is with enthusiasm and a true appreciation for the achievements of Bill McAlduff as Interim Superintendent for the Dover and Sherborn school districts that I recommend him to you.

In March 2015 I led the Dover-Sherborn School Committee Transitional Leader Search Team to find and select for consideration an Interim Superintendent. The desired candidate was someone who would fit the needs of the district at that time. Those needs were described as:

- A focus on team over self
- An ability to build trust through clear communications and expectations
- Experience to create a commonly owned plan for success.

Mr. McAlduff not only met our stated needs, he worked with all members of our educational community (administration, staff, students, parents and residents) to come to a cohesive understanding of the three districts needs, created an educational environment that continued to support students using best practices and at the same time assisted the school committees by “getting our house in order” to attract exceptional Superintendent candidates. Mr. McAlduff worked with us for two years as we continued our search and since January this year he has worked with our appointed Superintendent to ensure a smooth transition for the districts.

We were not static in Mr. McAlduff's time with us. Hired for a one year term that turned into two years, this period of time included a healthcare provider change by one of the three legal entities that make up the districts, a new teachers' contract was agreed using traditional bargaining for the first time in over 20 years, operating and capital budgets were passed by two towns –this year's operating budgets at the region passed without comment at town meeting, certainly a first for us. As you probably know, nothing is easy or simple in a regional school district and Mr. McAlduff was able to calmly and wisely walk school committees and members through these and other issues.

The breadth and depth of Mr. McAlduff's experience meant that the many daily and often unexpected challenges faced by the districts were challenges or issues he had the expertise to advise us on or to manage as the Superintendent. Listening to his team, staff, students, community members or school committee members Mr. McAlduff would craft a solution or response that addressed a situation in a manner that held true to the collaborative nature and high expectations of what it means to be “Dover-Sherborn”.

Collaborative, creatively thoughtful and transparent are three descriptive adjectives that come to mind to describe Mr. McAlduff as our Interim Superintendent. I would be happy to talk further by phone if additional information or examples are needed.

Clare Graham

Dover-Sherborn Regional School Committee Chair

Dover-Sherborn School Committee Negotiation Team Chair

508-954-3657

claregraham.rsc@gmail.com

Cindy Bohne
6 Berkshire Drive - Winchester, MA 01890

July 26, 2017

Amy Krishnamurthy, School Committee, Chair
Acton-Boxborough Regional School District
16 Charter Road
Acton, Massachusetts 01720

Dear Ms. Krishnamurthy,

It is a pleasure to recommend Bill McAlduff for the Interim Superintendent position in Acton-Boxborough. I had the good fortune of working with Bill for eight years - both on Winchester's School Committee and the Educational Facilities Planning and Building Committee (EFPBC). I served as Chair in his last year in Winchester.

I have found Bill to be collaborative in his approach and a voice of reason with municipal and school leadership. When he arrived, Winchester's school budget was in the red and all confidence had been lost in school leadership. In a few short years, Bill's attitude and approach made it possible for us to regain credibility among our biggest critics. His political acumen and dedication were also the single most important factors in our successfully passing a \$130 million override to rebuild our high school in 2013.

He has demonstrated skillful and professional competencies with the budget, school building projects, and personnel. During his tenure, he expanded and built a powerhouse central office team who continue to sing his praises as a leader and colleague. He empowers his leadership team to take risks and make decisions that are in the best interest of our students. I always looked to him for thoughtful guidance, during our time on the EFPBC as we managed several school building projects.

Most refreshing is how Bill manages with the upmost integrity. School committees and superintendents can have differences of opinions, but I, and all of my colleagues, always trusted Bill to listen for understanding and to do the right thing. He honorably served this community, our students and the staff as a partner in making Winchester schools exceptional.

Please do not hesitate to call, if I can offer any additional information or insights on his candidacy. I can be reached by cell, 301-802-6949. Best regards and wishes on this important decision.

Respectfully,



Cindy Bohne
Winchester School Committee - Chair, 2015-16; Member 2011-Present

Reference: Bill McAlduff as Interim Superintendent of the Public Schools of Dover and Sherborn

Bill McAlduff worked for two years as Interim Superintendent of Schools for Dover and Sherborn and I served as the Chair of the Dover School Committee for the second of those two years, having been a regular School Committee member for that first year.

I would like to register with you my wholehearted and full-throated endorsement of Bill's ability to work as a Superintendent of Schools. At a time, when our towns were keen to find a steady and experienced hand on the tiller of your ambitious and dual-districted ship, Bill was able, very quickly, to bring a very reassuring manner and considerable experience to the role.

A school district with two towns brings the challenge of having to form relationships and allies amongst Town Officials and Town Finance committee members across both the communities. Bill gained the respect and appreciation amongst this constituency very quickly, such that, at the end of the two years, I was struck by how often and how heartfelt the Town Officials, Selectmen and Finance Committee Members thanked Bill unpromptedly for his work and bridge-building. In our towns, this happens only when someone is constantly seen as a source of solutions rather as a source of problems. Bill resolved issues rather than created issues, he dissipated tension rather than adding to it, and he constantly was able to see the other side of a situation, which mostly led to it being resolved far more swiftly had it been another person at the helm, I believe. Community-deepening is one of Bill's many strengths.

The years of Bill's experience in the role are a matter of record. The ways in which that experience manifested itself on a daily basis is not, however. The fact that, whatever the issue – be it a parent concern, the large campaign for support for classroom air conditioning for 36 classrooms, protocol for an upcoming School Committee meeting, the hire of a superb new Assistant Superintendent, an unpleasant press enquiry, a review of a delicate policy matter to keep up to date with the latest guidelines, or the celebration of excellence in one area of the school district - Bill repeatedly showed an admirable capacity for choosing the right thing to do and communicating it the most genuine and respectful way. If there was a hard message to be give, he would do it fairly, after pausing to reflect, and yet firmly. If there was a celebratory occasion to mark, he did it with evident joy mixed with reassuring gravitas. Time after time, he made me grateful that he was in charge. Again, please accept my very positive reference.

Please do not hesitate to contact me if you have any more questions.

A handwritten signature in black ink, appearing to read 'AH', with a long horizontal flourish extending to the right.

Adrian Hill ahill@lotusridge.com cell 6175122287

Chip McGee
25 Chester Street
Nashua, NH 03064
(603) 759-9882
chip.mcgee.personal@gmail.com

April 17, 2019

Glenn Koocher
Hamilton-Wenham Regional School Superintendent Search
Massachusetts Association of School Committees
One McKinley Square
Boston MA 02109

Dear Mr. Koocher,

I was excited to read about the opportunity to serve as Interim Superintendent for the Hamilton-Wenham Regional School District. My experiences - both the successes and the challenges - have provided me with the humility, courage, and insight that will be necessary to lead the Hamilton and Wenham school communities.

I have shared a brief description of my experience in nine areas that I think would be particularly relevant.

Budget and Finance: In my former district, students performed at the highest levels in the state while we were able to maintain a cost per pupil far below the state average. This was the result of our careful, consistent, and transparent budgeting. For example, one of my responsibilities as superintendent was to lead negotiations between the school board and the three collective bargaining groups. The 2017 negotiations resulted in an overhaul to salary and benefits for all eligible employees, and the changes created a genuine win-win situation. The district's health insurance premium costs were reduced by \$2 million per year. At the same time, salaries for professional staff were brought into parity with peer districts in the region.

Facilities: I led the opening of a new high school/middle school facility in 2007. With over 336,000 square feet of space, the building doubled the size of the district's facilities. As with any new facility, costs related to maintenance increase on the new building each year. In collaboration with the school board, I was able to develop a multi-year Capital Expenditure Plan that incorporated these maintenance costs. Additionally, I advocated for an energy efficiency feasibility study in 2018. As a result, the district has proposed a \$3 million bond for energy efficiency measures that would pay back that initial investment through energy savings within 10 years.

Curriculum: As assistant superintendent, I led the process of modernizing the curriculum. Teams of teachers and curriculum leaders developed and published curriculum maps for all grades and subjects. Over that same time, I guided the selection of core reading and mathematics programs in the elementary and middle school levels that reflected the district's philosophy. I also led the district's development of the curriculum for the new high school. This included the early adoption of a competency-based report card and transcript, a commitment to common assessments, and a schedule with common planning time for teachers. To maintain and refine this work, I established an annual

four-day summer curriculum institute during which teams of teachers revise curriculum, assessment and instruction.

English Language Learners: I was fortunate to oversee the implementation of my former district's initial English for Speakers of Other Languages (ESOL) program. The experience taught me a great deal about the unique needs of English language learners. We were challenged by students from a wide range of circumstances and speaking a wide range of languages. We had immigrants, adoptions, and professional transfers. We had families from Brazil, India, Russia, China, Germany, and Israel among others. In some cases, we struggled to discern when academic struggles were the result of an educational disability or the process of learning English. We found success with immersion in our early elementary core reading programs. We committed to highly trained ESOL teachers and professional development for classroom teachers. Through it all, we learned how our English language learners made our community stronger.

Social/Emotional Learning: The mission of my previous district included the words, "to develop a community of learners who are intellectually curious, resourceful, and respectful of self and others." We strove to put these words into action. This included committing to training and implementation of the Responsive Classroom program throughout our elementary schools and responding to community crises with the support of the New Hampshire branch of the National Alliance on Mental Illness. (NAMI-NH). Through this work, I have come to the conclusion that a thoughtful system-wide approach to social/emotional learning is a fundamental element of an effective school system.

Students with Disabilities: Throughout my career, I have been privileged to work with superb special educators and administrators. As an assistant superintendent, I worked closely with the Director of Special Services to incorporate curriculum-based measurements into student Individual Education Plans in order to monitor student progress. I also supported a transition to a more clinical approach to behavioral analysis because the district had found an increasing number of early elementary students displaying out-of-control behaviors. While this approach did not work in every situation, it allowed more students to remain in our district, in their classroom, engaged with the age-appropriate curriculum, and with their peers.

Technology: In my experience, one of the most significant changes to the classroom over the past five years has been the arrival of one-to-one computing. By 2017, every student in my previous district in grades 3 through 12 had access to a computer whenever it was needed. This change brought enormous opportunity and challenge. Our chosen platform, Google Suite for Education on Chrome devices, allowed for cost effective implementation and a stunning array of interactive media and collaborative tools. At the same time, we faced the challenge of protecting student and staff privacy through both policy changes and technical solutions. Additionally, teachers needed extensive training and support. With the leadership of our Director of Technology and technology educators at each school, we were able to help teachers take advantage of these tools.

Supervision and Evaluation: One of my earliest responsibilities in my former district was to revise the approach to supervision and evaluation of the professional and support staff. We shifted to shorter unscheduled classroom visits with a quicker turnaround for feedback to teachers. In order to build trust with staff, the administrative team committed to ongoing calibration exercises. We also looked consistently for ways to simplify the "administrivia" of the process for all involved.

Community Connections: Perhaps the most important (and most satisfying) part of my professional career has been the development of community connections. I have a deep personal affinity for high school theater and music programs. I know the transformative power of interscholastic athletics and the important role they play in a community. I also simply enjoy attending these events. In addition, I found connections to organizations outside of the schools - the faith community, business and community service organizations, community access television. These groups were always eager to be informed about and involved with the schools.

In all of this work, I have found that the most important key to successful improvement in teaching and learning is building trust among teachers, students, and parents. I have worked throughout my career to cultivate that trust, and I would do the same in Hamilton-Wenham.

There is one additional experience the community will want to know about me if it is to consider me for the position of interim superintendent. After serving for 15 years in Bedford, NH I resigned from the superintendency last summer in light of parent protest. The protest was because I had given permission to an administrator to provide testimony at a former employee's sentencing hearing. The former employee had an excellent record in Bedford, which was clearly documented in her personnel file. However, when she moved to a new district, she made the terrible and illegal decision to engage in a relationship with a student there. A group of parents in Bedford mobilized against the administrator who testified, two other teachers who had attended the hearing, and myself. After three weeks of protest in July, I decided to resign because the anger at me had become a distraction for the community. The experience taught me two important lessons. First, I stuck to my principles despite the consequences. Public school districts have a responsibility to share information (in this case, the teacher's written evaluations) regardless of our opinion of those asking for it. Second, community trust is the very first building block of any successful school system. I will bring these lessons to my next role in education. At the same time, this is only one episode in my career. I am confident in the quality of all my work in Bedford, throughout New Hampshire, and in New York City.

Helping public schools improve has been the most satisfying and important part of my professional life. I am deeply interested in the work happening in Hamilton and Wenham and would welcome the chance to discuss this with the search team in person.

Sincerely,

A handwritten signature in black ink, appearing to read "Chip McGee", with a stylized flourish at the end.

Chip McGee

Eric "Chip" McGee

25 Chester Street

Nashua NH 03064

(603) 759-9882

chip.mcgee.personal@gmail.com

Education

- DOCTOR OF EDUCATION, Teachers College, Columbia University, New York 2005
- Thesis: "The Principal's Role in Mediating between the School and its External Environment: A Multiple Case Study".
- MASTER OF BUSINESS ADMINISTRATION, Columbia Business School, New York 2001
- Graduated with honors. Served as president of Columbia chapter of Net Impact, a student organization committed to preparing people "to make a difference through their careers".
- BACHELOR OF ARTS, Brown University, Rhode Island 1993
- Majored in American History, minored in Physics. Served as teaching assistant for Ted Sizer's course, "Going to High School in America". Studied on semester-long transatlantic oceanographic voyage.

Experience

- Sugar Maple Consulting, New Hampshire 2018 to Present
- CONSULTANT - Founded firm to provide data analysis, curriculum, and communications support to districts throughout New England.
 - Services include analyzing and interpreting student performance data, strengthening professional development, revising curriculum, assessment, and instruction, improving staff evaluation systems, developing strategic plans, and writing reports and public communications.
- Bedford School District, New Hampshire 2004 to 2018
- SUPERINTENDENT (2014 to 2018) - Led all aspects of the district's functionality including curriculum, finances and budgeting, contract negotiations, policy and the law, professional development, technology, school board management, and human resources. Selected accomplishments:
 - Established systematic feedback loop using student surveys to improve teaching and learning.
 - Secured the capital investment and professional development for one-to-one access to computers for students.
 - Led review of district practices related to student privacy and the responsible use of technology.
 - Negotiated overhaul to salary and benefits for all eligible employees which resulted in a \$2 million decrease in health insurance premium costs for the district and an average salary increase for professional staff of 9%.
 - ASSISTANT SUPERINTENDENT (2004 to 2014) - Led the development of curriculum, assessment, instruction, and professional development for the district. Selected accomplishments:
 - Wrote and implemented plan for curriculum, assessment, and instructional programs including adoption of the International Baccalaureate Diploma Program at Bedford High School.
 - Created Summer Curriculum and Technology Institute, an intensive curriculum revision program for teachers.
 - Revised professional evaluation model towards shorter, more frequent classroom observations with faster turnaround for feedback.
 - Developed and reported on meaningful and measurable annual performance goals at the school and district level.
- Education Department, Franklin Pierce University, NH 2003 to 2004
- VISITING PROFESSOR - Taught undergraduate courses. Supervised students in their field experience placements in local schools.
- New York City Public Schools 1993 to 1999
- TEACHER/DEAN (1994 to 1999) - Taught Physical Science, Global Studies, and Algebra I in mixed ability classes at The Beacon School. Led development and calibration of Performance Based Assessments (PBAs) as alternative to New York State Regents Exams. This is the standard still used today by the 27 public high schools in the New York Performance Standards Consortium.
 - TEACHER (1993 to 1994) - Team taught middle school integrated science/math courses in East Harlem.

Service and Certifications

- SOUTHEASTERN REGIONAL EDUCATION SERVICE CENTER (SERESC) - Chair of Board of Directors (2016 to present); Member of Board (2014 to 2016). Helped lead organization through significant financial challenges.
- NH SCHOOL ADMINISTRATORS ASSOCIATION - Chair of Regional Group and Executive Board Member (2016 to 2018); Outstanding Service Award (2009); Member (2004 to present).
- NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES - Member and Assistant Chair for accreditation visits (2013 and 2014).
- NATIONAL FORUM ON EDUCATION STATISTICS - NH's Local Education Agency Representative (2005 to 2007).
- UNITARIAN UNIVERSALIST CHURCH OF NASHUA - Member (2005 to present); Roles have included Sunday School Teacher, Chair of the Nominating Committee, Chair of the Pledge Drive.
- NH DEPARTMENT OF EDUCATION - Certified as Superintendent. Eligible for Certification as Principal and Business Administrator.
- MA DEPARTMENT OF EDUCATION - Certified as Superintendent.

**Chip McGee** <chip.mcgee.personal@gmail.com>

License Next Steps

educatorlicensure@doe.mass.edu
<educatorlicensure@doe.mass.edu>
To: chip.mcgee.personal@gmail.com

Wed, Feb 6, 2019 at
6:30 AM

** The Commonwealth of Massachusetts **
** Department of Elementary and Secondary Education
**
** Office of Educator Licensure **
** 75 Pleasant Street **
** Malden MA 02148 **

3659115
MEPID: 56128556

Eric McGee
25 Chester Street
Nashua, NH 03064 USA

February 6, 2019

Dear Eric McGee:

Congratulations on earning an educator license in Massachusetts! You have worked diligently toward this goal and it is educators like you who help to enhance the quality of education in the Commonwealth. The Department of Elementary and Secondary Education's online Educator Licensure and Renewal (ELAR) system now serves as the official record for educator licensure. Educators are encouraged to use ELAR to verify licensure and can print an unofficial copy of their license or print their profile page to verify their license number and license(s) held. Should you wish to receive an official hard copy of your license, you may do so by requesting a hard copy license via

your ELAR account. In addition, Massachusetts Public Schools have access to ELAR and other tools to verify licensure, including the Public Lookup for Educator Licensure (<http://www.doe.mass.edu/educators/lookup>).

Please note: This document is intended to be a reference for individuals who are advancing an educator license, were issued a Temporary license, or for license renewal. It is in no way exhaustive. It is your responsibility to remain informed and current regarding any changes made to licensure requirements. Please visit our website at www.doe.mass.edu/licensure for the most up-to-date information.

You have earned a Provisional Superintendent/Assistant Superintendent license-

The Provisional license is valid for five years of employment and the requirements to advance to an Initial license must be completed within the five years of employment allowed. You may find specific information about the Initial superintendent/assistant superintendent licensure requirements by visiting <http://www.doe.mass.edu/licensurehelp>. * Please note that a one-year induction program should be completed in your first year of employment.

In addition to visiting the above noted websites, you may also contact the Licensure Call Center at 781-338-6600 (typical operating hours are: Monday-Friday from 9-12 and 2-5) for more information. You may also wish to apply for any additional license areas you are interested in. If you have documents to submit in support of any additional license areas, you may upload your documents right into your ELAR account. It is fast and easy! Uploading your documents directly to ELAR will bring you closer to receiving an evaluation letter informing you of any remaining licensure requirements. Directions on how to upload your supporting documents can be found on our How to Use the ELAR Portal web page: <http://www.doe.mass.edu/licensure/elar/>

Department of Elementary and Secondary Education
Office of Educator Licensure

This email address does not accept incoming emails. If you have questions concerning Educator Licensure, please visit our website at <http://www.doe.mass.edu/licensure/>. Thank You!

BROWN UNIVERSITY
Providence, Rhode Island 02912
OFFICIAL ACADEMIC TRANSCRIPT
401-863-2500

Name: McGee , Eric Spencer
Student Number: B00202077

Record Date: 10/18/18
Page 1 of 1

Code	Course Number	Course Title	Grade	Code	Course Number	Course Title	Grade
Fall 1989: Admitted as a Degree Candidate The College				Undergraduate Fall 1991			
09/89: FOR PARTICIPATION IN THE C.E.E.B. ADVANCED PLACEMENT PROGRAM, AWARDED 1 SEMESTER COURSE CREDIT, EQUIVALENT TO: MATHEMATICS 9.				HIST 0173	ERA OF THE CIVIL WAR	B	
				HIST 178A	AMRCN SOCL/INTELL HIST	B	
				PHYS 0005	FOUND OF MECHANICS	A	
				Undergraduate Spring 1992			
Undergraduate Fall 1989				ECON 0132	LABOR MARKETS	S	
EDUC 0100	HIGH SCHOOL IN AMERICA	A		EDUC 0178	SEMINAR SCHOOL DESIGN	S*	
PHYS 0021	BEGINNING ASTRONOMY	A		HIST 0092	WRITNG & INTERP OF HIST	A	
RELS 0003	INTRO TO EASTERN RELIG	A		HIST 108B	EUROPE 1559-1715	B	
SPTP 0058	SPORT IN AMERICAN SOC	A		Undergraduate Fall 1992			
Undergraduate Spring 1990				EDUC 0191	INDEPENDENT STUDY	S	
ENGN 0006	ELEC CIRCUITS/APPL	B		HIST 176A	THE U.S. IN MODERN ERA	B	
ENVS 0051	ENVIRONMENTL PRINCIPLS	C		LAST 0151	INDUSTRIAL DEVELOPMENT	A	
HIST 0139	THE SOVIET UNION	B		Undergraduate Spring 1993			
MUSC 0036	JAZZ	A		AMCV 1900	FREE AFR-AM BFR CIVWAR	A	
RELS 088C	SECLR/SACRED READINGS	A		HIST 176B	U.S. IN THE MODERN ERA	B	
Fall 1990: Leave of Absence				HIST 198K	RACE/POVERTY AMER HIST	A	
Spring 1991: Readmitted				-----			
04/91: FOR WORK COMPLETED AT BOSTON UNIVERSITY, SEA EDUCATION ASSOCIATION, WOODS HOLE, MASSACHUSETTS, (5/90-11/90), AWARDED 4 SEMESTER COURSE TRANSFER CREDITS, EQUIV- ALENT TO: AMERICAN CIVILIZATION 190F, GEOLOGICAL SCIENCE 7; AND 2 UNASSIGNED CREDITS IN BIOLOGY.				Degree Awarded			
				Bachelor of Arts			
				May 31, 1993			
				AB - History			

				END OF TRANSCRIPT			

Undergraduate Spring 1991							
EDUC 0157	PHIL ANALYSIS ED CONCP	B					
HIAA 0076	LTR 19TH-C FRNCH PAINT	S					
HIST 0002	EUROP SINCE FRENCH REV	A					
HIST 0132	ENGLISH HIST 1660-1783	B					

ERIC MCGEE



Robert F. Fitzgerald
Robert F. Fitzgerald
University Registrar

Official Academic Transcript from Teachers College Columbia University

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Teachers College Columbia University
Registrar's Office
525 West 120th Street
Box 311
New York, NY 10027
Telephone: 212-678-4071
School Web Page: www.tc.edu
Accreditation: Middle States Association of Colleges and Schools (MSA)

Student Information

Student Name: Eric S. McGee
Numeric Identifier: T12954308
Birth Date: Not Provided By the Sending School
Student Email: chip.mcgee.personal@gmail.com

Receiver Information

chip.mcgee.personal@gmail.com



Document Information

Transmitted On: Thu, 18 October 2018
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TEACHERS COLLEGE

COLUMBIA UNIVERSITY

Student No: T12954308

Date Issued: 18-OCT-2018

Record of: Eric S. McGee

Page: 1

Issued To: Chip McGee

chip.mcgee.personal@gmail.com

chip.mcgee.personal@gmail.com

Level: Graduate

Candidacy: DEGREE AWARDED

Dept: Organization & Leadership

Current Major: Resource Mgmt (EdD/MBA-Sc Bus)

Comments:

5-16-96 Admitted Non-Degree
 3-31-97 Admitted EDD Educational Administration:
 Resource Mgmt (with Sch of Business) Autumn 1997
 1-7-02 Recommended for New York Certification as
 School administrator & Supervisor, and School
 District Administrator
 2-18-02 Fully certified for EDD degree through
 June 30, 2006
 3-4-03 Personal Exemption from Dissertation
 Advisement approved for Autumn Term 2002
 2-12-04 Personal Exemption from Dissertation
 Advisement approved for Autumn Term 2003

Degrees/Certificates Awarded: Doctor of Education
 20-OCT-2004

Major : Resource Mgmt (EdD/MBA-Sc Bus)

Degrees/Certificates Awarded: Master of Education
 13-FEB-2002

Major : Educational Administration

SUBJ	NO.	COURSE TITLE	CRED	GRD
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Summer Term 1996

TC	5058A	Adv Top:Earth/Environmental Sci	3.0	A
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Spring Term 1997

TA	4040	Educational Policy Decision Makng	3.0	B+
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***** CONTINUED ON NEXT COLUMN *****

Continued:

Summer Term 1997

TA	4086B	LAW/ED INST:SOC POLCY STU PERS	3.0	A
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Autumn Term 1997

TA	4001	Overview of Administration	3.0	A-
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TM	4120	Basic Concepts in Statistics	3.0	A
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Spring Term 1998

TC	4044	Biology Mthds & Curriculum Lab	3.0	A+
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TM	4050	Introduction to Measurement	3.0	A
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Autumn Term 1998

ORLA	4021	Intro to Managment Systems	3.0	A-
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ORLA	4022	Intro Mgt Systems:Computer Lab	1.0	P
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ORLA	5025	Ecology of Ed Mgmt & Planning	3.0	A
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Spring Term 1999

ORLJ	4005	Organizational Psychology	3.0	WD
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Summer Term 1999

ORLA	4900B	Rsch & Indp Stdy-Educatnl Admin	3.0	A
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Autumn Term 2001

ORL	6501	Qual Rsc Mth Orgs:DataAnalDsgn	3.0	A+
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ORLA	7503	Research Seminar	1.0	P
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Spring Term 2002

ORLA	7573	Advanced Seminar	3.0	P
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Spring Term 2003

ORLA	8900	Diss Advsmnt In Educatl Leadrshp	0.0	-
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***** CONTINUED ON PAGE 2 *****

SAM FUGAZZOTTO, REGISTRAR

TEACHERS COLLEGE

COLUMBIA UNIVERSITY

Student No: T12954308

Date Issued: 18-OCT-2018

Record of: Eric S. McGee
Level: Graduate

Page: 2

SUBJ	NO.	COURSE TITLE	CRED GRD
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Continued:

Spring Term 2004

ORLA 8900 Diss Advsmt In Educl Leadrshp 0.0 -

***** END OF TRANSCRIPT *****

SAM FUGAZZOTTO, REGISTRAR

TEACHERS COLLEGE, COLUMBIA UNIVERSITY
525 W. 120th St., New York, NY 10027
OFFICE OF THE REGISTRAR

This transcript covers coursework taken from Summer 1989 to the present. If prior coursework exists it will appear on a separate, pre-computerized sheet with its own definitions. Note that this transcript is considered official for the listed recipient only.

Non-credit offerings from Spring 2015 forward may also appear. These offerings may be courses, professional development experiences, or instructional programs which do not require extensive assessment or examinations and do not offer academic credit. Students who have taken both non-credit and for-credit courses will receive two separate transcripts for each type of work.

BY AGREEMENT, Teachers College degrees are conferred by Columbia University. Degrees are conferred in October, February, and May. Furthermore, by affiliation with Columbia University, students are permitted to enroll in courses offered by the University. By agreement with Union Theological Seminary and the Jewish Theological Seminary of America, students are permitted to enroll in courses offered by those institutions. The College is authorized by the New York State Education Department to offer programs leading toward the B.S., M.A., M.S., Ed.M., and Ed.D. degrees. In accordance with an Agreement between Columbia University's Graduate School of Arts and Sciences, Teachers College offers the Ph.D. degree in Psychology and in Education.

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CREDIT: A point is equivalent to a semester hour and is used for graduate-credit courses. Courses offered during a non-credit term do not receive graduate credit. Any numeric units listed next to a non-credit course are considered CEU's. See below.

CONTINUING EDUCATION UNIT: Certain non-credit offerings at Teachers College lead to the awarding of continuing education units or CEU's. CEU's awarded, if any, will be listed next to each eligible course on the transcript. Teachers College is authorized by the International Association of Continuing Education and Training (IACET) to award continuing education units (CEU's). One CEU equals ten contact hours of attendance and participation in organized continuing education and/or training experiences under responsible, qualified direction and instruction.

GRADES (effective September 1984): A+, Rare performance, highly exceptional; A, Excellent, outstanding; A-, Excellent work but not quite outstanding; B+, Very good, solid achievement expected of most graduate students; B, good, acceptable achievement; B-, Acceptable achievement, but below what is generally expected of graduate students; C+, Fair achievement, above minimally accepted level; C, Fair achievement, but only minimally acceptable; C-, Very low performance; F, Failure; P, Passed; DP, Doctoral Pass; WD, withdrawn; YC (Year course) indicating first half, upon completion of second half a grade is recorded validating both terms of registration; R, Attendance credit; IN, Incomplete; *, Grade not reported.

Students in non-credit courses will receive grades of either satisfactory (S) or unsatisfactory (U). Some non-credit courses or programs may be graded using traditional letter grades. If a grade of S or a passing letter grade is issued, the College assumes that the student has attended all meeting hours of a given non-credit offering. If the student receives a grade of S, the student will be eligible for all CEU's associated with the course (provided the course is approved for CEU's). A grade of "*" means that a grade has not been reported by the course instructor.

GRADE POINT AVERAGE AND CLASS RANK: Teachers College does not calculate a grade point average, rank its students, or award honors at graduation. **Unless otherwise noted, a student/graduate is considered to be in good standing.**

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COURSE NUMBERING: *Effective Autumn 1998*, the first three letters of a course prefix identify Department; all four letters together indicate subject area. First numeral indicates course credit level. Teachers College affiliates, including Columbia University, Barnard College, Union Theological Seminary, and Jewish Theological Seminary, as well as member schools of the Interuniversity Doctoral Consortium, do not follow this numbering convention:

Department Codes: A&H, Arts & Humanities; BBS, Biobehavioral Sciences; CCP, Counseling & Clinical Psychology; C&T, Curriculum & Teaching; EDP, Education Policy & Social Analysis; HBS, Health & Behavioral Studies; HUD, Human Development; ITS, International & Transcultural Studies; MST, Mathematics, Science & Technology; ORL, Organization & Leadership; IND, Interdepartmental.

Course Credit Level: 4 initial graduate; 5 intermediate graduate; 6 advanced graduate; 7 doctoral dissertation seminar; 8 doctoral dissertation advisement; 9 post-doctoral study.

Non-credit courses will use the same department and subject area codes but will not follow the same numbering conventions as credit courses and will appear in distinct, non-credit academic terms and on separate transcripts.

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47B Nashua Road Bedford, NH 03110 • (603) 310-9000 Fax (603) 472-3024 • www.bedfordhighschool.org

September 3, 2018

Chip McGee makes people and institutions better. It is with the highest regard that I write this letter of recommendation on behalf of Chip McGee. I have worked with Chip since 2007, first in his role as Assistant Superintendent and then as the Superintendent of the Bedford School District. Chip's unwavering priority during this time was to challenge people to be better, whether that be his colleagues, teachers, or students. I became a better teacher, administrator, and person while working with Chip.

When I first met Chip, I was a classroom teacher. I had worked in several districts before coming to Bedford, and never an Assistant Superintendent visited my classroom. I was immediately impressed that not only did he come in to my room; he knew my name and what I taught. Imagine my astonishment when I came to realize that Chip knew all teachers in the District by name. He took the time to interact with all individuals in the Bedford school community, not just those "at the top." He asked students in classrooms what they were learning, and he invited teachers to be on committees. As the Assistant Superintendent, Chip was tasked with improving teaching and learning, and he understood that in order to do so, he needed to be in classrooms, where real teaching and learning takes place.

After five years of being a teacher in Bedford, I moved into administration, and Chip and I met on a bi-weekly basis to have in-depth discussions about all aspects of teaching and learning in Bedford. Chip had a knack for challenging every thought I shared with him, but he always did so with professionalism and respect. He made me think long and hard about *how* and *why* we should use certain approaches. Chip and I did not always agree, but we pushed each other to learn and appreciate different perspectives. I truly miss those bi-weekly meetings. We discussed book choices, class sizes, budget implications, instructional strategies, writing approaches, and civics standards, to name a few. Simply put, Chip knows his stuff. Chip also shared books, articles, and anecdotes with me. In time I came to realize that Chip's motivation in all of this was not only for my own good, but for that of everyone in Bedford. By helping each person improve in one aspect or another, Chip was helping to build a much stronger community. The organization as a whole can only be as strong as the individuals who make up the community.

When Chip became the Superintendent of Bedford, his impact simply grew. He was now able to share that wealth of knowledge more broadly. Chip's strengths in this role were his ability to listen, collaborate, and lead. At District Leadership meetings, he asked for feedback. He asked all members of the Leadership Team to share ideas. He listened to us when we disagreed with him

or with each other. By listening, he was better able to act. He used that feedback to set the agenda for future meetings. Leading isn't always easy. Three years ago, Chip initiated the use of Tripod surveys in the District. He shared his three-year plan to survey teachers, parents, and students. As receiving feedback can be difficult, both teachers and administrators pushed back. Chip recognized the potential these surveys could have towards identifying strengths and weaknesses in order to make us better, so rather than relent, he visited all schools, answered questions, scaffolded the way the feedback would be shared, and soldiered on. In time, others are learning to embrace the practice they had once feared.

I have no doubt Chip McGee would be a valuable asset to Southern New Hampshire University. I can not think of a more qualified candidate. His impact would be far-reaching. He will connect with students, faculty, and the community. Chip is not a status-quo leader. He will continue to push for improvement, even when others think the organization is doing great. Chip stays one step ahead of the competition by looking for innovative ways to push the envelope. I trust him and admire his unwavering dedication to education. I would be happy to discuss Chip as a candidate in more detail and can be reached at (603) 315-7530.

Sincerely,

A handwritten signature in black ink that reads "Christina O'Hara". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Christina O'Hara
Dean of Humanities
Bedford High School
oharac@sau25.net

William J. Kassler, MD, MPH
89 Powder Hill Rd
Bedford, NH 03110
September 19, 2018

To whom it may concern;

It is my pleasure to write in enthusiastic support of Chip McGee's candidacy for your position. I have worked closely with Chip for more than a decade, initially as a parent advocate, member of the School Committee's Curriculum Committee, and Board member of the Bedford Education Foundation; later, for 6 years on the Bedford School Board as member and Chair. I can say without reservation that Chip is the most dedicated, thoughtful and talented educational professional that I have ever worked with. Please let me explain.

When Chip and I first met, we were on opposite sides of a debate on leveling as a strategy for academic excellence in the new high school. As he can attest to, I can be a fierce and blunt advocate for what I think is best, especially when it comes to my own children. What won me over was Chip's academic evidence-based perspective, his soft spoken and articulate reasoning, his respectful and empathetic approach to dialogue, and most of all, his unwavering commitment to the interests of every student. In this case, as in many future issues, Chip's approach led to a successful compromise, adoption of the IB program, in which everyone achieved their goals.

Over the years I watched Chip grow professionally in his leadership roles, with a style best described as servant leadership. The superintendent serves many stakeholders with competing interests, and Chip was adept at balancing the diverse perspectives of parents, taxpayers, and staff, in a sometimes highly charged political environment, while clearly placing the kids first. Chip always leaves his ego at the door, is a great listener, and brings an impressive command of educational theory and practice to any discussion.

Over the years, Chip and I occasionally clashed about issues, be it a response to the opioid crisis, helmets for girl's lacrosse, or strategies to hold classroom teachers and school administrators accountable for continuous improvement. It was rarely about the substance, but much more about my impatience and push for bolder action.

What Chip taught me was that in change management, institutional culture matters. It is more effective to patiently bring stakeholders to a consensus rather than quickly exercising command and control. This was exemplified in his last major accomplishment in Bedford, getting the teachers union to agree to a significant shift in health insurance benefits in a move from defined

September 19, 2018

Page 2

benefit to defined contribution, thereby placing more risk on the employee and saving the taxpayers millions. Watching Chip accomplish this was like watching a chess master; starting over a year before the actual contract negotiations with a multi-stakeholder educational process and ensuing discussions that slowly but inevitably built the framework for a successful outcome.

Finally, and perhaps most importantly, Chip is a nice guy, a team player, and would be a pleasure to have as a colleague. In short, I give Chip my highest recommendation as an outstanding educator and administrator. Thank you.

Sincerely,

William J Kassler, MD, MPH

MOLLY MCCARTHY

April 2, 2019

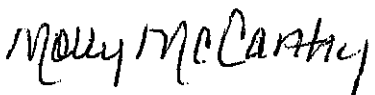
To Whom It May Concern:

I am pleased to write this letter on behalf of Dr. Eric (Chip) McGee. I have been the principal of Riddle Brook School in Bedford, New Hampshire for the past twelve years, and during eleven of those years, I had the pleasure of working for Chip in his roles as Assistant Superintendent for Curriculum, Instruction and Assessment, and Superintendent of Schools. During his tenure in both positions, I learned a tremendous amount from Chip.

Chip's track record and instincts in the areas of curriculum and instruction, supervision/evaluation and assessment are superb. When he arrived in our district, Chip's experience was primarily with secondary education. However, he was quick to seek out as many resources as possible in order to better understand elementary education. I was highly impressed by both his drive and genuine interest in learning all he could in order to become a valuable resource and leader in elementary curriculum and instruction for our district. It did not take him long! Chip's vision of providing each and every student in the district with the appropriate instructional tools and methodologies in order for them to grow as learners quickly became the district's vision as well. Chip put that vision into practice by instituting such initiatives as Critical Friends Group, teacher, grade level, school and district goals, NWEA formative assessments, data driven instruction, Professional Learning Communities, Future Ready District Workshop, and Summer Curriculum and Technology Institute. With each of these systems and practices, Chip facilitated with the expectation of collaboration, professionalism, thoughtfulness and respect amongst all staff members involved. As a result, our district continued to make gains under his leadership. Furthermore, Chip utilized common sense, best practices and professionalism in his day-to-day decision-making and problem-solving.

Chip's overall leadership style is one of high expectations coupled with support. As a principal, I always wanted to do well by Chip. I was able to take risks and be open and honest with him about my vision, opinions and challenges. I knew that he respected me as a person and a professional, and would provide me with the support that I both needed and wanted. I trusted the direction in which he was driving our district. I knew that he wanted the best for all of our students, staff, parents and community. He did his homework, kept up on best practices and continually sought out feedback for himself and the district as a whole. He always strove to do better. In Chip, you will find a bright, articulate, professional, humble, warm, giving and focused administrator, and as such, I highly recommend him for any building or district administrator position. Please do not hesitate to contact me at (603) 502-7421 if you should need any further information.

Sincerely,



Molly McCarthy
Principal

September 11, 2018

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation on behalf of Mr. Chip McGee. As the Director of Technology for the Bedford School District, I had the privilege of working with Mr. McGee first in his role as Assistant Superintendent of Schools and then as the Superintendent of Schools for the Bedford School District. I cannot speak highly enough of his work ethic, loyalty, leadership skills and strong dedication to the mission while in Bedford.

Mr. McGee is an outstanding administrator and leader. He worked tirelessly in creating and developing a school culture that fosters high expectations for learning and achievement, a safe and caring environment, a rigorous, engaging curriculum, and a culture based on trust and mutual respect. Mr. McGee is an effective communicator and worked collaboratively with all stakeholders to solve problems and make decisions that positively affected the School District climate and environment. He understood the importance of developing authentic relationships with the community, staff and students and as a result, earned the respect of all members of the leadership team, teachers, support staff and members of the community. Mr. McGee had the innate ability to motivate and inspire teachers, administrators, para-professionals and support staff to be the best that they could be. All of this was a testament to his outstanding leadership skills and undying determination to be the finest school district in the State of New Hampshire.

As the Director of Technology for the Bedford School District, I worked closely with Mr. McGee in a shared vision to promote technology use in both administrative practices and classroom instruction in the District. Mr. McGee was a strong advocate for technology use to improve efficiency in administrative practices and to support and promote learning. He understood that 21st Century Learning was vital in ensuring college and career readiness. Mr. McGee and I worked as a team to develop, propose and adopt a 21st Century learning environment for all students in the Bedford School District. After a year of research, presentations to the school board and community and final approval, we began a journey to implement a comprehensive one-to-one chromebook program. After four years, we were able to meet our goal where every student has a chromebook device when needed for instruction. We also developed a comprehensive professional development program to ensure that teachers and staff would have the knowledge and tools they needed to effectively integrate the technology into their instruction. As a result, we have seen exceptional transformations in classroom instruction and student learning as a result of the chromebook one-to-one program. In my 34 years in education, it was a privilege to be able to work with a Superintendent of Schools that was as passionate as I was to be successful with this endeavor.

In closing, I highly recommend Mr. Chip McGee for employment in your organization without reservation. As a leader, he was dynamic, creative, and innovative. As an individual he was dedicated and ethical. As a supervisor and colleague he was invaluable. I have nothing but the greatest respect for

him both professionally and personally. He will be a great asset to any organization. Please feel free to contact me directly if you need further information.

Sincerely,

A handwritten signature in cursive script that reads "Terry Bullard".

Terry Bullard
Director of Technology
Bedford School District
Cell 603-860-2784

Timothy R. Ruggere
7 Temple Place
Andover, MA 01810
truggere51@gmail.com
978-257-2121

March 27, 2019

To Whom It May Concern:

It is with great enthusiasm that I write to submit my name for a position in your school. I currently hold a CAGS degree in Educational Leadership, a Master of Education, and have completed coursework towards my PHD. With thirteen years' experience as a Principal, four years' experience as an Assistant Principal and more than eleven years' experience in hands-on teaching, I am confident that I possess the qualifications required to help your district promote its philosophy and goals.

My greatest strengths include collaborative leadership, strategic planning, empowering educators to develop their leadership and instructional skills, independent academic program development in technology, science, and math, coordination and leadership in community and pedagogical programs, and identification / implementation of organizational programs. I foster strong working relationships with local and school communities and facilitate integration of initiatives designed to enhance the school environment.

As an educator, I aspire to a school culture and educational program conducive to student learning and development. Families are under tremendous challenges today, and I seek to foster positive behavior, student and faculty teamwork, and cooperation in the school environment. I initiate and lead programs to provide clear, concise information both internally to professional staff and externally to students and parents. My belief is that students make choices, and most of the time there are natural consequences for these choices. They should be held accountable in a consistent and fair manner.

I would appreciate the opportunity to meet you personally to discuss, in detail, how my diverse skills and experience will allow me to make a valuable contribution to your school district. Thank you for your time and consideration.

Sincerely,

Timothy R. Ruggere

Timothy R. Ruggere

7 Temple Place. Andover MA 01810

Cell: (978)-257-2121 Email: truggere51@gmail.com

PRINCIPAL

Excellent, visionary, educational leader possessing strong commitment to the development of students and staff, while providing a stimulating, safe, and motivating learning environment. Solid team player with a proven record of accomplishment in collaborating with the school community, increasing student academics, and maintaining excellence in education.

Core competencies include:

- Mission Statements and School Vision
- Policy and Guidelines Review
- School Safety and Security
- Budget Development and Management
- Performance Standards Development
- Teaching Mentoring and Development
- Workshop and Seminar Presentations
- Classroom Evaluation
- Teacher and Student Supervision
- Curriculum Development and Improvements
- Standardized Testing and Scores
- Project Management and Coordination
- Program Evaluation and Assessment
- Staff Employment
- Parent and Community Involvement
- Building Renovation and Facilities Maintenance
- Fundraising
- Transportation Coordinati

ADMINISTRATIVE EXPERIENCE

Principal

LINDEN STEAM ACADEMY, MALDEN MA 2018

Responsible for the administration and supervision for a K-8 school of 900 students.

- Worked with technology department to secure a \$60,000 technology grant from Lowes
- Streamlined the Student Support Team system to better provide interventions for struggling students
- Coordinated Literacy Data Team meetings to ensure that all students were reading at grade level or being provided with the supports to achieve at the highest level
- Developed a new schedule that allowed all the grades more time for collaboration and vertical curriculum alignment
- Created a safe and supportive environment so that all students and staff feel that it is a safe place for teachers to teach and students to learn

Principal

TRITON REGIONAL HIGH SCHOOL, BYFIELD, MA
2018

2016-

Responsible for the administration and supervision of the high school and its programs, overseeing student body of 740 learners and 70 staff. Accomplishments in the last 2 years:

- Developed changes in Special Education Literacy Course in order to enhance teaching and learning.
- Led the process in developing a renewed relationship with NEASC, coordinated, and supervised the Self-Reflection Committee.
- Using the data collected from the NEASC Self-Reflection Committee, I worked with my School Council to develop a School Improvement Plan, which tied in with the District Goals as well as the NEASC Standards.
- Developed a Community Service Program, which will be used as a graduation requirement.
- Created a welcoming and open environment, which improved the culture and climate for students and staff.
- Coordinated a Professional Development Committee, which created staff driven Professional Development opportunities.
- Utilizing all stakeholders, we created a vision of what a student would look like, know and be able to do when completing his/her studies.
- Administrative Responsibilities - budgeting, scheduling, teacher assignments and evaluations, discipline, and other related areas.
- Aligned the Middle and High School Schedule during a difficult budget season to help alleviate layoffs.
- Initiated the development and implementation of a freshman executive function class that included a literacy component.
- Developed Professional Learning Communities.

Principal

OTTOSON MIDDLE SCHOOL, ARLINGTON, MA

2009

– 2016

Responsible for the administration and supervision of the middle school and its programs, overseeing student body of 1100 learners and 100 staff. Accomplishments in the last 7 years:

- Coordinated the design and planning of \$150,000 grant from the Arlington Education Foundation to fund school improvement over the next 3 years.
- Spearheaded initiatives to deal with tolerance and diversity that have led to the recognition as an excellent educational organization, resulting in winning the Every Day Hero Award from the Human Rights Commission award.
- Created a Building Respect Task Force comprised of parents, faculty, Human Rights Commission, Anti-Defamation League, local Synagogue, local law enforcement and building administration.
- Created opportunities for community members to become a part of Ottoson Middle School by inviting parents, businesses and local universities to come in for breakfast meeting and classroom projects.
- Spearheaded the Technology Renovation Project in which 150 parent and student volunteers helped staff and administration completely renovate Ottoson Middle School Technology classrooms.
- Enhanced communication and developed positive and meaningful relationships with parents and community members through the establishment of the following programs and events: Anti-Hate Task Force, Monthly Breakfasts, AEF School Improvement Grant, Open time for Parents (Drop – In), Interactive website communicating student accomplishments, Evening Events (Spaghetti Supper, Cherry Blossom Festival, etc.)
- Maintained a calm and professional tone in the building and brought staff together as a cohesive team.
- Utilizing the Ottoson Parent Group, we created a regular dialogue at parent forums and monthly breakfasts for staff to talk to parents about a variety of school related issues.
- Worked closely with outside agencies AYCC, DCF to ensure the safety and well being of all students at Ottoson
- Worked closely with AEF to communicate the changes that have been made in the OMS community and how AEF could help enhance these developments
- Created leadership team of 16 teachers and administrators from OMS designed to improve communication and create a more positive culture and climate at Ottoson.
- Established the World of Difference Program at OMS in which students in grade 6-8 teach tolerance and acceptance to their peers.
- Created a restructuring plan reorganizing Ottoson into Smaller Learning Communities. In the 2012-2013 school year, we will be moving into a house system.
- Developed all of the professional development for Ottoson Middle School staff.
- Restructured the teaching model to incorporate curriculum mapping and interdisciplinary teaching teams, which has increased student learning.

- Facilitated a grade 5-6 transition team to meet the needs and challenges of students moving from elementary to middle school.
- Created a new teacher handbook to help communicate expectations to all teachers.
- Partnered with the Technology Director to help bring laptop carts and wireless internet to Ottoson, as well as revamp all of our computer labs.

Principal

DEDHAM MIDDLE SCHOOL DEDHAM, MA

2007 - 2009

Responsible for the administration and supervision of the middle school and its programs, overseeing student body of 700 learners and 100 staff. Accomplishments in the last year:

- MCAS:
 - Increased scores in all areas resulting in meeting AYP for first time
 - Amended preparation to avoid corrective action
 - Hosted informal information nights to educate community
 - Created after school programs for all students
 - Interpreted data and created reports and presentations for school committee, PTO, and community
 - Implemented before and after school test tutoring program using PLATO and "GoMyAccess" to improve student performance
 - Enhanced implementation of test services to special education students increasing performance and test scores
 - Created Individual Student Success Plans for all needs improvement and failing students
- Developed transition program to help fifth grade students successfully transfer into the middle school
- Collaborated with district's elementary principals in aligning Math, Science, and Language Arts curriculum with the middle schools
- Wrote and implemented School Improvement Plan
- Assisted in development of the District Improvement Plan which was based on Dedham Middle School School Improvement Plan
- Implemented SCORE Peer Mediation Program to give student a role in dealing with conflict resolution
- Oversaw science curriculum to assure compliance with "Green Building" regulations
- Oversaw operation of all "punch list" items for newly built "Green Building" middle school and worked with architects and contractors to make sure all outstanding projects were completed
- Worked with local businesses, Dedham Middle School Parent Group, and boosters to raise \$10,000 for the middle school athletic program
- Handled building budget of over \$50,000
- Coordinated and hosted district and statewide professional development at Dedham Middle School
- Directed professional development on "Teaming"

- Created middle school schedule using PowerSchool
- Created Grade Eight Seminar comprised of research, study skills, developmental guidance, and additional support in math and science
- Created open house information nights for grades seven and eight parents with Dedham High School
- Reduced student suspensions by 75% percent
- Hosted monthly administrative socials to welcome in community members get to know Administration in an informal setting
- Prepared and submitted timely reports (Department of Education, School Committee, District Attorney's office, etc)
- Developed a partnership with the Boston Athenaeum and the Calderwood Writing Initiative; in collaboration with the Boston Athenaeum to instruct Massachusetts's teachers on using primary sources in teaching writing, and secured \$35,000 grant for Dedham Schools

Assistant Principal

DEDHAM HIGH SCHOOL DEDHAM, MA

2006 - 2007

Oversaw day-to-day operations of the high school and responsible for student disciplinary procedures. Supervised grades ten and twelve – a student body of 400 learners.

- Worked with Math Department Chair on grade ten MCAS after-school program, resulting in highest MCAS scores in school history
- Wrote MCAS grant securing yearly funds for an after-school tutoring program
- Created Individual Student Success Plans for grades nine through twelve students who failed MCAS
- Implemented a Culture and Climate Committee with students, parents, and staff to identify ways to improve student achievement and school climate
- Worked with School Council in writing the School Improvement Plan
- Created high school schedule using Powerschool
- Provided consultation and discipline for students with behavior and attendance problems
- Developed relationship with District Attorney's office and Dedham Police to help at-risk students
- Wrote SCORE Peer Mediation Grant in conjunction with the District Attorney's office to help students with conflict resolution
- Managed the recruitment and hiring of staff
- Organized and assigned substitute teacher coverage
- Presented a lecture on Building Based Management to the elementary and secondary teachers
- Ensured that all facilities were operating efficiently and effectively and saw that applicable health and safety standards were met

Dean of Students

SALEM HIGH SCHOOL SALEM, MA

2003 - 2006

Dean of the Freshman House, a student body of 500 learners. Responsible for student disciplinary procedures. Supported 21 teachers, support staff, guidance counselors, and administrative staff.

- Proposed restructuring plan for the upper two houses to be implemented in the 2005-2006 school year
- Initiated and nurtured working relationship with middle schools to bridge gap from eighth to ninth grade
- Participated on the building renovation committee for complete renovation of High School and worked closely with architects to determine building design specifications
- Organized professional development for the teaching of staff about Time and Learning and Differentiated Instruction
- Supervised and evaluated staff using the Seven Principles of Effective Instruction
- Created Freshman Seminar course comprised of computer skills, study skills, literacy, and guidance sections
- Implemented mentoring program for each student in the Freshman House
- Developed "Teaming" professional development in conjunction with Brown University for freshman team teachers
- Worked in writing and implementing Small Learning Community and Comprehensive School Reform Grants
- Worked with the Smaller Learning Communities philosophy to create freshman teams, developing four teams of four teachers and approximately 120 students per team of core classes in Math, Science, English, and Social Studies
- Developed and implemented parent advisory and outreach programs for the community, including the Latino and Albanian communities
- Worked in writing and implementing Small Learning Community and Comprehensive School Reform Grants
- Developed relationships with outside community resources and businesses to work with at-risk students
- Created Grades 9 -12 High School Showcase for the community and incoming ninth graders demonstrating the unique and diverse offerings at Salem High School
- Developed Child Study Teams to work with at risk students
- Created a proposal to cut \$70,000 dollars from the school budget without negatively affecting the quality of instruction
- Acted as principal overseeing day to day operations of Salem High School, as well as sitting in on school committee meetings, budget hearings, and

system wide leadership meetings

- Created mandatory after school tutoring program for students failing two or more classes
- Ran high school scheduling on IPass, Rediker and Sasi

TEACHING EXPERIENCE

Reading Specialist/English Teacher/Advisor/Accreditation Team NORTH READING HIGH SCHOOL, NORTH READING, MA	1994 - 2003
Communication Arts Teacher WILLIAM HOWARD TAFT MIDDLE SCHOOL, BRIGHTON, MA	1992-1994

EDUCATION

2011 Education Leadership Course – (Coursework for Ed. D.)
 Lesley University, Cambridge MA

2004 C.A.G.S. Educational Leadership, Cambridge College,
 Cambridge, MA

1993 Ed. M. Reading, Boston University, Boston, MA

1989 Bachelor of Arts, English, University of Massachusetts,
 Boston, MA

CERTIFICATIONS

Massachusetts Certification: Principal / Assistant Principal
 K-5

Massachusetts Certification: Principal / Assistant Principal 6-
 8

Massachusetts Certification: Principal / Assistant Principal 9-
 12

Massachusetts Certification: Superintendent/Assistant
 Superintendent

PROFESSIONAL ASSOCIATIONS

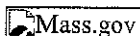
Member of the Boston Athenaeum

Massachusetts Secondary Schools Administrators
 Association (MSSAA)

Association for Supervision and Curriculum Development
 (ASCD)

National Association of Secondary School Principals
(NASSP)

References Available Upon R

Mass.govWelcome to [State Government](#) · [State Services](#)DOE Home[News](#) [District/School Administration](#) [Educator Services](#) [Assessment/Accountability](#) [Family & Community](#)

Inquiry - Activity Summary

[ELAR Home](#) · [Logout](#)

Personal Information

Cohort Year: **2015-2016** RETELL License Restrictions: **No**If any of this information is incorrect or incomplete, please click EDIT button to update it. [Edit](#)

†MEPID: 51171244

Name: Timothy R Ruggere SSN: xxx-xx-5017

Date of Birth: September 29, 1965 Massachusetts License #: 291311

Gender: Male Race/Ethnicity: Not Reported

Address: 7 Temple Place, Andover, MA, 01810, USA

Telephone Number: Email: truggere51@gmail.com

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Pursuant to G.L. c. 62C, § 47A and G.L. c. 119A, § 16, the Department of Elementary and Secondary Education is required to obtain your Social Security Number (SSN). Your SSN may be used to facilitate the authorized sharing of information with designated agencies for the following purposes: compliance with tax laws; reporting of licensure disciplinary actions and denials to the National Association of State Directors of Teacher Education & Certification; and compliance with child support laws. If you do not have an SSN, you must contact the Licensure Office at 781-338-6600.

Education

To enter or update the education information, please click EDIT button. [Edit](#)

Country	State/Province	College/ University/ Institution	Major	Degree/Diploma Earned/Expected	Month/Year Earned
United States of America	Massachusetts	Boston University	Education	Master	5 / 1993
United States of America	Massachusetts	Cambridge College	Administration	C.A.G.S.	7 / 2004
United States of America	Massachusetts	University Of Massachusetts-Boston	English	Bachelor	6 / 1989
United States of America	Massachusetts	Lesley University	Education	Doctoral	7 / 2017

License Action

For additional information about educator conduct, including how the action may affect the educator's eligibility for employment, please [Click Here](#)

Note to School Districts: License Action table has data starting from 1/1/2007. Before making employment decisions based on this data, particularly data that indicates a status of revoked, denied, limited or suspended, please confirm its accuracy. **For current license status, please see the Activity History table at the bottom of the screen.** If you notice any inaccuracy, please contact the Department immediately by sending an email to elarinquiries@doe.mass.edu.

**Note: Appropriate date on file.

Application Type	Activity	Credential	Date Applied	Date Issued	Status	Date of Action
None found.						

Activity History

For a general description of common ELAR statuses, please [Click Here](#).

Note to School Districts: Before making employment decisions based on this data, particularly data that indicates a status of revoked, denied, limited or suspended, please confirm its accuracy. If you notice any inaccuracy, please contact the Department immediately by sending an email to elarinquiries@doe.mass.edu.

**Note: Appropriate date on file.

Application Type	Activity	Credential	Date Applied	Date Issued	Status	Renewal/Expiration Date	Action
ACADEMIC	Licensure	English, 9-12, Professional	May 1, 1990	May 01, 1990	Licensed	March 6, 2024	
ACADEMIC	Licensure	Moderate Disabilities, 5-12, Provisional	March 8, 2019		Ready for Review		Change status to Idle
ACADEMIC	Licensure	Principal/Assistant Principal, 5-8, Initial	September 20, 2005	Oct 17, 2005	Expired	January 10, 2008	
ACADEMIC	Licensure	Principal/Assistant Principal, 5-8, Professional	September 27, 2007	Jan 10, 2008	Licensed	September 17, 2023	
ACADEMIC	Licensure	Principal/Assistant Principal, 9-12, Initial	February 6, 2004	Mar 31, 2005	Expired	January 10, 2008	
ACADEMIC	Licensure	Principal/Assistant Principal, 9-12, Professional	September 27, 2007	Jan 10, 2008	Licensed	September 17, 2023	
ACADEMIC	Licensure	Principal/Assistant Principal, PreK-6, Initial	August 20, 2008	Aug 22, 2008	Licensed		
ACADEMIC	Licensure	Reading, All Levels, Professional	April 1, 1994	Apr 11, 1994	Licensed	March 6, 2024	
ACADEMIC	Licensure	Superintendent/Assistant Superintendent, All Levels, Initial	August 20, 2008	Apr 30, 2009	Licensed		
ACADEMIC	Relicensure	Reading, All Levels, Professional	May 18, 1999		Approved		
ACADEMIC	Relicensure	English, 9-12, Professional	June 17, 2004		Approved		
ACADEMIC	Relicensure	Reading, All Levels, Professional	June 17, 2004		Approved		
ACADEMIC	Relicensure	English, 9-12, Professional	May 18, 1999		Approved		
ACADEMIC	Relicensure	Principal/Assistant Principal, 5-8, Professional	September 17, 2018		Approved		
ACADEMIC	Relicensure	Reading, All Levels, Professional	March 8, 2019		Approved		
ACADEMIC	Relicensure	Principal/Assistant	September		Approved		

		Principal, 9-12, Professional	18, 2013				
ACADEMIC	Relicensure	Principal/Assistant Principal, 9-12, Professional	September 17, 2018		Approved		
ACADEMIC	Relicensure	Principal/Assistant Principal, 5-8, Professional	September 18, 2013		Approved		
ACADEMIC	Relicensure	English, 9-12, Professional	March 8, 2019		Approved		

Correspondence

To view/print correspondence press [Correspondence History](#)

Documents

To view documents press [View Documents](#)To upload documents press [Upload Documents](#)

Affidavit History

To view the affidavit history press [Affidavit History](#)

Payment History

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TEST Results

To view the TEST results press [View Test Results](#)

College Endorsements

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License Information - View/Print

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Boston University Transcript
Boston University Office of the University Registrar
 881 Commonwealth Avenue
 Boston, Massachusetts 02215

DATE PRINTED: 06/30/2015
 PAGE 1

STUDENT NAME	IDENTIFICATION NUMBER	DATE OF BIRTH	SEX
Ruggere, Timothy Robert	XXX-XX-5017	09/29/1965	M

DEGREE AWARDED

Master of Education
 Major: Reading Education
 May 16, 1993

COURSES	TITLE	CREDIT	GRADE	HONOR POINTS	GPA SEM	COM
---------	-------	--------	-------	-----------------	------------	-----

SUMMER I 1992

ADMITTED to Summer

Non Degree

CLA EN546S MOD AMERICA NOV 4.0 B+ 13.2 3.30
 3.30

SUMMER II 1992

CLA EN577S COMIC FICTION 4.0 A- 14.8 3.70
 3.50

FALL 1992

ADMITTED to School of Education

Master of Education

SED RE736 DEV RDG STR 2 2.0 A 8.0
 SED RE737 ANAL RDG 1-12 4.0 A 16.0
 SED RE739 SEC READ CLINIC 8.0 A 32.0
 SED RS600 PERSP ON INQUIR 4.0 A- 14.8 3.93
 3.80

SPRING 1993

SED AP750 PERF APPR&SUPER 4.0 A- 14.8
 SED RE731 DEV RDG STRAT 1 2.0 A- 7.4
 SED RE733 RDG STR SP LRNR 4.0 A 16.0
 SED RE740 SEC READ CLINIC 8.0 A 32.0 3.90
 3.84

Cumulative Credits Earned : 44.0
 Cumulative Grade Point Average: 3.84

End of Transcript

BASIS OF ADMISSION

University of Massachusetts at Boston
 Boston, MA
 Bachelor of Arts

**1974 Family Educational Rights and Privacy Act Information**

The information contained on this transcript is not subject to redisclosure to any other party without the expressed written consent of the student or his/her legal representative. It is understood this information will be used only by the officers, employees, and agents of your institution in the normal performance of their duties. This information should be destroyed once its need has been fulfilled.

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Jeffrey von Munkwitz-Smith
 Jeffrey von Munkwitz-Smith
 Assistant Vice President
 University Registrar



**Cambridge
College**

Office of the Registrar

EXHIBIT F10

STUDENT ID: 51403

SSN : 026-62-5017

RECORD OF: Timothy R. Ruggere
144 Andrew St.
Andover, MA 01810

BOSTON UNIVERSITY MED 1993

BASIS OF ADMISSION:

January 2001

DATE AND STATUS OF ENTRANCE:

TO: Timothy R. Ruggere
7 Temple Place
Andover, MA 01810



NUMBER	COURSE TITLE	GRADE	CREDITS	NUMBER	COURSE TITLE	GRADE	CREDITS
C.A.G.S. Division				C.A.G.S. Division			
Transfer Credit				2003-2004 Summer			
Organization : Cambridge College				ECL-803 Advanced Technologies in Education			
CA	EAD686: LEGAL ASPECTS OF SCH ADM	TR	3.00	A			3.00
CA	EAD690: FINANCES AND BUS ADMIN	TR	3.00	Research Project:			
CA	EAD782: RECONCEPTUALIZ OF SCHOOLS	TR	3.00	A THEMATIC APPROACH TO HIGH SCHOOL LEARNING			
			Term Totals : 9.00				Term Totals : 12.00
			Career Totals : 9.00				Career Totals : 36.00
002-2003 Summer				C.A.G.S. Division Career Totals : 36.00			
				Degree Information :			
				(1) Certificate of Advanced G Date Conferred : 08/23/2004			
ECL-800	Foundations of Social Science Research	A	3.00	Major(s)			
CA-725	Instructional Leadership: Supervision & Administration of Ed. Personnel	A	3.00	Educ. Specialist/School Administrator INITIAL			
			Term Totals : 6.00	Certification(s)			
			Career Totals : 15.00	Sch Prin/Asst Prin/INITIAL 9-12			
003-2004 Fall				THIS CANDIDATE HAS COMPLETED A STATE AND NASDTEC APPROVED PROGRAM IN SCHOOL PRINCIPAL/ASST. SCH. PRINCIPAL 9-12 AT THE INITIAL STAGE, AND IS INSTITUTIONALLY RECOMMENDED FOR CERTIFICATION IN THIS AREA.			
ECL-801	Advanced Graduate Research Seminar	A	3.00	End of Transcript			
			Term Totals : 3.00	07/02/2015			
			Career Totals : 18.00				
003-2004 Spring							
CA-805	Educational Leadership Practicum I: Educational Administration	A	3.00				
ECL-802	Advanced Leadership	A	3.00				
			Term Totals : 6.00				
			Career Totals : 24.00				
003-2004 Summer							
CA-806	Educational Leadership Practicum II: Educational Administration	A	2.00				
CA-807	Applied Action Research Project	A	1.00				
CA-800	Independent Study ECC 710	A	3.00				
CE-804	Advanced Leadership in Policy and Practice	A	3.00				


UNIVERSITY OF MASSACHUSETTS BOSTON
OFFICE OF THE REGISTRAR

100 Morrissey Boulevard, S.S.

Boston, MA 02125-3398

United States

Official

Name: Timothy Ruggere

Student ID: 00483578

Registrar

Admission Date: 05/21/84
 Residence: Timothy Ruggere
 7 Temple Pl.
 Andover, MA 01810-1555
 Undergrad Status

Transfer Credit from Suffolk University
 1984 FALL

Course	Description	Credits	Grade
ENGL 101	ENG 101 COMM	3.00	W
ENGL 101	ENG 101 ENGLISH 1	3.00	W
ENGL 215	AMERICAN LIT	3.00	W
ENGL 113	ENG 101 HUM 1	3.00	W
ENGL 112	SCI & HUM 2	3.00	W
ENGL 115	PHILOSOPHY 1	3.00	W
ENGL 116	PHILOSOPHY 2	3.00	W
ENGL 113	PSYCHOLOGY	3.00	W

1985 FALL
 Program: Arts & Sciences - Undergrad
 Plan: English Major

Course	Description	Credits	Grade
ENGL 102	Freshman English II	3.00	B-
ITAL 101	Elementary Italian	4.00	B-
MATH 110	Basic Algebra	3.00	P
MUSIC 121	Theory I	3.00	W
MUSIC 241	American Music I	3.00	W
TERM GPA:	2.830 TERM CREDIT TOTALS:	15.00	
CUM GPA:	2.830 CREDIT TOTALS:	37.00	

1986 Spring
 Program: Arts & Sciences - Undergrad
 Plan: English Major

Course	Description	Credits	Grade
BIOE 103	Basis Of Life	0.00	W
ENGL 204	Nature Of Lit.	3.00	B
ENGL 102	Elementary II	4.00	C+
MUSIC 112	Intro to Music I	3.00	B-
ENGL 160	Social Problems	3.00	C+
TERM GPA:	2.840 TERM CREDIT TOTALS:	13.00	
CUM GPA:	2.860 CREDIT TOTALS:	50.00	

1986 FALL
 Program: Arts & Sciences - Undergrad
 Plan: English Major

Course	Description	Credits	Grade
AMST 205COR	The Fifties	3.00	A
ENGL 201	Five British Writers	3.00	A
ENGL 254	Black Myth	3.00	A
ENGL 255	American	3.00	A
ENGL 256	American	3.00	A

1987 Spring
 Program: Arts & Sciences - Undergrad
 Plan: English Major

Course	Description	Credits	Grade
ENGL 210COR	Intro to Great	3.00	B
ENGL 225	Intro to	3.00	B
ENGL 324	Shakespeare	3.00	W
ENGL 375	Short Story	3.00	B
ENGL 385	Children's Lit	3.00	NA
ENGL 385	Wilton	3.00	NA
TERM GPA:	2.870 TERM CREDIT TOTALS:	15.00	
CUM GPA:	2.880 CREDIT TOTALS:	65.00	

1987 FALL
 Program: Arts & Sciences - Undergrad
 Plan: English Major

Course	Description	Credits	Grade
ENGL 101	Intro to Micro	3.00	W
ENGL 302	Great Writ	3.00	W
ENGL 342	Fiction	3.00	C+
ENGL 382	Hist English Lang	3.00	B-
ENGL 382	Shakespeare (Early)	3.00	B-
ENGL 201	Educational Psych	3.00	B
TERM GPA:	2.870 TERM CREDIT TOTALS:	15.00	
CUM GPA:	2.880 CREDIT TOTALS:	77.00	

1988 Spring
 Program: Arts & Sciences - Undergrad
 Plan: English Major

Course	Description	Credits	Grade
ENGL 347	Prim Literary Criticism	3.00	B
LAWJUS 104	Intro Law & Justice	3.00	A
ENGL 207	Movement	3.00	B-
ENGL 333	Education	3.00	B
ENGL 333	Psycho	3.00	B
ENGL 333	Math/Proc	3.00	B
TERM GPA:	2.880 TERM CREDIT TOTALS:	15.00	
CUM GPA:	2.890 CREDIT TOTALS:	89.00	

1988 FALL
 Program: Arts & Sciences - Undergrad
 Plan: English Major

Course	Description	Credits	Grade
CNSICS 172	The Romans	3.00	A-
PE 172	Lacrosse	1.00	A
BECH 349	Psychology Of Coach	3.00	W
ENGL 104COR	Socrates-Jesus	3.00	B+
ENGL 104COR	Buddhism	3.00	B+

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UNIVERSITY OF MASSACHUSETTS BOSTON
OFFICE OF THE REGISTRAR

 100 Morrissey Boulevard
 Boston, MA 02125-3393
 United States

 Name: Timothy Ruggere
 Student ID: 00488578

 UMass
 BOSTON

Registrar

SECD	324	Lab/Work In	3.00	B+	UMASS	UMASS	UMASS	UMASS
SECD	336	Prepracil Instr	3.00	B+	UMASS	UMASS	UMASS	UMASS
		Tech						

Dean's List

TERM GPA:	3.510	TERM CREDIT TOTALS	13.00
CUM GPA:	3.000	CREDIT TOTALS	102.00
		1989 Spring	

Program:	Arts & Sciences - Undergrad		
Plan:	English Major		
Course	Description	Credits	Grade
SECD 324	Shor Story	3.00	A-
SECD 480	English	3.00	W
	Interst		
SECD 335	Value Decisions	3.00	B
SECD 337	Dev Littry	3.00	A
	Ching Wtd		
SECD 338	Practicum	3.00	B
	Ill		

Dean's List

TERM GPA:	3.390	TERM CREDIT TOTALS	12.00
CUM GPA:	3.050	CREDIT TOTALS	114.00

1989 Fall

Program:	Arts & Sciences - Undergrad		
Plan:	English Major		
Course	Description	Credits	Grade
SECD 443	Std Tch Sem	12.00	A
	English		

THIS STUDENT HAS COMPLETED A STATE ICC & NASDTEC APPROVED PROGRAM IN SECONDARY ENGLISH 117 AND IS INSTITUTIONALLY RECOMMENDED FOR CERTIFICATION IN THIS AREA 4/90

Dean's List

TERM GPA:	4.000	TERM CREDIT TOTALS	12.00
CUM GPA:	3.170	CREDIT TOTALS	126.00

Degrees Awarded

Degree:	Bachelor of Arts
Confer Date:	1999-12-28
Plan:	English, Additional Major
Plan:	ESPE Secondary, Major

End of Official

UMASS	UMASS	UMASS	UMASS	UMASS	UMASS	UMASS	UMASS
BOSTON	BOSTON	BOSTON	BOSTON	BOSTON	BOSTON	BOSTON	BOSTON

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Dartmouth High School
555 Bakerville Road, Dartmouth, MA 02748

Telephone - 508-961-2700

www.dartmouthps.dhs.schoolfusion.us

Fax - 508-910-1410

Mr. John F. Gould, Ed. D.
Principal

Mr. Christopher L. Boyle
Dean of Students

Mrs. Janice Sharp
Interim Dean of Students

Ms. Rachel Chavier
Associate Principal
Mr. Michael Martin
Dean of Students

Recommendation: Mr. Timothy R. Ruggere

August 31, 2015

Dear Sir or Madam,

I am crafting this letter in order to recommend Mr. Timothy Ruggere for your consideration. I first met Mr. Ruggere in Spring, 2007. At that time, he was a member of the hiring committee in the search for a Social Studies Coordinator (Grades 6-12) for the Dedham Public Schools.

Needless to say, I was awarded the Social Studies Coordinator position, and like many "rookie" administrators, I realized too late the realities of being a school leader. After seeing him become the Dedham Middle School Principal, Mr. Ruggere was one of the few who refused to let me sink. He was "gutsy" enough to back our successful application to the Calderwood Writing Initiative which won the Social Studies Department a \$35,000 professional development grant. He supported me in transitioning into the unfamiliar landscape of Dedham.

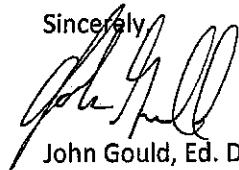
Further, he helped me understand how to approach a budget as well as the evaluation process. To this day, I use him as a sounding board to engage his thoughts on conflict-resolution and grievances. I am grateful in how he has always made time for me. In fact, my time in Dedham – coupled with his encouragement – convinced me to continue on the administrative path. Currently, I am in my second year as Dartmouth High School's Principal.

As a seasoned administrator, I value my mentor-student relationship with Mr. Ruggere. Before meeting Mr. Ruggere in Dedham, I was a middle school and a high school Social Studies teacher. After leaving Dedham, I was a high school Dean of Students and then became a high school Assistant Principal. In addition to being in public education for nineteen years, I have taught well over a hundred adjunct classes at twelve different colleges and universities across Massachusetts.

I share my own credentials and experiences not to brag but to say that Mr. Ruggere is a leader that I show deference towards. If he chooses to join your campus as a leader, it will be a better community. He is an effective leader who I endorse. I encourage you to hire him without qualification or reservation.

If I can be of further service, please feel free to contact me.

Sincerely,



John Gould, Ed. D.
Principal



Timothy Ruggere
Principal

Kathryn Dawe
Assistant Principal

Scott Brennan
Assistant Principal

Sean McInnis
Athletic Director

February 6, 2018

To Whom This May Concern:

As a teacher of special education for over 22 years and as an administrator for 12 years, I have been impressed by a handful of teachers and administrators. Tim is one of those people. It is with great pride, enthusiasm, and admiration, but with sadness that I write this letter of recommendation for Timothy Ruggere. My feeling is that letters of recommendations never translate the level of impact a person can have as well as the actions of the individual being described. Such is the case with Timothy Ruggere. Mr. Ruggere is a natural leader, a determined individual, a hard worker, a problem solver, a person who meets challenges with competence, committed to excellence, and committed to all students.

Tim possesses the unique ability to consistently see the "big picture". His work with students and their families creates a premier learning and sport environment that helps students become more resilient in dealing with personal challenges. He thoughtfully holds each student accountable to the standards that are set for them, consistently stretching them beyond their current limits. Tim's strong sense of character and sense of humor make him a positive role model in our community. Our students and staff look up to him for direction and guidance and often walk away with a good laugh.

As a leader, Mr. Ruggere is a hands on Administrator. Each morning, he greets the students off the buses, makes our morning announcements, goes to classrooms to sing Happy Birthday to students and give them a birthday pencil, does his daily walkthroughs, and always makes himself available. He has taken on NEASC and our School Improvement Plan with vengeance. He has been a blessing at our school.

Mr. Ruggere will be an asset to your school community. It is without reservation that I recommend him to you. Please feel free to call me at anytime to discuss this wonderful human being at 978.462-8171 or e-mail me at scott.brennan@tritonschools.org.

Sincerely,

Scott Brennan
Assistant Principal

Phone: (978) 462-8171

112 Elm Street, Byfield, MA 01922

www.tritonschools.org

To Whom it May Concern:

In the two years that I've had the pleasure of working with Tim Ruggere, I've learned what a valuable asset he is to our community. As our high school principal, Tim has brought valuable leadership to our school to help build a fluid and cohesive unit.

Tim completely understands that a school is all about the teachers from the inside out. Tim has the ability to shape a vision of academic success for all students through high standards and expectations, rigorous learning, and by creating a climate and culture that puts learning at the center of all activities. This is evidenced by his fostering of collaborative teams of teachers, students and community members towards academic success. This is also demonstrated through his inclusion initiatives and team teaching.

Tim works tirelessly to build a lively rapport with all members of the community. Tim is a visible and refreshing presence who without end builds on people's strengths. Tim has the innate ability to nurture growth in his staff and students. Tim can cultivate leadership and success in others by finding their expertise, skills and abilities. This type of engagement leads to a healthy and productive landscape. Additionally, with the right supports from parents and community, obvious growth has been developed.

Further, Tim understands data process so that the data results are appropriated to best serve the school. He also understands that there is a human quality to data as well, and that this plays as big a role in determining optimal outcomes.

It is with tremendous enthusiasm that I recommend Tim Ruggere to the position of Principal. Tim demonstrates all leadership qualities that make for a great person and a great school. Should you want to discuss Tim's leadership prowess further, please call me at 978-518-2003.

Sincerely,

Kimberly J. Spinale M.Ed, Ed.S
Literacy Educator

JEFFREY D. SANDS

16 Kimberly Drive
Tewksbury, MA 01876

jeffsands68@yahoo.com

Cell: 978-764-5276
Home: 978-640-6264

April 12, 2019

Mr. Glenn Koocher
MASC Hamilton-Wenham Regional School District Superintendent Search
Massachusetts Association of School Committees
One McKinley Square
Boston, MA 02109

Dear Mr. Koocher:

It is with great interest that I submit my application to you for the position of Interim Superintendent. Since 2013, I have served as the Assistant Superintendent of Schools for the Hamilton-Wenham Regional School District. In that capacity, I am responsible for leading the day-to-day operations of the District which includes but is not limited to finance, accounting, budget, treasury, human resources, payroll, food service, risk management, technology, facilities & grounds, security, procurement and collective bargaining. I have been involved in virtually every initiative the District has undertaken since my arrival in 2013; often times as the Administrator in charge. During my six years with the District, I have developed strong working relationships with Superintendent Harvey, members of the Leadership Team, members of the community and town government, as well as hundreds of faculty and staff including the leadership of the District's Labor Unions.

As described in my resume, my professional experience is both extensive and diverse extending far beyond financial leadership to include regional school district administration, MSBA building project management, operations management, human resources administration, collective bargaining and procurement within various organizations for over 25 years. I have built partnerships and cross-functional teams committed to excellence, advanced enterprise systems in complex organizations, and have extensive experience working with all levels of personnel. My accomplishments and successes are supported by my ability to analyze and assess opportunities and to generate advancements in performance, profitability and efficiencies. With a strong, inclusive leadership style and an ability to build high performing teams, I have assumed a number of diverse leadership roles during my career. I am a self-directed leader who also works well as a team player. I received a Bachelor of Science in Finance from Merrimack College and an MBA from Bentley University. I hold MA DESE Professional Licensure as a Superintendent/Assistant Superintendent and School Business Administrator.

I believe that I offer the District a unique combination of continuity, institutional knowledge, stability and leadership that cannot be matched by any other candidate. Under my leadership the District will not tread water or become complacent like many Districts often do when a long-tenured Superintendent leaves and an Interim Superintendent is hired. Through the relationships I have built over the past 6 years, I will leverage the awesome team that has been assembled to move the ball forward across all disciplines; we will not miss a beat. Finally, I can serve as the centerpiece of a long-term transition plan to a permanent Superintendent when the time comes.

I appreciate the consideration.

Sincerely,



Jeffrey D. Sands

Enclosures

JEFFREY D. SANDS

16 Kimberly Drive
Tewksbury, MA 01876

jeffsands68@yahoo.com

Cell: 978-764-5276
Home: 978-640-6264

SENIOR FINANCE & BUSINESS EXECUTIVE**Big 4 Experience ♦ Finance & Business Operations ♦ Financial Analysis & Modeling**

- Provided expert financial leadership during turbulent business and economic conditions.
- Built and led several high performance finance teams.
- Key player in business IT systems implementations and related change management initiatives.
- Extensive experience working with all levels of personnel including executive management.
- Recognized by colleagues as a top-performer with outstanding leadership skills.

MBA-credentialed finance executive with demonstrated record of 20+ years of business results and experience derived from deep expertise in operations management, financial leadership, and strategic business planning.

SIGNATURE STRENGTHS

Operations & Risk Management
Business Rules & Governances
Technology Implementation
Contract Negotiations

Procurement
Process Reengineering
Workforce Planning
M&A Transactions

Cost Reduction & Containment
Cash Flow Improvement
Budgets & Forecasting
Financial Modeling

CAREER NARRATIVE**HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT, WENHAM, MA ♦ 2013 - Present**

K-12 Public School system consisting of 6 school buildings, 330 employees, 2,000 students with an annual operating budget of ~\$30 million.

Assistant Superintendent of Finance & Administration

Accountable for leading all non-instructional functions for the School District including budgeting, forecasting, financial planning & analysis, payroll, grants management, student data, general accounting, treasury, audit support, procurement, human resources, transportation, food service, technology, and facilities. Currently serves as the Chief Financial, Operations and Procurement Officer for the School District.

- Member of the Superintendent's Executive Team
- Leader of a cross functional District-wide Security Team
- Manages 5 Department Heads with over 80 staff across multiple disciplines
- MA DESE Licensure as a School Business Administrator
- MA DESE Licensure as a Superintendent / Assistant Superintendent
- Member of NEMLEC School Threat Assessment and Response System (STARS) Team
- MCPPO Certified

TEWKSBURY PUBLIC SCHOOLS, TEWKSBURY, MA ♦ 2010 - 2013

K-12 Public School system consisting of 8 school buildings, 500 employees, 4,000 students with an annual operating budget of ~\$50 million.

School Business Administrator

Accountable for leading a finance and business functions for the School District including budgeting, forecasting, financial planning & analysis, payroll, grants management, student data, general accounting, audit support, procurement, human resources, transportation, food service, technology, and facilities.

THE BOSTON CONSULTING GROUP, Boston, MA ♦ 2008 - 2009

Global management consulting firm operating in 60 locations worldwide with 500 partners, \$2.5 billion in revenue and 6,000 employees.

Senior Global Finance Director

Managed several high priority initiatives for the Global CFO and other members of the executive management team during a period of very unstable global business conditions. Senior finance member of Global Business

JEFFREY D. SANDS**jeffsands68@yahoo.com****Page 2**

Process Reengineering team charged with driving continuous improvements within the finance function and other critical cross-functional decision support areas.

- Collaborated with global partners improving DSO by 20 days and reducing interest charges by more than \$10 million annually.
- Instrumental in decreasing the Firm's controllable cost structure by \$100 million (+10%), while partnering with country and functional budget holders.
- Updated and harmonized global travel and business expense policies and procedures, thereby eliminating costly country-specific programs. Annual savings are expected to exceed \$50 million.

PRICEWATERHOUSECOOPERS, L.L.P., Boston, MA ♦ 1994 - 2007

Big 4 Public Accounting firm serving 16 industry sector concentrations, including US Private Companies Services (PCS) with 35 operating locations, \$750 million in revenue, 250 partners and 2,000 employees, and US Tax Services with 60 operating locations, \$2.0 billion in revenue, 700 partners and 6,000 employees.

Managing Director of Finance & Operations (CFO), US Private Company Services 2005 - 2007

Recruited by Firm's CFO to lead the finance and operations functions for newly formed PCS Operating Unit. Major contributor to the initial strategic planning process and making the business unit fully operational within timeframe set by the Firms' Management Committee. Accountable for all financial functions, including budgeting, financial planning & analysis, headcount & resource management, profitability improvement, and general accounting functions. Member of the PCS Practice Executive Team.

- Led a practice-wide Client Selectivity Review generating \$5 million in annual profit improvements.
- Within 18 months, reduced DSO by 15 days, a 20% improvement saving more than \$2 million annually.
- Spearheaded process for establishing business unit specific performance metrics, key indicators and goals, and developed Partner and Practice-wide dashboards.
- Built a robust five-year financial modeling tool utilized during strategic planning and budget processes.
- Developed proprietary Business Rules and governance structure.
- Led cross-functional teams to facilitate co-location of Audit and Tax personnel, and instrumental in establishing PCS-specific support functions including finance, marketing, and human resources.
- Key member of Firm-wide team charged with selection and implementation of a new budget system.

Managing Director of Finance (CFO), US Tax Services Practice 1998 - 2005

Accountable for leading all finance functions within matrix organization including budgeting, forecasting, financial planning & analysis, headcount & resource management, profitability improvement, and general accounting functions. Hand selected by US Senior Tax Partner to assume Tax CFO Role following merger of legacy firm's Coopers & Lybrand and Pricewaterhouse. Member of the US Tax Practice Executive Team.

- Built and led team of 65 geographically dispersed finance professionals.
- Served as key member on firm-wide Steering Committee charged with implementing new accounting and financial management systems (e.g., SAP and PeopleSoft) for the US Firm. Executed business-unit-specific Change Management plan comprised of practice-wide communications and training, revised Business Rules, new client billing rates, and client pricing tools.
- Sparked \$10+ million increase in annual profits following successful practice-wide Client Selectivity Review.
- Achieved 40% reduction in DSO over three-years, generating \$6 million in annual savings.
- Instituted practice-wide review of Controllable Costs, saving \$15 million annually.
- Contributed to design and implementation of new strategic plan and organizational structure of US Tax practice following impact of Sarbanes-Oxley Act on Big 4 Tax Practices.
- Worked extensively with HR leadership on "people" initiatives including Reduction-In-Force (RIF) planning, annual compensation and bonus programs, and partner candidacy affordability modeling.

EDUCATION

BENTLEY COLLEGE, Waltham, MA
Master of Business Administration, Management

MERRIMACK COLLEGE, North Andover, MA
Bachelor of Science, Finance

UNOFFICIAL LICENSE INFORMATION

Page 1 of 1

Massachusetts Department of
Elementary & Secondary Education

UNOFFICIAL LICENSE INFORMATION

Jeffrey Sands
16 Kimberly Drive
Tewksbury, MA 01876

This license information was generated by the educator from the Department's electronic licensure file, ELAR. 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: Jeffrey D. Sands

License #: ****452807

MEPID: 53245103

Original Certification Date: 06/15/2011

FIELD(LEVEL)	CATEGORY	APPLICATION TYPE	ISSUE DATE	EXPIRATION DATE
School Business Administrator (All Levels)	ACADEMIC	Professional	06/07/17	06/06/22
Superintendent/Assistant Superintendent (All Levels)	ACADEMIC	Professional	11/02/17	11/01/22

Please contact the Department of Elementary and Secondary Education customer service at 781-339-6600, if your license information above is incorrect or incomplete.



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

Bentley University
175 Forest Street
Waltham, Massachusetts 02452-4705

AN OFFICIAL SIGNATURE IS VALID WHEN A BURGUNDY BACKGROUND

Patricia J. Rogers

The official record and signed transcript is printed on Bentley University paper. When photocopied, "COPY" should appear. A black & white copy of a color copy should not be accepted.

Student No: 802084836

Date Issued: 02-NOV-2010

Record of: Jeffrey D. Sands
Current Name: Jeffrey D. Sands
16 Kimberly Drive
Tewksbury, MA 01876

Page: 1

Issued To: Jeffrey Sands
16 Kimberly Drive
Tewksbury, MA 01876

Course Level: Graduate

Current Program

College : Graduate School
Major : Management

Degree Awarded : Master of Business Admin 17-MAY-1997

Ehrs: 39.00 GPA-Hrs: 39.00 Qpts: 135.00 GPA: 3.46

Primary Degree

Major : Management

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

Spring 1993 Advanced Standing

AC 500	Financial and Managerial Acctg	3.00 AS	
CS 513	Management Information Systems	3.00 AS	
EC 501	Economic Analysis	3.00 AS	
FI 501	Business Financial Management	3.00 AS	
HQ 520	Management & Changing Environ	3.00 AS	
ST 510	Stat Anal & Decision Theory	3.00 AS	
Ehrs: 18.00 GPA-Hrs: 0.00 Qpts: 0.00 GPA: 0.00			

INSTITUTION CREDIT:

Spring 1993			
HQ 510	Management, Org & Behavior	3.00 3.3	9.90
Ehrs: 3.00 GPA-Hrs: 3.00 Qpts: 9.90 GPA: 3.30			

Summer 1 1993			
HX 511	Marketing System	3.00 3.3	9.90
Ehrs: 3.00 GPA-Hrs: 3.00 Qpts: 9.90 GPA: 3.30			

Fall 1993			
OH 560	Production/Operations Mgmt	3.00 3.3	9.90
Ehrs: 3.00 GPA-Hrs: 3.00 Qpts: 9.90 GPA: 3.30			

Spring 1994			
HQ 635	Negotiating	3.00 3.7	11.10

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

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
----------	--------------	----------	-------

Institution information continued:

Ehrs: 3.00 GPA-Hrs: 3.00 Qpts: 11.10 GPA: 3.70

Fall 1994

OR 601	Comp in Global Mkt:Anal of Env	3.00 3.7	11.10
Ehrs: 3.00 GPA-Hrs: 3.00 Qpts: 11.10 GPA: 3.70			

Spring 1995

FI 601	Corporate Financial Management	3.00 2.3	6.90
Ehrs: 3.00 GPA-Hrs: 3.00 Qpts: 6.90 GPA: 2.30			

Summer 1 1995

BC 610	Effective Speaking	3.00 3.3	9.90
Ehrs: 3.00 GPA-Hrs: 3.00 Qpts: 9.90 GPA: 3.30			

Fall 1995

TX 691	Essentials of Tax for Managers	3.00 3.7	11.10
Ehrs: 3.00 GPA-Hrs: 3.00 Qpts: 11.10 GPA: 3.70			

Spring 1996

HQ 650	Entrepreneurship	3.00 3.7	11.10
Ehrs: 3.00 GPA-Hrs: 3.00 Qpts: 11.10 GPA: 3.70			

Summer 1 1996

BC 630	Technical Communication	3.00 4.0	12.00
Ehrs: 3.00 GPA-Hrs: 3.00 Qpts: 12.00 GPA: 4.00			

Fall 1996

HQ 630	Interpersonal Behav in Mgmt	3.00 3.3	9.90
HQ 670	Managing in Diverse Workplace	3.00 3.7	11.10
Ehrs: 6.00 GPA-Hrs: 6.00 Qpts: 21.00 GPA: 3.50			

***** CONTINUED ON PAGE 2 *****

THIS TRANSCRIPT
ISSUED TO STUDENT

315 Turnpike Street
North Andover, Massachusetts 01845

Merrimack COLLEGE

Official Transcript

978-837-5000
Fax 978-837-5054

Page 1 of 2

Name: Jeffrey D. Sands

Sec Sec #: XXX-XX-4770

Student ID: 72646

Date of Birth: 05/30

Class: Senior

Degree: B.S. in Business Admin.

Degree Date: 05/20/90

Major1: Business Administration

Conc1: Finance

Minor1: Blank

Major2: blank

Conc2: None/No Concentration

Minor2: Blank

Jeffrey D. Sands

16 Kimberly Drive

Tewksbury, MA 01876-1415

Fall Semester 1986							Spring Semester 1988 (cont.)						
EN101A	Rhetoric I	3.00	C	RS337A	Judicial	3.00	B-						
MA109A	Quant Maths With App I	3.00	A	ST212A	Bus & Eco Statist'S II	3.00	B+						
MG210A	Theory & Prac Of Mgmt	3.00	B+										
PH112A	Persp On Human Nature	3.00	B		attempt	earn	pass	quality	points	gpa			
SO201A	Prin Of Sociology	3.00	B	see	15.00	15.00	0.00	15.00	43.20	2.880			
				cum	57.00	57.00	0.00	57.00	176.40	3.034			
	attempt	earn	pass	quality	points	gpa							
see	15.00	15.00	0.00	15.00	45.00	3.000							
cum	15.00	15.00	0.00	15.00	45.00	3.000							
Spring Semester 1987							Summer Term 1988						
EN102A	Rhetoric II	3.00	B+	see	3.00	3.00	0.00	3.00	11.10	3.700			
MA110A	Quant Maths With App II	2.00	W	cum	60.00	60.00	0.00	60.00	187.50	3.125			
MG107A	Automated Mgt Info Sys	3.00	A										
PL101A	Politics Of The U.S.	3.00	B										
RS100A	Intro To Rel Studies	2.00	B										
	attempt	earn	pass	quality	points	gpa							
see	12.00	12.00	0.00	12.00	39.90	3.325							
cum	27.00	27.00	0.00	27.00	84.90	3.144							
Fall Semester 1987							Fall Semester 1988						
AC201A	Prin Fin Mngt Acct I	3.00	B-	EC303A	Environmental Eco	3.00	B						
EC202A	Prin Of Eco Macro	3.00	B	HI106A	Hist Am Civ 1607-1877	3.00	B						
RS304A	Prophecy & Soc Justice	3.00	B	MA115A	Calculus For Business	3.00	B						
SO420A	Criminology & Penology	3.00	A-	MG300A	Legal & Soc Env Of Bus	3.00	B+						
ST211A	Bus & Eco Statist'S I	3.00	A-	PH216A	Ethics In Business	3.00	B+						
	attempt	earn	pass	quality	points	gpa							
see	15.00	15.00	0.00	15.00	46.80	3.120							
cum	42.00	42.00	0.00	42.00	133.20	3.171							
	attempt	earn	pass	quality	points	gpa							
see	15.00	15.00	0.00	15.00	45.30	3.020							
cum	90.00	90.00	0.00	90.00	279.60	3.106							
Spring Semester 1988							Spring Semester 1989						
AC202A	Prin Fin Mngt Acct II	3.00	A-	EC318A	Money And Finance	3.00	A-						
EC201A	Prin Of Eco Micro	3.00	B-	FA236A	Music Of The 20th Cent	3.00	B						
MG205A	Prin Of Marketing	3.00	C	FI105A	Financial Management	3.00	B-						
				MA112A	Finite Mathematics	3.00	A						
				MG105A	Operations Mgmt I	3.00	C						

**ISSUED
TO
STUDENT**

Printed on 11/01/92

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315 Turnpike Street
North Andover, Massachusetts 01845



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Official Transcript

Page 2 of 2

Name: Jeffrey D. Sands

Sec Sec #: XXX-KK-4778

Student ID: 72646

----- Fall Semester 1989 -----

BK101A	Intro Biology I	3.00	A
CH101A	World's Chem Problems	3.00	A
PA131A	Nature of Music	3.00	B+
FI401A	Intern Finance I	3.00	B
FI402A	Investments	3.00	A

	attempt	earn	pass	quality	points	gpa
sum	18.00	18.00	0.00	18.00	84.90	3.680
cum	105.00	105.00	0.00	105.00	334.50	3.186

----- Spring Semester 1990 -----

BK102A	Intro Biology II	3.00	A
FI402A	Intern Finance II	3.00	A-
W3404A	Bus Policy & Soc Resp	3.00	B
PL362A	Civil Liberties	3.00	B
SC302A	Social Problems	3.00	A

	attempt	earn	pass	quality	points	gpa
sum	18.00	18.00	0.00	18.00	82.10	3.540
cum	120.00	120.00	0.00	120.00	387.60	3.230

----- Fall Semester 1991 -----

CE103C	Intro to Computers	3.00	A-
CE103C	Intro to Computers	3.00	A-
** Repeated **			

	attempt	earn	pass	quality	points	gpa
sum	6.00	6.00	0.00	6.00	22.20	3.700
cum	126.00	123.00	0.00	123.00	399.70	3.241

End of Transcript

11/01/92

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KLAARE CHARLIE, REGISTRAR

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HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

5 School St. Wenham, MA 01984
(978) 468-5310

Michael M. Harvey, Ed.D.
Superintendent of Schools

April 9, 2019

Hamilton-Wenham Regional School Committee
c/o Glenn Koocher, MASC
5 School St.
Wenham MA, 01984

Dear Members of the School Committee,

I am writing to recommend Jeff Sands to you for the position of Interim Superintendent of the Hamilton-Wenham Regional School District. As you all know, Jeff and I have worked together since November of 2013, when Jeff joined the HWRSD as the Assistant Superintendent for Administration and Finance.

I can think of no better individual to serve as the Interim Superintendent. You will not find anyone who knows the workings of the HWRSD better than him. This knowledge and understanding will be crucial to ensuring the operations of the District continue to function without operation. Jeff has built positive relationships with members of the faculty, including the leadership of the District's three Public Employee Unions. As a senior member of the District Leadership Team, Jeff has also established positive working relationships with the building principals, program administrators and central office leadership. I have no doubt that Jeff will be able to leverage these relationships to address any issues that might arise.

Jeff will not only provide the HWRSD with stability in this time of transition, his presence as Interim Superintendent will also allow the improvement initiatives that are ongoing in the HWRSD to continue without interruption. The most important of these initiatives is the implementation of the HWRSD Strategic Blueprint. As Jeff understands the work that has already been accomplished on the prior Blueprint, he will be in a position to support the work of the Leadership Team in implementing the new plan whereas an outsider would lack the familiarity with the HWRSD to be immediately comfortable with the new initiatives. Jeff will ensure that the 2019-2020 school year will not be one where the HWRSD is "treading water" while waiting for the appointment of a new Superintendent.

In closing, I give Jeff Sands my highest recommendation for the position of Interim Superintendent of the Hamilton-Wenham Regional School District. I believe he is the best person for this position.

Sincerely,



Michael M. Harvey, Ed.D.
Superintendent

Knowledge

Responsibility

Respect

Excellence



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

April 10, 2019

Dear School Committee Members:

It is my pleasure to recommend Jeffrey Sands for the position of interim superintendent of the Hamilton-Wenham Regional School District. The role of an interim is to provide stability and continuity so that the district can continue to move forward. The district is currently facing fiscal challenges with the budget process, the OPEB requirement, and the potential Longmeadow agreement. The interim will need to possess a deep understanding of school finances and to have effective working relationships with town officials in order to address these challenges. With his exceptional financial background and knowledge of both district and community needs, Jeff is uniquely qualified to provide leadership in these areas. We are also about to embark on a new five-year strategic plan in which the district will identify its collective beliefs about learning and use these beliefs to reimagine education in the district to prepare students for a changing world. We need a leader who is familiar with and supportive of the direction of the district to enable us to continue to make progress on these important educational goals for our students. Jeff Sands is the best possible candidate to provide this leadership and to guide the district capably through this transition period.

As the district's Assistant Superintendent for the last six years, Jeff has worked closely with the current superintendent and understands better than anyone else the responsibilities of that role. He has done an outstanding job of managing the district's finances, ensuring that we have the resources that we need to provide an excellent education for students while being mindful of the community's fiscal constraints. While there were many enhancements that the leadership team would have liked to have seen in the FY20 budget, Jeff recommended a level-service budget because he understood the need to balance district needs with community needs. He also manages the day-to-day operations of the district smoothly. Unlike other districts, we don't have disruptive midyear budget freezes, and we are able to allocate our available funds to support the best interests of our students. Jeff has integrity and treats people fairly, and these qualities have enabled him oversee the district's human resources department effectively and to negotiate contracts successfully with the various unions. He has built the necessary relationships to get the job done.

I have tremendous respect for Jeff and am confident that he would do an admirable job of leading the district as the interim superintendent. I give him my highest recommendation.

Sincerely,

Peggy McElhinney

Director of Curriculum, Assessment, and Instruction

Knowledge • Responsibility • Respect • Excellence

The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, gender identity, sexual orientation, age or disability.



HAMILTON-WENHAM REGIONAL HIGH SCHOOL

775 Bay Road
Hamilton, MA 01982
Tel. 978-468-0400 ♦ Fax 978-468-0241

April 10, 2019

To Whom It May Concern:

This letter of recommendation is written on behalf of Jeff Sands as he applies for the position of Interim Superintendent of the Hamilton-Wenham Regional School District. I have known Jeff for his entire tenure at our district and have interacted with him frequently in my role as both the President of the Hamilton-Wenham Education Association and the 6-12 Science & Engineering Curriculum Leader.

It has been very obvious during his time as the Assistant Superintendent for Finance & Administration that Jeff is highly capable. He has taken a district that was in disarray in many ways and quickly and efficiently organized the operational logistics of our school system. This has been done in a professional and effective manner and with attention to detail. In fact, many of the actual day to day functions of a school district are under the direction of the Finance and Administration office. It is because of this that I feel Jeff would be more than capable of acting in an Interim Superintendent role. Quite candidly, it would provide us with the necessary stability that we desperately lacked the last time we found ourselves in a similar situation.

I would state with conviction that Jeff Sands has proven to be a fair and equitable administrator in his time at Hamilton-Wenham. I have had numerous dealings with Jeff through contractual, personnel and other situations. In each instance, Jeff has been professional in his dealings and able to reach solutions that were in the best interest of the district as well as equitable to both parties. In fact, we have not had a single grievance nor an issue that we have not been able to bring to resolution during his time at Hamilton-Wenham. This speaks volumes about the competency level of Jeff and his ability to work effectively with numerous people and district employees.

Quite honestly, there exists a lot of concern and apprehension among the district and the town over our current leadership change as it was simply a horrendous experience the last time we went through a similar situation. In order to maintain stability, we need competent and experienced people to keep Hamilton-Wenham on the right path. Furthermore, having specific, institutional history can be incredibly important. I recommend that Jeff Sands be given very serious consideration for the position of Interim Superintendent in order to maintain stability within our district at this critical moment of time.

Sincerely,

John Kotch

6-12 Science and Engineering Department Chairperson

Art Stellar, Ph.D.
75 Summer Street
Hingham, Massachusetts 02043
828.764.1785
artstellar@yahoo.com

Selection for Interim Superintendent
Hamilton-Wenham Regional School District
C/O: Glenn Kocher, MASC

March 29, 2019

Dear Board Members:

My belief is that you will conclude my qualifications are a match for serving as your interim superintendent and that we should engage in a conversation. The Hamilton-Wenham Regional School District is a very good *educational system* with the potential to be one of the most improved school districts in Massachusetts for 2019-20. **With 25 years as a superintendent including service as acting superintendent, I can provide transparent, smooth day-to-day operations and an effective transition for the next full-time superintendent.**

You will soon be comparing interim superintendent candidates to determine who to interview and then to hire. My track record of actual concrete results may exceed all your other top candidates combined, however, some of the specific reasons we should join forces during this interim period are listed below.

Reasons to Employ Art Stellar as Your Interim Superintendent:

- 25 Years as a Superintendent
- Acting Superintendent for Boston
- Extensive Superintendent and Administrative Experience in Urban Systems – Boston, Oklahoma City and smaller urban districts in New York and Massachusetts
- Experience in rural and suburban districts such as Shaker Heights, Ohio.

Art Stellar, Ph.D.

- Experience in large school districts, i.e., “chief planner” including budget for Montgomery County Public Schools in Maryland
- Broad and in-depth experience, i.e., school bus driver, coach, teacher – elementary, middle, high, graduate school and special education, intramural director, principal, central office, and superintendent
- While superintendent also performed “double or triple duty” as assistant superintendent(s) for curriculum and instruction, finance, and operations and/or as director(s) of secondary schools and public relations for a year or more
- Leadership experience with nonprofit early childhood research foundation, for-profit software companies and a nonprofit foundation that has helped school systems acquire over \$150 million in funding for facilities and online learning.
- Extensive experience on and with boards both nonprofit and for-profit (often elected to president, chair, etc.)
- Consulting experience will lead to coaching individuals and on-the-job diagnostic audit for your district.
- Effective Transition Expert:
 1. 13 school districts in 8 states – very quick study!
 2. As superintendent moved 5 districts from lower 50% on achievement and bottom 25% (or lower) funding to top 25% or higher on achievement in two to three years with no new state funds.
 3. Authored article for AASA on “First 100 days” and “Entry Planning” and requested to write another article on “How to Exit Gracefully” (appropriate for an interim).
- 55 of my protégés have become superintendents – a national record! Six have become “state superintendents of the year”. Demonstrates ability to develop leaders. The latest two proteges to become superintendents are now leading Lexington and Taunton.
- High creditability with professional leadership, awards, publications, etc. which can lead to high quality candidates for positions, more grant funds, and more interested families.
- Knowledgeable on curriculum standards, assessments, instructional models, technology, etc. leading to outstanding

Art Stellar, Ph.D.

student achievement on basic skills, Advanced Placement, college entrance exams, student competitions including art, science and music.

- Former president/CEO of the High/Scope Educational Research Foundation – a world renown early childhood research organization.
- Expert on how to effectively use technology – 1 of 2 MA superintendents recognized for technology results, former corporate board member for Plato Learning (software company), former vice-president for Renaissance Learning – a major education software company, etc.
- Reduced dropouts approximately in half in five districts and from 10% to 9% in Boston
- Reduced the number of At-Risk Schools from 32 to only 3 low performing as superintendent in Oklahoma City
- Experienced and knowledgeable with building data warehouses and leadership transition plans with central & school-based administrators for long range planning, grants, and transitions
- Able to resolve financial problems and enhance finances – turned around financial deficits in at least four districts including Boston and Taunton
- Passed bond issues for facilities with public votes including \$113 million for a renovation and new school in Taunton which also required state approval.
- High integrity – able to stand up for what is right, even when a potential decision is unpopular (closed 38 under- enrolled schools and in addition successfully dismissed popular, but incompetent or corrupt employees).
- *Outstanding communicator and public relations expert*
- **Able to start immediately!**

As you have indicated, you need an experienced superintendent who can quickly assess the situation, protect the interests of the system and students, and make decisions without bias. You need someone who can lead everyone to refocus on the transition and put his/her ego aside. You may need someone who can make some difficult decisions and do some heavy lifting to clear the way for your next

Art Stellar, Ph.D.

superintendent. You need someone who does not mind hard work and long hours with little long-term reward. Dare I say you need me?

My Massachusetts experience includes serving Boston as Deputy and Acting Superintendent, Taunton as superintendent, Beverly as director of elementary education and Lesley University as adjunct professor teaching graduate courses on the arts and the principalship. I lead the enhancement of Advanced Placement programs at Boston Latin propelling that school to a number one ranking among MA high schools. My wife just retired as a principal in Hingham where we have lived for over 15 years. My youngest son was captain of the lacrosse team at Boston University and coached cross country, wrestling and lacrosse at Massachusetts schools. He currently lives in Brookline and works with school districts across the country helping them manage their energy costs.

I love education. I am an outstanding teacher and coach who elevates the performances of everyone around me. I love a challenge. I would enjoy serving as your interim superintendent. We would have fun and be exceedingly productive.

Even as interim superintendent preparing for a transition, I can still guarantee an improvement in student achievement, a reduction in achievement gaps and a better financial status. Like you, I want the person who follows me to be successful. That would be my gift to the community.

Please let me know what else I can do to be of service.

Sincerely,

Art Stellar

Art Stellar, Ph.D.

PS The results my teams have produced would be unbelievable, except there is data to support my track record. I would love to share more with you to demonstrate what we can do in your district in terms of improving student achievement, finances and everyone's pride.

PPS My financial integrity and expertise is very sound as I have resolved financial problems and poor audits in multiple school districts which existed prior to my appointment as superintendent. I raise funds from bond issues, public budget votes, grants, fundraising and political processes. You will not find a superintendent who can squeeze more from the dollars until the eagles sing.

PPPS Every district where I have served as superintendent, my teams have significantly increased student achievement in every subject, every school, every grade level, and every student subgroup while reducing all equity gaps.

ARTHUR STELLAR, Ph.D.

75 Summer Street
 Hingham, Massachusetts 02043
 781-875-1723 or 828-764-1785 cell
artstellar@yahoo.com

Vice-President, National Education Foundation & CyberLearning, McLean, VA

Cenergistic (energy conservation), Marketing Consultant

Experienced and Productive SUPERINTENDENT OF SCHOOLS

Former CHIEF EDUCATION OFFICER, Vice-President for Renaissance Learning (Software)

Former PRESIDENT /CEO/Consultant for High/Scope Educational Research Foundation
 Chairman/President of For-Profit Subsidiary

FORMER: SCHOOL BUS DRIVER- TEACHER-COACH-PRINCIPAL

EDUCATOR IN AFFLUENT SUBURBS, RURAL SETTINGS AND INNER CITIES

Fifty-Five (55) PROTEGES AS SUPERINTENDENTS

FORMER NATIONAL PRESIDENT:

- Association for Supervision and Curriculum Development
- North American Chapter of World Council for Curriculum and Instruction
- Horace Mann League

MEMBER OF VARIOUS NATIONAL PROFESSIONAL & CIVIC BOARDS:

Former Chairman of the Board, National Dropout Prevention Center/Network, at Clemson U.
 Board of Directors, Tau Kappa Epsilon Educational Foundation

BOARD OF DIRECTORS:

Plato Learning, Inc. (*Education Software Company*), Former independent Director
 Teachers Support Network (*Private company - recruits educators for districts*)
 Docufide, Inc. (*Secure Transcript - electronic transfer, private company*),
 Former Advisory Board Member

OHIO UNIVERSITY:

Three (3) Degrees (*Athens, Ohio*)

FORMER ADJUNCT FACULTY:

Harvard University (*Superintendents' Seminar Participant*)
 Lesley College (*Courses on Fine Arts and Administration*)

PUBLISHED AUTHOR:

Sixty-five (65) plus Articles
 Three hundred and Seventy (370) plus Book Reviews
 Eight (8) Small Books or Chapters

INTERNATIONAL CONSULTANT/SPEAKER:

Fulbright Scholar (*Four times - Japan, Argentina, Mexico and Brazil*)
 George Soros Foundation (*Speaker - Russia and Belarus*)

NATIONAL HONORS RECEIVED:

National Dropout Prevention Network/Center: "Crystal Star Award"
 Education Commission of the States: "100 District leaders for Civic Engagement and Service Learning Network"
 American Association of School Administrators: "Distinguished Service", "Leadership for Learning" and "Dr. Effie Jones Humanitarian" Awards
 Tau Kappa Epsilon: "National Alumnus-Of- The-Year" ; "Excellence in Education" & "Excellence in Higher Education", 2017
 College Board: "Advanced Placement Special Recognition"
 Horace Mann league: "Ambassador Awards" and "Friend of Horace Mann league"
 Ohio University: "Distinguished Alumnus" & "Medal of Merit" for Alumni, 2015

NATIONAL RECOGNITION:

Time Inc: "Shaker Heights High School - Top 12 Public Schools in the U.S."
 American Association of School Librarians: "Best library Program in Country" (*Shaker Heights, OH*)
 Environmental Protection Agency: "Energy Star Award" (*Kingston, NY*)
 Numerous awards at High/Scope Educational Research Foundation (*Ypsilanti, MI*)
 Energy Education, Inc.: "Environmental Stewardship Award" and "Energy Excellence Award" 2008 (*Taunton, MA*)
 Energy Education, Inc.: "Environmental Excellence," 2010 & 11 (*Burke Co., NC*)
 Environmental Protection Agency: "Energy Star leader" - All Burke Co. Schools as "Energy Star Schools"
 Kappa Delta Pi: Selection to Eleanor Roosevelt Chapter, 2015

LIFETIME ACHIEVER:

Eagle Scout, Boy Scouts, Age 12

PROFESSIONAL EXPERTISE:

TURNAROUND SPECIALIST-Oklahoma City: 32 At-Risk Schools to 3
 WIN/WIN NEGOTIATOR
 FINANCIAL MANAGEMENT
 PRODUCT MANAGEMENT & DEVELOPMENT
 PLANNING & CHANGE AGENT
 PERSONNEL MANAGEMENT
 PUBLIC RELATIONS, MARKETING & SALES
 RAISING STUDENT ACHIEVEMENT

FAMILY:

WIFE: Debbie - Ed.D, Nationally Recognized (Blue Ribbon School) Principal
 TWO SONS: Matt & Jon, Graduates of Boston University; American University and Hofstra Law School (Eagle Scouts, Musicians, Athletes, Black Belts in Martial Arts, School Leaders); Matt is an energy manager, Jon is a deputy district attorney

COLLECTOR:

Antiques
 Business Cards
 Coca-Cola Santa Claus Memorabilia

ASPIRING MARATHONER:

First Marathon, 1999 - finished
 Marathon, 2003 - 18 months after hip replacement - finished five marathons since then

ARTHUR STELLAR, Ph.D.**ADMINISTRATIVE EXPERIENCE:**

Vice-President, National Education Foundation &
CyberLearning (2012- present)

Superintendent of Schools (2009 -2011)
Burke County Public Schools, Morganton, North Carolina

Superintendent of Schools (2005 - 2009)
Taunton Public Schools; Taunton, Massachusetts

Chief Education Officer, Vice-President of Renaissance Learning, Inc.,
Madison, Wisconsin (for-profit) (2003 - 2004)

President/Chief Executive Officer/Consultant (2001 - 2003)
High/Scope Educational Research Foundation; (non-profit) Ypsilanti, Michigan
Chairman/President of Subsidiary (for-profit)

Superintendent of Schools (1996 - 2001)
Kingston School District; Kingston, New York

Acting Superintendent of Schools (Spring - Fall 1995)
Deputy Superintendent of Schools (1993 - 1996)
Special Assistant to Superintendent (4 months)
Boston Public Schools; Boston, Massachusetts

Superintendent of Schools (1992 - 1993)
Cobb County Public Schools; Marietta, Georgia

Superintendent of Schools (1985 -1992)
Oklahoma City Public Schools; Oklahoma City, Oklahoma

Superintendent of Schools (1983 - 1985)
Mercer County Public Schools; Princeton, West Virginia

Assistant Superintendent of Schools (1980 - 1983)
Shaker Heights City School District; Shaker Heights, Ohio

Coordinator of Special Projects/Systemwide Planning (1978 - 1980)
Montgomery County Public Schools; Rockville, Maryland

Director of Elementary Education (1976 - 1978)
Beverly Public Schools; Beverly, Massachusetts

Elementary School Principal (1972 -1976)
South-Western City Schools; Grove City, Ohio

ART STELLAR, Ph.D.

Head Teacher/Summer Learning Disabilities Program (June - August 1973)
South-Western City Schools; Grove City, Ohio

Curriculum Coordinator (1971 - 1972)
Belpre City Schools; Belpre, Ohio

Principal Intern (1971 - 1972)
Ohio University - Belpre Middle School; Belpre, Ohio

UNIVERSITY TEACHING EXPERIENCE:

Adjunct Faculty (1992 - 1993)
"Urban Superintendent Preparation" - Seminar Participant
Harvard University
Cambridge, Massachusetts

Instructor (1976 - 1978)
"Elementary School Administration and Supervision"
Lesley Graduate Center, Lesley College
Cambridge, Massachusetts

Adjunct Arts Instructor (1977 - 1978)
"Integrating the Arts with the Primary Curriculum"
Institute for the Arts and Human Development, Lesley College
Cambridge, Massachusetts

PUBLIC SCHOOL TEACHING EXPERIENCE:

Head Teacher/Summer Learning Disabilities Program
(June - August 1973)
South-Western City Schools; Grove City, Ohio

Language Arts Specialist/Grade 8 Teacher (1971 - 1972)
Belpre City Schools; Belpre, Ohio

Fifth Grade Teacher (1969 - 1971)
Athens City Schools; Athens, Ohio

Student Teaching - Levels 4, 5, 6 (1969)
Ohio University Laboratory School; Athens, Ohio

EDUCATION:

Linden McKinley Junior and Senior High School; Columbus, Ohio (1965)

Ohio University; Athens, Ohio (June 1969, B. S., Elementary Education)

Ohio University; Athens, Ohio (June 1970, M. A., Elementary School Administration)

Ohio University; Athens, Ohio (March 1973, Ph.D., Education Administration)

ART STELLAR, Ph.D.**FOR-PROFIT BOARD OF DIRECTORS:**

PLATO Learning, Inc. (Education Software Company) 2000 - 2003

Teachers' Support Network, Advisory Board (private company, recruits teachers) 2004- 2009

Docufide, Inc. Advisory Board (private company, software for records) 2004 - 2005

Discovery Center (subsidiary of High/Scope), Chair & President 2002 - 2003

Project Contemporary Competitiveness, Inc. (Technology Subcommittee) 2005 - 2009

PRESENTATIONS AND CONSULTING:

Presentations at national conferences for organizations such as the American Association of School Administrators, World Future Society, Association for Supervision and Curriculum Development, National Association for Elementary School Principals, National Association for Education of Young Children, International Society for Educational Planning, Phi Delta Kappa, Kappa Delta Pi, National School Boards Association, World Council for Curriculum and Instruction, National Council of Teachers of English, International Reading Association, etc.

Consulting for the National School Boards Association; Educational Research Service; various school districts; Phi Delta Kappa (a variety of chapters); state departments of education; Guidelines, Inc.; the Sores Foundation; PLATO Learning; Docufide, Inc.; PROACT Search, Inc.; SchoolMatch, Inc.; Kappa Delta Pi; and other organizations including The Institute for Management of Lifelong Learning at Harvard University.

CURRENT CONSULTING:

Teacher's Support Network, Inc. (private company, recruitment software for teachers); 2004- 2009

Educational Testing Service (ETS), Princeton, NJ (reader for superintendent praxis); 2011-2015

National Education Foundation, Vice-President, Washington, DC; 2012 –
CyberLearning, Vice-President, McLean, Virginia: 2012-

Cenergistic (energy conservation), 2016-

ART STELLAR, Ph.D.

PUBLICATIONS:**Books:**

"Effective Programming at the District Level," Public Relations in Schools. Theodore Kowalski, Ed. (Englewood Cliffs, NJ: Prentice Hall, Inc., Third edition, 2003)

"Effective Programming at the Institutional Level," Public Relations in Educational Organizations. Theodore Kowalski, Ed. (Englewood Cliffs, NJ: Prentice Hall, Inc., 1995)

"Planning in the Oklahoma City Public Schools," Educational Planning - Concepts, Strategies, and Practices. Robert V. Carlson and Gary Ackerman, Editors. (White Plains, NY: Longman Publishing, 1990)

"Staff, District, and Community Support," Instructional Leadership Handbook. James W. Keefe, Ed. (Reston, VA: National Association of Secondary School Principals, 1984; updated, 1990)

Effective Schools Research: Practice and Promise
(Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1988)

"One Model for Effective Educational Reforms in Schools," Organizing for Learning (Reston, VA: National Association for Secondary School Principals, 1988)

"Implications for Programmatic Excellence and Equity," The Fiscal, Legal and Political Aspects of State Reform of Elementary and Secondary Education, Van Mueller and Mary McKeown, Eds. (Cambridge, MA: Sixth Annual Yearbook of the American Education Finance Association, 1986)

"Curriculum Planning," Fundamental Curriculum Decisions: 1983 ASCD Yearbook (Alexandria, VA: Association for Supervision and Curriculum Development, 1983)

Effective Instructional Management (Arlington, VA: American Association of School Administrators, 1983)

Educational Planning for Educational Success (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1980)

ARTICLES AND BOOK REVIEWS:

Over 500 articles, book chapters, and book reviews in journals such as Educational Leadership, The School Administrator, Contemporary Education, Young Child, Phi Delta Kappan, Public Relations Review, Middle School Journal of Educational Administration, Peabody Journal of Education, Journal of School Psychology, Journal of Educational Public Relations, etc.

ART STELLAR, Ph.D.

CURRENT EDITORIAL BOARDS:

Assistant Editor, "Journal of School Public Relations"
 Editorial Advisory Board, "Scholastic Administrator"

PROFESSIONAL ORGANIZATIONS: (Current List)

Association for Supervision and Curriculum Development, Life Member, President 1994-1995,
 Review Council 1997-2002
 American Association of School Administrators, Life Member, Leadership for Learning Award; Dr.
 Effie Jones Humanitarian Award & "Distinguished Service Award" (2017)
 Kappa Delta Pi, Life Member
 Phi Delta Kappa, Life Member
 National Association of Elementary School Principals, Life Member
 National Society for Study of Education
 Harvard University Chapter, Phi Delta Kappa
 Horace Mann League, Life Member, Past-President
 World Council for Curriculum and Instruction, Life Member
 National Association for Education of Young Children, Life Member
 National Alliance for Black School Educators, Life Member
 Music Educators National Conference, Life Member
 National Association for Gifted Children, Life Member
 National Council for Teachers of English, Life Member
 North American Chapter of the World Council for Curriculum and Instruction, former President
 National Dropout Prevention Center/Network, Former Chairman of Board
 National School Public Relations Association

CIVIC AND COMMUNITY ACTIVITIES:

Fulbright Memorial Foundation, (Scholar/Exchange to Japan, Argentina, Mexico and Brazil)
 Life Member
 Ohio University, Trustees Academy
 World Future Society, Life Member
 Ohio University Alumni Association
 National Eagle Scout Association, Life Member
 Tau Kappa Epsilon Alumni Association
 College of Education, Dean's Advisory Circle
 American Business Card Collectors' Club
 Coca-Cola Collectors Club
 Varsity Ohio
 Tau Kappa Epsilon Educational Foundation, Board
 Hingham Historical Society
 Land's End Preservation Trust

ART STELLAR, Ph.D.

HONORS AND AWARDS:

National Tau Kappa Epsilon's "Excellence in Higher Education", 2017

National Association for Gifted Children, Named Chair of Development Committee, Fall, 2017

Ohio University College of Education, Alumnus of the Month, May 2016

Kappa Delta P, Named to Advancement Committee, 2016

AASA "Distinguished Service" Award for 2016

Selected for the Sino Language and Beyond, Discover China Program, 2016

Ohio University Alumni Association, Medal of Merit for 2015

Kappa Delta Pi: Selected for Eleanor Roosevelt Chapter, 2015

Named to Tau Kappa Epsilon National Education Foundation Board, 2015

Named to Budget Committee, Kappa Delta Pi, 2015

Invited to participate in AASA's Research Roundtable in 2014

Invited to join 2013 & 2015 Chinese Delegation sponsored by The College Board & Confucius Institute

Invited to join the Baldrige Board of Examiners in 2013 & 2014 & 2016

Earned "Energy Star Leader" from Environmental Protection Agency for all schools meeting energy star status in 2011

Earned "Environmental Excellence Award", from Energy Education, Inc. in 2010, for saving \$2,100,000 and again in 2011 for saving another \$2,000,000 (North Carolina)

Selected for 2009 Fulbright Administrator Exchange for Brazil

Selected for 2008 Fulbright Administrator Exchange for Mexico

Awarded "Distinguished Service to Public Education" for promotion of technology in 2008 by JFY Networks

Earned "Energy Excellence Award", from Energy Education, Inc. in 2008, for saving \$1,000,000 (Taunton)

Selected for Crystal Star Award for Excellence for Distinguished Service and Leadership in 2007 by the National Dropout Prevention Network/Center

Selected by American Association of School Administrators for "Dr. Effie Jones Humanitarian Award" in 2007

Named to Who's Who Among American Teachers & Educators, 2006-07

Selected for "100 District Leaders for Civic Engagement and Service-Learning Network" by Education Commission of the States, 2006

Selected as "Friend of Horace Mann League", 2006

Inducted into Academic Hall of Fame, Linden McKinley High School, 2003

Named to Who's Who in Executives and Professionals, 2003 -
Elected Chairman of the Board,

National Dropout Prevention Center/Network 2002 - 2007

Elected President of the Horace Mann League, 2001 - 2002

Listed in International Who's Who of Public Service, 2000 -

Selected as Fulbright Scholar to Argentina, 2000 - 2001

Elected President - Elect of Horace Mann League, 2001

Elected President of the North American Chapter of the World Council for Curriculum and Instruction, 2000-2002

ART STELLAR, Ph.D.

Elected Vice-President of Horace Mann League, 2000
 Chosen as Executive Board Member for the National Dropout Prevention Network, 1997 - 2003
 Selected Fulbright Memorial Fund Scholar by Japan - U.S. Educational Commission, 1998
 Honored with Life Membership in New York State Congress of Parent Teachers Association, 1998
 Elected as Vice-President of the New York State Congress of Parent Teacher Association, 1997 - 2001
 Elected to Board of Directors of the North American Chapter of the World Council for Curriculum and Instruction, 1997 - 2000
 Elected to the Review Council of ASCD, 1997-2002
 Earned Horace Mann League Ambassador's Award every year from 1995 through 2011
 Received the Boston Bilingual Parents Council's "Commitment to Quality Bilingual Programs" Award, 1995
 Selected to be a member of the Advisory Board for Who's Who in American Education, 1994
 Assumed leadership in 1994 of the 191,000-international membership of the Association for Supervision and Curriculum Development as President
 Received Tau Kappa Epsilon Fraternity; 1993 National Alumnus-of-Year, and Excellence in Education Award, 1993
 Elected to Board of Directors, Horace Mann League, 1993
 Elected as President-Elect of the 160,000-member Association for Supervision and Curriculum Development, 1992 election
 Chosen as a Mentor for Harvard University's Urban Superintendent Preparation Program, 1992
 Received Kappa Delta Pi Award for Excellence in Education, 1992
 Received Rotary International "Community Leadership" Award, 1992
 Recognized by Oklahoma City Principals' Association for "Visionary Leadership," 1992
 Selected for Ohio University College of Education Award, Distinguished Alumnus Award, 1991
 Selected for "Leadership for Learning" Award, American Association of School Administrators, 1991
 Selected by The College Board to receive the Advanced Placement Special Recognition Award, 1991
 Selected by Assistant Secretary of Education to serve on U.S. Department of Education's Urban Superintendents' Network, 1990 -1993
 Recognized by Oklahoma City Public Schools' Team Management Council with "Team Management Award," 1990 -1991
 Selected for Silver Beaver Award, Last Frontier Council, Boy Scouts of America, 1990
 Recognized by the Oklahoma Cambodian Community for "Support & Assistance Award," 1990
 Earned Rotary Club 29's Wheelhouse Award, 1990
 Elected to Executive Council for the 160,000-member Association for Supervision and Curriculum Development, 1990
 Acknowledged by the Oklahoma Laotian Women's Association for "Exceptional Leadership," 1989
 Named by the Vietnamese-American Student Scholarship Award Committee as recipient for the "Support for Vietnamese-American Students Award," 1988-89
 Received Oklahoma Association for Supervision and Curriculum Development's Publication Award, 1989
 Received the Reading Award, Oklahoma Literacy Council, 1989
 Received the American Red Cross Appreciation Plaque, 1988
 Selected as Danforth Fellow, 1987 -1988
 Earned United Way's "Leadership Appreciation" Honor, 1987
 Selected for Tau Kappa Epsilon Fraternity Alumni National Hall of Fame, 1986
 Selected for Leadership Oklahoma City, 1986
 Selected as one of five superintendents nationally to be a part of the Superintendent's Exchange Program established by the American Association and the Canadian Association of School Administrators, 1985 -1986
 Selected for Who's Who in the World, 1986-

ART STELLAR, Ph.D.

Selected for Who's Who in America, 1986 -

Selected for membership in the 43rd Annual Superintendent's Work Conference at Teachers College, Columbia University

Cited by Last Frontier Council Boy Scouts of American in "The Search for Excellence," 1986

Received American Institute of Architects, Oklahoma Chapter's "Special Award," 1986

Selected to be a member of the Advisory Board for Who's Who in the South and Southwest, 1985

Selected for the Superintendent's Institute sponsored by Peabody College of Vanderbilt University, 1984

Selected for Who's Who of Contemporary Achievement

Elected to an at-large position on the Board of Directors of the 140,000-member Association for Supervision and Curriculum Development, 1983

Listed in Who's Who in the South and Southwest, 1984 -1993

Listed in International Who's Who of Intellectuals, 1984

Listed in Who's Who in Finance and Industry, 1983

Listed in Men of Achievement, 1983

Listed in Who's Who in American Education, 1988 -1989, 1993

Listed in Dictionary of International Biography, 1988 -2000

Designed several brochures which received awards in the 1982 annual contest sponsored by the National School Public Relations Association

Selected by The Freedoms Foundation (and given a scholarship) to attend a week-long summer seminar at Valley Forge, PA, 1982

Selected as an Institute for Educational Leadership Policy Fellow to participate in a year long program, 1981 -1982

Listed in Who's Who in the Midwest, 1981, 1990, 1991

Listed in Who's Who in the East, 1980

Selected as a HEW Fellow, 1979-1980; however, declined this honor to pursue career goals

Selected as an IID/E/A Fellow, by the Charles Kettering Foundation to attend a week-long summer seminar at Agnes Scott College in Atlanta, GA, 1978

Selected by the National Endowment for the Humanities to receive a stipend as a Humanities Fellow in July 1977

Named Honorary Fellow in Education Policy Studies at the University of Wisconsin, Madison, 1977

Selected as an IID/E/A Fellow by the Charles Kettering Foundation to attend a week-long summer seminar at Stephens College in Missouri, 1976

Selected as an Outstanding Young Man in America by the U.S. Jaycees and the Outstanding Young Men in American Program, 1976

Recognized by the Ohio State Chapter of Phi Delta Kappa for "Outstanding Leadership," 1976

Listed in Community Leaders and Noteworthy Americans, 1975 edition

Dr. Arthur W. Stellar Bio

The National Education Foundation (NEF) located in McLean, Virginia named Dr. Stellar as Vice-President based upon his knowledge of school operations and his drive. This Foundation assists school districts in many ways including the acquisition of Federal QZAB funding. He is also Vice- President of CyberLearning, a subsidiary of NEF.

Dr. Arthur Stellar served as superintendent of the Burke County Public Schools in North Carolina, which has been named one of the five “most productive” districts in the state by the Center for American Progress. Burke County Public Schools was also identified by Augenblick, Palaich and Associates as one of the fourteen “highest achieving” and “lowest spending” districts in North Carolina. He led a financial turnaround going from a \$3.5 million deficit to an \$8.5 million+ positive balance in less than two years!

He has often been recruited to overcome challenges, thereby, previously serving as superintendent in Taunton, Massachusetts; Kingston, New York; (acting superintendent & deputy) Boston, Massachusetts; Cobb County, Georgia; Oklahoma City, Oklahoma; and Mercer County, West Virginia. Dr. Stellar has also been affiliated with school systems in Shaker Heights, Ohio; Montgomery County, Maryland; Beverly, Massachusetts; and in Ohio – Athens, Southwestern City Schools and Belpre. He also served as chief education officer vice-president for Renaissance Learning, Inc. and president/CEO of High/Scope Educational Research Foundation.

The Advanced Mathematics & Science Academy Charter School, the second ranked high school in Massachusetts, invited Stellar to join the Board of Trustees. While serving in Boston, he upgraded the curriculum at Boston Latin School to produce its #1 Massachusetts ranking. While in Shaker Heights, Ohio he likewise enhanced that program to have the high school named as one of the top 12 public high schools in the country and the district library program as the best in the nation. As superintendent for Oklahoma City, he laid the curricular groundwork for the #1 (5 of top 10) high school in that state. During his tenure in Kingston, New York an elementary school became a state Blue Ribbon finalist and in Taunton, Massachusetts an elementary school became one of the three Blue Ribbon winners in that state. As an elementary principal in Ohio, his school was one of two exemplary schools recognized by the state, as well as being the first Ohio elementary school accredited.

Stellar is the former national president of the Association for Supervision and Curriculum Development, the North American Chapter of the World Council for Curriculum and Instruction and the Horace Mann League. Stellar was also elected as the state vice-president of the New York State PTA. He has been chairman of the board for the National Dropout Prevention Network/Center, as well as serving on various boards such as the corporate board for Plato Learning, Inc. In addition, Stellar has been a consultant for various companies and organizations including the administrator search firms PROACT Search (2000-07) and Guidelines, Inc. and is currently writing a book on career planning for educational administrators. In 2013 he was invited to become a member of the Malcolm Baldrige Board of Examiners for the National Quality Award.

Dr. Stellar began his career as an elementary teacher, coach and bus driver. His extensive experience also includes experience as a middle school, driver's education, and special education teacher; principal; and various central office positions. He taught two graduate courses – one on integrating the arts into the curriculum and one on school administration for Lesley College (now University) in Cambridge, Massachusetts.

As a four-time Fulbright Scholar to four countries, Stellar is also widely published with over 500 publications and the recipient of many awards such as AASA's "Distinguished Service", "Leadership for Learning" and the "Dr. Effie Jones Humanitarian" awards and Kappa Delta Pi's Eleanor Roosevelt Chapter. Ohio University honored him at Homecoming 2015 with the Medal of Merit Award for being an outstanding alumnus. He serves on the editorial board for "Scholastic Administrator" and is the assistant editor for the Journal for School Public Relations, as well as having served a guest editor.

Among his proudest accomplishments are (1) reducing the number of at-risk/low performing schools in Oklahoma City from thirty-two to three (low performing) and (2) mentoring various protégés including a diverse array of fifty-five administrators who have become superintendents with six recognized as state superintendents of the year- both accomplishments are national records!

Dr. Stellar is recognized as an educational administrator who gets great results in overall excellence and equity. His leadership always produces significantly increased student achievement and reductions in academic gaps. In every district he has led, the number of dropouts goes down (generally cut in half) and student attendance goes up. Student discipline and behavior become better with less punitive measures such as fewer suspensions or paddlings (eliminated in two districts). Students score higher on ALL tests and win more competitions for art, music, drama, JROTC, athletics, science, student council, vocational, academic bowls, etc. The enrollment in Advanced Placement courses increases by 3 to 4 times (Stellar was the first superintendent in the country to arrange for bonuses for both students and teacher for AP exam results). Stellar was also the first superintendent in the country to close 7 schools for low performance and re-staff all 7 schools – long before any state or Federal laws for restructuring schools existed.

While not one to refrain from dismissing incompetent employees, he has never lost any legal case, including a landmark school desegregation case that went to the US Supreme Court. This latter case was won partly due to an acknowledged reduction of the overall achievement gap of 13 percentile points on standardized tests between racially identifiable schools and others to 8 percentile points, plus other achievement gap reductions.

In Taunton, Massachusetts, Stellar's leadership raised student achievement on MCAS and other tests; as well as in art, music, student council, and science. The dropout rate was 6.8% before he arrived and 4.18% when he left. He was an advocate for technology adding computer software programs, computers and smartboards. Staffs were trained in all these programs along with training for the compilation and analysis of data through

Test Wiz. Of the 22 urban districts in Massachusetts, Taunton rose to become #1 in English/language arts and #2 in math while being #22, or last, in funding.

In Burke County Public Schools, besides becoming one of the most cost-effective districts in North Carolina, the number of schools of distinction rose from 10 to 19 due to every grade level, every subject and every school improving their test educational results. In 2010-11 the percentage of schools making AYP was 44% when the state average was only 27%. The graduation rate improved from 69% to 85%. The use of corporal punishment decreased from 325 (leading the state) to 2 incidents in 2010-2011 and then eliminated. Over \$4 million was saved in energy consumption, generating awards and identifying the district as an "Energy Star Leader" with all schools having met Energy Star School criteria by the Environmental Protection Agency.

Dr. Stellar earned a Ph. D in Education Administration, a bachelor's degree in elementary education with a master's degree in school administration, all from Ohio University. He enjoys collecting antiques and competing in marathons.

Contact Information:

Dr. Art Stellar
75 Summer Street
Hingham, Massachusetts 02043
828-764-1785
artstellar@yahoo.com

Art Stellar, Ph.D.

I can guarantee greatly improved student achievement, reduced academic gaps and stabilized and sustainable finances.

Based upon my actual track record and reputation in multiple districts (service as superintendent for 7 systems in 6 states), what follows are a few examples of the minimum improvements our district will enjoy based upon my teams' prior & consistent accomplishments.

1. *Within my first two years ALL students will improve on basic skills and college admissions (PSAT, SAT & ACT) tests by approximately 10% with continuous improvements well into the future (WITHOUT CHEATING!).*
2. Academic or equity **gaps will be reduced by at least five percent per year** until such gaps can no longer be predicted by zip codes, race, gender, family income, etc.
3. By my second year, ALL subjects, ALL grade levels and ALL schools will demonstrate improved student achievement every year.
4. The number of students enrolled in International Baccalaureate or Advanced Placement and other rigorous courses will grow by 20% after 2 years, while performance levels and participation will continue to advance over the next seven years.
5. **By my year two or three, students will win more educational competitions (art, music, science fairs, scholarships, athletic events, etc.) than ever before!**
6. By the end of my second year, special needs students and English Language Learners will reach and maintain higher levels than ever before!
7. As your new superintendent within two years, student attendance will rise at least by one percent and, perhaps as much as two percent and keep improving by an average one

percent annually until reaching an attendance rate of 98%!

8. Within two years of my appointment we will reduce by half the number of school dropouts [(while increasing the graduation rate by 5%) (while a lower priority in Boston the dropout rate was still reduced from 10% to 9% in 3 years)] and continue to make improvements until the dropout rate is under one percent and the graduation rate is 98%.
9. The percentage of students being accepted into 2 and 4 year colleges will annually increase by 10% by year two, along with a corresponding increase in their scholarship dollars.
10. By year two early childhood programs will see increased enrollment and time (i.e., all-day k) with accreditation by year 3.
11. The technology (hardware & software) available to students (ratio of computers per student) and staff will increase, along with usage and improved productivity.
12. Workers' compensation claims and costs will be reduced by 10% for at least three straight years.
13. Energy costs will be reduced by over 20% per year and the district will be recognized by the EPA and others for raising air quality while reducing the consumption and cost of energy within 2 to 3 years.
14. While improving the quality and appeal of food and ensuring that all appropriate costs are assigned to food service; any deficits will be eliminated and the food service program will maintain a financial balance.
15. All financial deficits – district wide or by department – will be eliminated, along with audit reports with no findings and other reviews yielding reports of compliance (accomplished in 6 of 7 districts in 1 year, although it took 2 years in the other district).
16. Within a year or less I can improve our finances by at

least two million dollars (10 times salary seems like a good investment) while creating a sustainable financial system.

17. During my tenure we will average \$1.5 million more per year in outside grants and another \$.25 million in donations and other funds.
18. At least once every other year, **local or state politicians will increase our funding levels, while every 3 to 5 years the public will pass a bond issue, budget or levy at the ballot box.**
19. Student behavior will improve, thus the number of days missed due to student suspensions will be cut in half within 2 years and continue to drop for at least five years.
20. Each year at least one department or program will earn a state award for excellence; at least one staff member; and at least one student or group of students will also receive positive recognition for a statewide award, honor or accomplishment.
21. By my year two at least one program or department will earn a national award every year, along with at least one staff member and a student(s) (National Merit Finalist, AP Scholar, etc.) will receive positive recognition for a national award, honor or accomplishment.
22. **Within two years of my appointment, the number of business partners will at least double, along with other partnerships with continued annual growth of between 5 and 7%.**
23. **The percentage of parents attending a) parent/teacher conferences, b) open houses, and c) other school activities will increase by 15% per year in each area for the next three years; and d) the number of parent organizations (PTA, booster clubs, etc.) will increase.**
24. Using whatever criteria are available; the number of complaints, grievances, or lawsuits (I have never lost a lawsuit)

will be reduced including the settlement of long-standing legal issues.

25. The attendance of teachers and all staff members will improve by approximately 1% per year until reaching at least 96%.
26. Each year a minimum of 3 to 6 incompetent or corrupt employees will be identified who will either resign or be successfully terminated.
27. Staff and student contributions to the community in campaign drives (United Way, etc.) will average a 10% annual increase over my first 5 years.
28. By year three, the market share (home school, charter school, private school, etc.) of students/families within district boundaries will increase.
29. Within three years, **one school per year will earn the National Blue Ribbon status** annually for every year thereafter.
30. Within 3 years, **our district will be ranked near the top among comparable or all school districts in the state.**

If you are interested in enhancing any of these or other educational metrics, you will not find superintendent candidates with better records than mine. Over my superintendent career nearly all 30 of the above items have been realized in approximately 6 school districts. **The best predictor of future results in almost any endeavor is past results.** My track record of producing results is unmatched.

As you know, school districts spend millions and millions of dollars trying to reach similar goals without success.

People with whom I have worked will confirm that my leadership and teams realize high performance. My professional reputation is established as an educational leader who increases student achievement, reduces equity gaps and creates sustainable financials.



The Commonwealth of Massachusetts Department of Elementary & Secondary Education Educator's License

THIS IS TO CERTIFY THAT THE PERSON NAMED HEREON IS QUALIFIED UNDER THE PROVISIONS OF GENERAL LAWS, C. 15, S. 16, C. 71, S. 38G, C. 71A, 71B AND/OR C. 74 AS AMENDED AND UNDER THE REGULATIONS PRESCRIBED BY THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION, AND IS ELIGIBLE FOR APPOINTMENT IN THE PUBLIC SCHOOLS OF MASSACHUSETTS TO SERVE IN THE CAPACITY INDICATED. THE LICENSE IS VALID AS ISSUED UNLESS REVOKED FOR CAUSE.

Attached is the duplicate of
your certificate which you
requested.

Arthur Stellar
75 Summer Street
Hingham, MA 02043

Mitchell D. Chester
MITCHELL D. CHESTER
COMMISSIONER OF EDUCATION



The Commonwealth of Massachusetts Department of Elementary & Secondary Education Educator's License

THIS IS TO CERTIFY THAT THE PERSON NAMED HEREON IS QUALIFIED UNDER THE PROVISIONS OF GENERAL LAWS, C. 15, S. 16, C. 71, S. 38G, C. 71A, 71B AND/OR C. 74 AS AMENDED AND UNDER THE REGULATIONS PRESCRIBED BY THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION, AND IS ELIGIBLE FOR APPOINTMENT IN THE PUBLIC SCHOOLS OF MASSACHUSETTS TO SERVE IN THE CAPACITY INDICATED. THE LICENSE IS VALID AS ISSUED UNLESS REVOKED FOR CAUSE.

Educator: Arthur Stellar
SSN: XXX-XX-9418

Certificate #: ***212751
Original Certification Date: 10/01/1976
Issuance No: 1754055

FIELD (LEVEL)	CATEGORY	TYPE	ISSUED	EXPIRES
Elementary (K-8)	ACADEMIC	Professional		05/09/11
Principal/Assistant Principal (K-8)	ACADEMIC	Professional		05/09/11
Supervisor/Director (Level depends on prereq license)	ACADEMIC	Professional		05/09/11
Superintendent/Assistant Superintendent (K-12)	ACADEMIC	Professional		12/03/16

Mitchell D. Chester
MITCHELL D. CHESTER
COMMISSIONER OF EDUCATION

* Primary Area

RECORD #1

OHIO UNIVERSITY

OFFICE OF THE REGISTRAR
ATHENS, OHIOMrs. Bonnie Steller
Parent or GuardianSteller, Arthur Wayne
Student1207 Broadwood, Columbus, O.
Home address

College Educ. BSRd 6-8-1969

Date of Birth 4-12-1947 Elem. Ed.

Place of Birth Columbus, O. major

DEPT	CAT. NO.	DESCRIPTIVE TITLE	Sec. Rpt. Grade	Points	DEPT	CAT. NO.	DESCRIPTIVE TITLE	Sec. Rpt. Grade	Points
ENG	16	1ST SEM 1965-66			EC	1	1ST QTR 67-68		
GOVT	3	COMPOSITION	3 B	9	P E	270	PRIN	4 B	12
HIST	2	AMERICAN STATE	3 C	6	SOC	130	TEACH OF	2 B	16
PHIL	1	WEST CIV MOD TIME	3 C	6	ENG	101	SOC PROBLEMS	4 D	4
P E	2	MORAL	3 C	6	ENG	107.5	INTERP OF FICTI	3 C	6
BIOL	21	WRESTLING	1 A	4		100	13 28	100	236.5
	1	THE LIVING WORLD	3 B	9					
	16	40	16	40					
HIST	2	2ND SEM 1965-66			Psych.	71	Ed. Psych.	4.5 C	9
MATH	8	N CIV IN MOD TIME	3 C	6		112.		101.5	215.5
PSY	1	FOUND ELEM ARITH	3 B	9	ART	160	2ND QTR 67-68		
ENG	4	GENERAL	3 D	3	EDEL	310	ART IN ELEM SCH	3 B	9
BIOL	2	COMPOSITION	3 F	0	EDEL	320	TCH READ IN EL	4 A	16
SPCH	1	THE LIV WORLD	3 D	3	EDEL	330	TCH ORAL & WRIT	3 A	12
	32	FUND OF	1 C	2	EDEL	127	TCH MATH IN EL	5 C	10
		16 23	29	63			15 47	119.5	292.5
ED	103	1ST SEM 1966-67			ART	23	3RD QTR 67-68		
P SC	3	ST OF CHILDREN	3 B	9	EDEL	350	THREE DIMENSION	2 A	6
GEOG	150	THE PHYS WORLD	3 C	6	S SC	10	TCHG S ST IN EL	4 B	12
MUS	72	GEOG & ENVIR	3 C	6	INOT	380	CITIZ IN MOD MOD	4 B	12
P E	21	FUNDAMENTALS	2 C	4	SOC	110	DRIVER SAFETY E	3 A	12
S&A	1	WRESTLING	1 B	3		144	SOCIAL PSYCHOLO	4 C	8
ED	277	INTRODUCTORY	1 A	12			17 52	136.5	344.5
	47	FIELD EXP	1 CR	12					
		15 40	45	103					
ART	3	2ND SEM 1966-67			EDEL	321	1ST QTR 68-69		
ENC	11	ELEM DES FOR TE	2 B	6	EDEL	340	CHILDRENS LIT	4 B	12
MUS	4	PRIN OF	3 F	0	EDGS	410	TEACH SOL EL SC	4 B	12
P E	262	COMPOSITION	3 B	9	HIST	318A	N RELATIONS	3 B	9
S&A	102	MUS FOR CLASS T	2 B	6	S W	391	HIST OF AM NEG	3 AU	0
	105	PERS & COMM HEA	3 B	9		159	SOCIAL WELFARE	4 B	12
		INTROD ANTHROPO	3 C	6			15 45	151.5	389.5
	63	36	58	139					
CONVERTED FROM SEMESTERS			58.0	139.0	EDPL	461	2ND QTR 68-69		
TO QUARTERS, SEPT 1967			87.0	208.5	EDPL	462	STUD TEACH ELEM	6 A	24
			94.5		EDPL	465	STUD TEACH SEMI	6 A	24
						174	15 60	166.5	449.5

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DEBRA M. BENTON
UNIVERSITY REGISTRAR

VERIFY: TRANSLUCENT GLOBE ICONS MUST BE VISIBLE WHEN HELD TOWARD A LIGHT SOURCE

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City of Taunton

Office of the Mayor

Charles Crowley
Mayor

Todd J. Castro
Assistant to the Mayor

Gill E. Enos
Budget Director



15 Summer Street
Taunton, MA 02780
Tel (508) 821-1000
Fax (508) 821-1005

To Whom it May Concern

Dr. Arthur Stellar was hired as the Superintendent of Schools by the City of Taunton as an agent for change as he brought his considerable skill to a school system that was in desperate need for change. The leadership demonstrated by Dr. Arthur Stellar has transformed the Taunton School System into one of the finest and most progressive urban school systems in the Commonwealth of Massachusetts.

One of Dr. Arthur Stellar's strength is that he makes his decision based upon what is best for the school system and what is best for the students. Those decisions are free from the politics that have hampered the growth of the school system in recent years. Unfortunately, Dr. Arthur Stellar's two immediate predecessors as Superintendent have remained in the political arena by being elected to the municipal council. Those individuals and their supporters interpret any success enjoyed by Dr. Arthur Stellar as if it is a critique of their tenure in office and that results in constant political maneuvering and bickering that overshadows the accomplishments that the school system under Dr. Arthur Stellar has achieved.

Under the leadership of Dr. Arthur Stellar, the Taunton School System has seen test scores rise across the board and the dropout rate has steadily decline and his accomplishments have been recognized on a national level. He has received the Crystal Star Award for Excellence for Distinguished Service and Leadership by the National Dropout Prevention Network issued at Clemson University in 2007 and he has been named to Who's Who among Teachers and Educators for the years 2006 and 2007.

I found Dr. Arthur Stellar to be a pleasure to work with and he always demonstrated that he has held the best interest of the school children in mind in all his decisions.

Respectfully,

Charles Crowley,
Mayor

A City of Firsts

*First Woman Town Proprietor- First Female Entrepreneur
First to Fly Liberty & Union Flag- First Major Silver Manufacturing Center*



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founded in 1989

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Fax (703) 823-9990

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June 4, 2018

Advisors

- **Hon. Clarence Cooper**
U.S. Federal Judge
- **Dr. Appu Kuttan**
NEF Founder
Philanthropist, Author,
Recognized Global
Leader in STEM
Education, Education,
Management & Empower-
ment Systems
- **Prof. Anthony Betrus**
NEF STEM Director,
State Univ of NY,
National Expert on
STEM, Education Tech
- Dr. Todd Ullah**
NEF STEM VP
National expert in K-12
STEM Education
- **Supt. Art Stellar**
NEF VP, AASA
Award Recipient
Former U.S. National
President of ASCD &
Supt. in many states
- **Prof. M.B. Gururaj**
NEF VP & NEF Intl
President
Well-known expert in
Empowerment and
Education – Blended &
Elearning, and CSR

Supporting Organizations

- State Univ of New York
- Univ of Wisconsin
- AASA
- Pearson, Skillsoft
- TEKsystems

Re: Recommendation Letter for Dr. Art Stellar

Dr. Art Stellar, the 2015 AASA Distinguished Service Award recipient, is currently NEF's VP for K-12. A 25-year veteran superintendent, and former VP of a major technology company, Dr. Stellar is the author of many articles in educational journals, has given presentations around the globe, has been elected to lead a variety of professional organizations such as ASCD, and is widely recognized in the field of K-12 education.

Dr. Stellar is a passionate advocate for education. NEF, the global non-profit leader in STEM education, has benefitted from Dr. Stellar's vast experience to provide zero-interest financing and world-class STEM education solutions for disadvantaged school districts across the nation. Due to Dr. Stellar's ability to positively influence superintendents and school boards and then follow-up to ensure sound implementation, NEF had established a network of school districts with effective STEM results. All of the districts and schools that partnered with us have achieved at least a year's growth every year.

Art Stellar has a passionate belief that all children can learn. He is a solid advocate for advancing student achievement. He is persistent in communicating to superintendents, school board members, attorneys, education officials, facility directors, and curriculum administrators the advantages of collaborating with NEF on instructional issues and the upgrading of school facilities with the Federal program called Qualified Zone Academy Bonds (QZAB). He is a good listener who then collaborates with our clients to develop workable solutions to meet their needs. He also develops marketing materials aimed at school administrators.

Unfortunately, Congress has decided not to further fund QZAB. Dr. Stellar was instrumental in assisting superintendents acquire \$150 million in QZAB funds, with NEF match donations. Therefore, while NEF is in the process of reinventing QZAB, Dr. Stellar has decided to reduce his time commitment to this endeavor, and to seek an opportunity where he can continue to contribute to education of our children.

Any organization that employs Art Stellar will have a leader with a high level of educational knowledge, a team player, and an educator who possesses productive skills. He is a real professional, and extremely trustworthy and loyal.

Please feel free to contact me for more detail about how Art Stellar can contribute to the realization of your goals.

Dr. Appu Kuttan
NEF Chairman

To Whom It May Concern:

As chairman of the Burke County Board of Commissioners it is a privilege for me to write this letter of recommendation for Dr. Art Stellar. Dr. Stellar became superintendent of the Burke County Public Schools in the early fall of 2009. He walked into an active hornets' nest. A political firestorm relative to the Board of Education had erupted over the year preceding his appointment. The previous Superintendent's contract had been bought off which added to the mess Dr. Stellar inherited. Many important issues had not been addressed by the Board of Education or the prior administration due to the politics. There had been a decline in student enrollment for years with no action. In fact, there were two new high schools built during this time and in addition, the County Commission was told there was no money needed for annual operating expenses which turned out to be false. Board policies had not been updated in 20 years. The Board of Education micromanaged the district in just about every way possible. The financial management was out of control. For four out of the six years before Dr. Stellar came here, more was spent by the school district than there was revenue coming in. Due to many of these and other factors related to the Board of Education, the district was put on probation by the accreditation agency.

Dr. Stellar tackled these and other problems with an openness that most people found refreshing. Previously there had been a general attempt to sugarcoat everything and keep people in the dark about the facts, especially the finances. Dr. Stellar instead solicited everyone's ideas and then formulated plans to move the district forward. He created and implemented plans which were practical and sustainable for future years. While some of the Board members actively resisted every one of his ideas out the confused loyalty to the former Superintendent who had left, Dr. Stellar came up with other options. He maintained his professional decorum and repeatedly brought new ideas to the table without giving up.

As a County Commissioner I was very impressed with his financial management skills. He quickly reorganized the monitoring of expenditures and put in place sound fiscal practices. He was willing to say "no" to frivolous spending. He eliminated the financial deficits of the previous administration and ended two fiscal years with positive fund balances. He planned ahead. He was able to demonstrate mastery of all aspects of the budget and explain it in common terms to the public. He demonstrated a willingness to collaborate with the County Manager (there were two managers during his time) and the Commission members. His conservative approach to financials was well planned and executed. He was able to accurately project both the short and long term financial implications of his proposals. He handled difficult questioning of District finances in both public and private sessions. He was able to communicate the financial status and his proposals to school employees who supported his plans even when it meant personal sacrifices.

The business community has also been very supportive of Dr. Stellar. He asked for and received their participation in many activities like the development of the school district's first ever mission, vision and strategic plan. He held an extremely successful "principal-for-a-day" program and formed a new "adopt-a-school" project for community leaders. It was clear to the business community that Dr. Stellar was logical, methodical and committed to a long range financial plan which would both stay in the bounds of available resources and improve the schools. He involved the business leaders with consultants and his administrators to upgrade training for total quality management. His vision which was adopted by his

administrative team and the business leaders was to pursue the Baldrige National Award for Quality.

In the past, the local school system was run by a small group of insiders and politically elite folks. This community is changing and more people are becoming aware of what is going on. Dr. Stellar understood and effectively communicated to everyone in an open transparent way. Some formerly in power became frustrated as things changed from a good old boys network to a professional managed operation. Most people welcomed his unbiased, open communication style.

Student achievement dramatically improved as Dr. Stellar used his skills to refocus upon student learning. The dropout rate went down. Test scores went up! One high school made Federal and State standards for the first time ever. More students took harder courses. More students took the SAT exams. Students on the lower end of performance began finding their way through learning basic skills. Student attendance went up. This is all due to Dr. Stellar. While he gave the leadership, he gave teachers, principals and others credit for the new found successes.

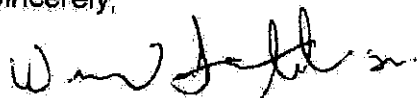
Burke County has been lagging behind the state in technology. This changed in the first couple of months Dr. Stellar was here. He standardized hardware saving tons of money and added computers, smart boards, laptops, etc. He updated software for instruction for students. Burke County went from the bottom to the top half of districts with his technology improvements. He demonstrated a vision for the future.

Dr. Stellar has a vision for educational excellence for all students. He wanted to do more for all those who do not go to college and was beginning to lay the foundation for more vocational programming. He set up a good alternative school for struggling students. He worked to reduce intolerance and bullying. He promoted the achievement of minority students. He ensured that low income students received extra attention.

He is very knowledgeable. He is not a puppet. He is a real leader who listens, analyzes the reality and initiates appropriate actions for the short and long term. He truly understands all the complexities of finances and maximizes the use of all resources. He has the courage to stand his ground, yet is willing to compromise. He is an excellent communicator. He motivates his staff to stretch towards higher standards. He is most ethical and a man of high character. In summary, Dr. Stellar is the kind of leader our society needs right now; a conservative straight shooter who is creative and able to get results in difficult times.

It is obvious that I highly recommend Dr. Stellar for any organization with financial challenges or for any organization that wants to reach its goals. Art Stellar will find a way to get results. Please contact me if I can help answer any questions.

Sincerely,



Wayne Abele
(828) 433-1062

MOUNTAIN HARBOUR MARINA
9066 NC Hwy 126
Nebo, NC 28761
828 584 0666

October 7, 2011

Dear Selection Committee;

As a former member of the Burke County Board of Education, I write to you today to recommend an extraordinary individual in the education field, Dr. Art Stellar. Having served on the selection committee that chose Dr. Stellar as superintendant, it would be easy for me to comment on his long list of credentials and past achievements. However, I would like to take the time to discuss Dr. Stellar as an individual; someone who possess the cognitive and emotional traits necessary to lead organizations and people in less than ideal situations. I have little doubt that given the proper tools and support, Dr. Stellar's successes are likely to be too numerous to count.

By way of background, prior to Dr. Stellar's hiring as superintendant, our local community had been divided regarding how to best deal with decreasing budgets, poor graduation rates, high truancy, and diminishing accreditations among our schools. The previous superintendant had been popular within the community, but was viewed by many (including myself) as a weak leader and unable to effectively manage the district. The separation between the Board and the former superintendant was less than amicable. I tell you this because I firmly believe that it is important to understand the context of the situation surrounding Dr. Stellar as he took his post in Burke County.

Making his presence known immediately, Dr. Stellar re-engaged the stakeholders within our area, those that have a vested interest in seeing our young people educated properly. The business community, County Commissioners, other community leaders and stakeholders, law enforcement agencies, and staff were all solicited to participate in working groups, in an effort to bring these constituencies together. He reached out to everyone to help resolve the financial problems affecting the schools and established sound methods for allocating resources. Dr. Stellar understood that despite of his wealth of knowledge and experience, he could not accomplish his goals without the involvement of others.

Under his guidance, school administrators set higher standards for performance and long range goals. He held people accountable and made difficult personnel decisions. Dr. Stellar was willing to educate the employees and the public on the negative impacts of declining student enrollments and formulated a long term plan for resolution. Above all, he was unafraid in bringing transparency to all aspects of the school district.

Dr. Stellar, along with the stakeholders he engaged, turned the financials around: from millions in deficits to positive fund balances in every account. As a leader, Dr. Stellar was able to establish a positive direction for his team, plan a course of action, coach for improvement, and then maintain accountability, ultimately leading to achievement of the goals set.

Dr. Stellar is an accomplished professional who will most certainly get results either with a systematic continuous improvement program or through innovative leaps forward. He is centered on what is best

for the school system, the community, and most importantly what will be best for the children. Our loss of Dr. Stellar and his leadership will be another community's gain.

In summary, I would highly recommend Dr. Art Stellar for any leadership role in the field of education or for any organization seeking a strong results-oriented leader. I have little doubt that he will meet your expectations and exceed your goals. Despite the situation facing him during his short tenure in Burke County, Dr. Stellar was able to function at a high level and his achievements are quite noteworthy. Due in large part to his leadership, student achievement rose to an all time high in Burke County.

Please find below my personal contact information. Should you have any questions or require additional information, do not hesitate to contact me.

Sincerely,



John F. Aulgur
Former Burke County School Board Member
828-584-0666 (business)
828-336-253-0356 (mobile)
jaulgur@bellsouth.net

Dr. Karen J. Zaleski

151 Wickaboag Valley Rd. W. Brookfield, Ma. 01585 (H) 508-867-8670 (C) 774-200-0256

Email:karenzaleski42@gmail.com

April 15, 2019

Dear Search Committee,

Upon learning of your posting for the position of Interim Superintendent for the Hamilton-Wenham Regional School District I felt compelled to submit my resume for your review. Although I have not served in the role of Superintendent I am a motivated doctorate level leader, have regional school district experience in a central office role, and have extensive experience in a range of areas including developing and managing multi-million dollar budgets. I have worked to secure funds in deficit situations through grant writing, budget freeze and cuts, and have handled school closures and openings to name a few. As an accomplished, data-driven, educational leader in the public sector with over a decade of both central office and building based leadership experience I believe I am well prepared to significantly contribute to your district's mission. I am seeking an experience to utilize my knowledge and skills and work with various stakeholders to assess needs, creatively problem solve challenges, strategically plan, mobilize resources, and enhance the educational needs of all students. My resume indicates many key accomplishments which I believe match your selection criteria.

My expertise lies in areas such as district-wide strategic planning and implementation, curriculum development and enhancement, collective bargaining, financial and budget administration, grant writing, ensuring compliance with legislation and state and federal mandates, community partnership building, professional development and training, team leadership, policy implementation, and program development to enhance student interventions while containing costs. Specifically, and throughout my career, I have partnered directly with

local municipal and state stakeholders including the Department of Elementary and Secondary Education to secure funds, design accelerated improvement plans, and launch district-wide initiatives and regional partnerships and professional development offerings to improve curriculum, instruction, and social-emotional programs. The result of this work led to the creation of data walls, curriculum maps, tiered academic and social-emotional programs, expanded learning time program for students, substance abuse intervention and programming, in addition to turn around plans. From conceptualizing and establishing strategic plans to collaborating with staff, administrators, organizations, and parents to achieve consensus across multiple levels, I strive to promote high expectations and drive goal achievement while communicating openly and collaboratively. Further, creative problem solving is a strength and I am skilled at containing costs, and handling and resolving conflicts, union issues, and legal disputes.

My skills in educational leadership have been finely honed, and I am confident my additional strengths will readily translate to your environment. The chance to offer more insight into my qualifications would be most welcome. Thank you for your consideration; I look forward to speaking with you soon.

Sincerely,

Karen Zaleski Ed.D.

Karen J. Zaleski Ed.D.
151 Wickaboag Valley Road
West Brookfield, Massachusetts 01585

Email: karenzaleski42@gmail.com
Cellular: (774) 200-0256
Phone: (508) 867-8670

Education & Credentials

Doctor of Education: Educational Leadership, (Ed.D.), 2014. Boston College, Chestnut Hill, Massachusetts.

Master of Arts: Counseling Psychology, (M.A.), 1995. Assumption College, Worcester, Massachusetts.

Bachelor of Science: Psychology, (B.S.), 1991. Worcester State College, Worcester, Massachusetts.

Completion of the Massachusetts Leadership Licensure Program for Superintendents (LLPS), October 2013.

Massachusetts Certifications: Superintendent/ Assistant Superintendent; Certified Special Education Administrator; Certified Pupil Personnel Director; Certified Principal/Assistant Principal Pre K-12, Certified Alcohol and Drug Counselor Advanced-CADAC II; Certified School Adjustment Counselor, all levels.

Connecticut Certification: Superintendent

Licenses: Massachusetts Licensed Alcohol and Drug Counselor-LADC I; Massachusetts Licensed Mental Health Counselor.

Executive Summary

An energetic, experienced, educational leader and analyst with a broad range of experience in public school and clinical settings; a strategic thinker with an organizational vision that is promoted utilizing a distributed leadership model; expertise in operations, budget, program and policy development, grant writing, curriculum coordination and development; a knowledgeable leader who is mindful of legal and policy matters; a committed practitioner known for leading with integrity and promoting educational equity.

Career History & Accomplishments

Hopkinton Public School District, Hopkinton, Massachusetts
(2015-Present)
Director of Student Services

Develops, implements, supervises, and evaluates all programs, policies, and services in the department for the Hopkinton Public School district. Assures compliance with all state and federal laws, regulations and requirements in partnership with the Massachusetts Department of Elementary and Secondary Education. Conducts and attends IEP meetings, mediations, and BSEA hearings when necessary. Manages transportation, circuit breaker, medicaid, and various contracts. Partners with collaboratives and Ch.766 approved programs, to provide a range of services for students and families. Develops and manages the budget, writes and manages various grants. Provides supervision, evaluation, instructional leadership, professional development, and support to educators, administrators, and related service providers district wide. Continuously develops and implements a range of social-emotional-behavioral and academic programs and initiatives in an effort to assist with enhancing students' opportunity to learn. Collaborates closely with parents, administrators, educators, local, state, and municipal officials and community organizations. Maintains high expectations and a continuous focus on enhancing student success. Serves as a key advisor in the community on the Hopkinton Organizing for Prevention (HOP) board.

**Spencer-East Brookfield Regional School District, Spencer, Massachusetts
(2009-2015)**

Director of Pupil Services (2012-2015)

Maintained a continuing and systematic process for improving student achievement in the Spencer-East Brookfield Regional School District. Partnered with internal and external stakeholders, including state and municipal officials to provide stabilization by developing and implementing a district wide accelerated improvement plan. Coordinated continuous improvement of curriculum and instruction functions related to K-12 curriculum and programs. Provided supervision, evaluation, instructional leadership, professional development, and support to educators and administrators district wide. Developed and managed the budget, state and federal grants, and collected data for circuit breaker and medicaid reimbursement. Also served as the Curriculum Coordinator and Title 1 Director district wide. Collaborated with parents and key stakeholders to evaluate curriculum and instruction initiatives and programs.

Assistant Principal, Knox Trail Regional Jr. High Spencer, Massachusetts (2009-2012)

Managed the daily operations in the building. Provided supervision, evaluation, instructional leadership, professional development, and support to educators. Provided student discipline and intervention, and developed tiered instructional and behavioral interventions to assist with student growth and achievement. Developed various programs to support student success. Served on a variety of committees. Collaborated with key stakeholders in and outside of the district.

**Southbridge Public Schools, Southbridge, Massachusetts
Mary E.Wells Junior High School (2000-2009)**

Assistant Principal (2005-2009)

Provided intensive interventions to students and families; Provided turnaround strategies to assist students in an underperforming, culturally diverse school district; supervised and evaluated all staff and assisted with the development of the building based budget; Designed and implemented various programs including Extended Learning Time (ELT), Suspension Intervention, Project Success, Soar, Peace Builders, and Peer Mediation; Facilitated weekly student support team meetings; Facilitated professional development activities for staff; developed strong partnerships with outside agencies in an effort to enhance service delivery.

Behavior Modification Educator (2000-2005)

Instructed students with diverse needs in the area of social-emotional-behavioral health. Evaluated and assessed student needs utilizing internal and external assessment measures and designed lessons, individualized educational, 504, and behavior intervention plans for students; Facilitated Team Meetings; Designed and facilitated weekly intensive group treatment. Provided conflict resolution strategies for faculty and students. Provided individual and family therapy. Daily crisis intervention. Extensive involvement with faculty, administration, departments within the district, and outside agencies to provide appropriate services and referrals for students and families.

Adcare Hospital- Worcester, Massachusetts**Outpatient Clinician (1995- 2000-Full Time); (2000-2011 Per diem)**

Served as a clinician in a diverse hospital setting providing treatment to adults and families. Conducted psychosocial and substance abuse evaluations and assessments. Diagnosed patients and designed appropriate treatment plans based on the DSM criteria. Provided crisis intervention, individual, and family therapy. Designed and facilitated various group treatment programs. Routine involvement with administration, various departments within the hospital, courts, and outside agencies for coordination of care.

UMASS Medical Center, Emergency Mental Health, Worcester, Massachusetts**Crisis Intervention Specialist (1993-1995)**

Provided crisis intervention in an emergency room setting to adults, adolescents and children; Conducted psychiatric evaluations, assessments and diagnoses utilizing the DSM. Arranged inpatient psychiatric hospitalization. Provided individual and group therapy.

Additional Experiences
Educational Advocate (2009-Present) Connecticut and Massachusetts

Serves as a Pre K- 22 educational advocate for students and families. Participates in IEP team meetings, advocates for a range of student services, collaborates with stakeholders, and participates in mediations, and BSEA matters when necessary.

**Town of Hopkinton, Hopkinton, Ma.
HOP Board Member (2015-present)**

Serves as a board member on the Hopkinton Substance Abuse Coalition. Strategically plans for and provides intervention and prevention strategies for students, families, and community members utilizing grant funds. Partners with various stakeholders including local and municipal officials to write grants and develop intervention programs for members of the community. Serves as a moderator offering professional development in the community.

**Quaboag Regional School District, West Brookfield, Ma.
Guest Lecturer (2018)**

Provided Grief/Trauma Workshop for Parents and Community members following a tragedy in the town of West Brookfield, Ma.

**Leicester Public Schools, Leicester, Ma.
Educational Consultant (2017-2018)**

Provided school year consultancy and mentoring to assist designated staff with obtaining special education administrator licensure. Assisted with grant writing, program and data analysis, portfolio development, professional development, and developing partnerships with external organizations to enhance students opportunity to learn.

Professional Affiliations

Member of the Association for Supervision and Curriculum Development
Member of the Massachusetts Secondary School Administrators Association
Member of the American Psychological Association
Member of the Council for Exceptional Children

Research/Publication

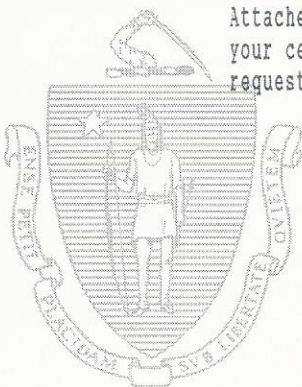
Zaleski, K. (2014). Opportunity to Learn: The Role of Interactions in Understanding and Addressing Educational Inequities. "Doctoral Dissertation", Boston College, Chestnut Hill, Massachusetts. Ann Arbor, MI: ProQuest LLC.

The Commonwealth of Massachusetts
Department of Elementary & Secondary Education
Educator's License

THIS IS TO CERTIFY THAT THE PERSON NAMED HEREON IS QUALIFIED UNDER THE PROVISION OF GENERAL LAWS, C. 15, S. 1G, C. 69, S. 1H, C. 71, S. 38G, C. 71A, 71B AND/OR C. 74 AS AMENDED AND UNDER THE REGULATIONS PRESCRIBED BY THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION, AND IS ELIGIBLE FOR APPOINTMENT IN THE PUBLIC SCHOOLS OF MASSACHUSETTS TO SERVE IN THE CAPACITY INDICATED. THE LICENSE IS VALID AS ISSUED UNLESS REVOKED FOR CAUSE.

Attached is the duplicate of
your certificate which you
requested.

Karen Zaleski
151 Wickaboag Valley Road
West Brookfield, MA 01585



Jeff Wulfsberg

Jeff Wulfsberg
ACTING COMMISSIONER OF EDUCATION

The Commonwealth of Massachusetts
Department of Elementary & Secondary Education
Educator's License

THIS IS TO CERTIFY THAT THE PERSON NAMED HEREON IS QUALIFIED UNDER THE PROVISION OF GENERAL LAWS, C. 15, S. 1G, C. 69, S. 1H, C. 71, S. 38G, C. 71A, 71B AND/OR C. 74 AS AMENDED AND UNDER THE REGULATIONS PRESCRIBED BY THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION, AND IS ELIGIBLE FOR APPOINTMENT IN THE PUBLIC SCHOOLS OF MASSACHUSETTS TO SERVE IN THE CAPACITY INDICATED. THE LICENSE IS VALID AS ISSUED UNLESS REVOKED FOR CAUSE.

Educator: Karen Zaleski
SSN: XXX-XX-3136

Certificate #: ****371668

Original Certification Date: 10/22/2001

Issuance No: 4442045

FIELD(LEVEL)

Special Education Administrator (All Levels)
Super/Dir-Pupl Prsnl Srv (All Levels)
Principal/Assistant Principal (9-12)
Principal/Assistant Principal (5-8)
Principal/Assistant Principal (PreK-6)

CATEGORY	TYPE	ISSUED	EXPIRES
ACADEMIC	Professional	10/29/09	10/27/19
ACADEMIC	Professional	05/14/15	05/12/20
ACADEMIC	Initial	07/19/06	**
ACADEMIC	Professional	06/18/08	06/16/23
ACADEMIC	Initial	07/13/10	**

Jeff Wulfsberg

Jeff Wulfsberg
ACTING COMMISSIONER OF EDUCATION

* Primary Area

** Valid for five(5) years of employment.

The Commonwealth of Massachusetts
Department of Elementary & Secondary Education
Educator's License

THIS IS TO CERTIFY THAT THE PERSON NAMED HEREON IS QUALIFIED UNDER THE PROVISION OF GENERAL LAWS, C. 15, S. 1G, C. 69, S. 1H, C. 71, S. 38G, C. 71A, 71B AND/OR C. 74 AS AMENDED AND UNDER THE REGULATIONS PRESCRIBED BY THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION, AND IS ELIGIBLE FOR APPOINTMENT IN THE PUBLIC SCHOOLS OF MASSACHUSETTS TO SERVE IN THE CAPACITY INDICATED. THE LICENSE IS VALID AS ISSUED UNLESS REVOKED FOR CAUSE.

Educator: Karen Zaleski
SSN: XXX-XX-3136

Certificate #: ****371668

Original Certification Date: 10/22/2001

Issuance No: 4442045

FIELD(LEVEL)

Superintendent/Assistant Superintendent (All Levels)
Sch Soc Wrk/Sch Adj Coun (All Levels)
SBI-Admin (Level depends on prereq license)

CATEGORY	TYPE	ISSUED	EXPIRES
ACADEMIC	Initial	09/22/11	**
ACADEMIC	Professional	09/09/02	09/05/22
ACADEMIC	Endorsement	07/07/15	***

Jeff Wulfsberg

Jeff Wulfsberg
ACTING COMMISSIONER OF EDUCATION

** Valid for five(5) years of employment.

*** Due to varying requirements, please pay attention to the specific requirements for the potential of renewing an endorsement.



**BOSTON
COLLEGE**

140 COMMONWEALTH AVENUE
CHESTNUT HILL, MA 02467
617-552-3300

OFFICIAL TRANSCRIPT

NAME: KAREN J ZALESKI
SCHOOL: LYNCH GRADUATE SCHOOL OF EDUCATION
DEGREE: DOCTOR OF EDUCATION 05/19/2014
MAJOR: EDUCATIONAL LEADERSHIP
CONCENTRATION: PSAP

STUDENT ID#: 22582440
DATE PRINTED: 05/28/2014

PAGE: 1 OF 1

FALL 2011 EDUCATIONAL LEADERSHIP
ED705 EDUC LAW&PUBLIC POLICY 03 A
EARNED CREDITS: 03 GPA: 4.000

SPRING 2012 EDUCATIONAL LEADERSHIP
ED829 DESIGN OF RESEARCH 03 A
ED956 LAW AND EDUCATION REFORM 03 A-
EARNED CREDITS: 06 GPA: 3.835

SUMMER 2012 EDUCATIONAL LEADERSHIP
ED451 MANAGING RES:HUM,FIN&FAC 03 A
EARNED CREDITS: 03 GPA: 4.000

FALL 2012 EDUCATIONAL LEADERSHIP
ED619 ETHICS AND EQUITY IN ED 03 A
ED801 LEADERSHIP/SOCIAL JUSTICE 03 A
EARNED CREDITS: 06 GPA: 4.000

SPRING 2013 EDUCATIONAL LEADERSHIP
ED821 RESEARCH DESIGN II 03 A
ED953 INSTRUCTIONAL SUPERVISION 03 A
EARNED CREDITS: 06 GPA: 4.000

SUMMER 2013 EDUCATIONAL LEADERSHIP
ED755 THEORIES OF LEADERSHIP 03 A
EARNED CREDITS: 03 GPA: 4.000

FALL 2013 EDUCATIONAL LEADERSHIP
ED815 CAPSTONE SEMINAR 03 P
ED823 RESEARCH DESIGN III 03 A-
EARNED CREDITS: 06 GPA: 3.670

SPRING 2014 EDUCATIONAL LEADERSHIP
ED815 CAPSTONE SEMINAR 03 P
ED816 CAPSTONE DIRECTION 03 P
EARNED CREDITS: 06

=====

TOTAL EARNED CREDITS: 39 GPA: 3.934

DOCTORAL COMPREHENSIVE EXAM -PASSED- 09/18/2013

-----END OF RECORD-----

ISSUED TO: KAREN J. ZALESKI
151 WICKABOAG VALLEY ROAD
WEST BROOKFIELD MA 01585

Louise Lonabocker

Louise Lonabocker, University Registrar

This official transcript is printed on secured paper and does not require a raised seal. The word COPY will appear when photocopied.

Karen J. Zaleski (Festa)
151 Wickaboag Valley Road
West Brookfield, MA 01585-2850

ID: 20954
DOB:
Sex: Female
Division: Graduate School

Degree: Master of Arts
Graduation Date: 05/20/1995

Graduate Oral Exam : P - 3/20/1995

Graduate School Program: Counseling Psychology

Spring 1993		HA	HE	GP
PY216	ABNORMAL PSYCHOLOGY	A-	3.00	3.00 11.10
PY240	PSYCHOLOGY OF PERSONALITY	B+	3.00	3.00 9.90

	HA	HE	GP	GPA
Semester:	6.00	6.00	21.00	3.50
Cumulative:	6.00	6.00	21.00	3.50

Summer 1993		HA	HE	GP
PY260	COUNSELING(PRINC&PRACT)	B+	3.00	3.00 9.90

	HA	HE	GP	GPA
Semester:	3.00	3.00	9.90	3.30
Cumulative:	9.00	9.00	30.90	3.43

Fall 1993		HA	HE	GP
PY281	PSYCHOLOGY OF ADOLESCENCE	A-	3.00	3.00 11.10
PY290	PSYCHOLOGICAL MEASUREMENT	A-	3.00	3.00 11.10

	HA	HE	GP	GPA
Semester:	6.00	6.00	22.20	3.70
Cumulative:	15.00	15.00	53.10	3.54

Spring 1994		HA	HE	GP
PY263	FAMILY COUNSEL(PRINC&PRACT)	A-	3.00	3.00 11.10
PY365	COG ASSESS&PSYCHOTHERAPY	B+	3.00	3.00 9.90

	HA	HE	GP	GPA
Semester:	6.00	6.00	21.00	3.50
Cumulative:	21.00	21.00	74.10	3.53

Summer 1994		HA	HE	GP
PY328	COUNSELING PRACTICUM	P	0.00	3.00 0.00

	HA	HE	GP	GPA
Semester:	0.00	3.00	0.00	0.00
Cumulative:	21.00	24.00	74.10	3.53

Fall 1994		HA	HE	GP
PY270	GRP PSYCH-PERSONAL GROWTH	A	3.00	3.00 12.00
PY329	INTERNSHIP I (CLINIC)	P	0.00	3.00 0.00

	HA	HE	GP	GPA
Semester:	3.00	6.00	12.00	4.00
Cumulative:	24.00	30.00	86.10	3.59

Spring 1995		HA	HE	GP
PY330	INTERNSHIP II(CLINIC SETT)	P	0.00	3.00 0.00
PY401	RESEARCH SEMINAR	A-	3.00	3.00 11.10

	HA	HE	GP	GPA
Semester:	3.00	6.00	11.10	3.70
Cumulative:	27.00	36.00	97.20	3.60

Summer 2000		HA	HE	GP
PSY701	MARITAL THERAPY	W	0.00	0.00 0.00

	HA	HE	GP	GPA
Semester:	0.00	0.00	0.00	0.00
Cumulative:	27.00	36.00	97.20	3.60

Fall 2000		HA	HE	GP
PSY720	SYSTEMS INTERVENT W/CHILDRN	A	0.00	3.00 0.00

	HA	HE	GP	GPA
Semester:	0.00	3.00	0.00	0.00
Cumulative:	27.00	39.00	97.20	3.60

END ----- OF ----- T R A N S C R I P T - 02/08/2014

THIS TRANSCRIPT WAS ISSUED IN A
SIGNED AND SEALED ENVELOPE. IF YOU
HAVE RECEIVED THIS TRANSCRIPT FROM
THE STUDENT WITHOUT THE ENVELOPE
SIGNED AND SEALED, IT SHOULD BE
CONSIDERED "STUDENT ISSUED."

David M. Gailis



Worcester State College
486 Chandler Street
Worcester, MA 01602-2597

ACADEMIC PROGRAM: UD

NAME: Karen J. Festa (Zaleski)
151 Wickaboag Valley Rd
West Brookfield MA 01585

Page: 1 of 1
SSN: 025-64-3136
ID: 0045852
DOB: 01/05

COURSE Course Title CRD GRD GRDPT

SPRING SEMESTER 1989 (01/17/1989 to 05/19/1989)

003714

PS300 PSYCHOLOGICAL STATISTICS 3.00 D 3.00
PS318 BEHAVIOR MANAGEMENT TECHNIQUES 3.00 C- 5.10
SO100 INTRODUCTION TO SOCIOLOGY 3.00 C 6.00
GE102 CULTURAL GEOG: CULT'L ENVIRON 3.00 C 6.00
ENGLISH COMP & LIT I 3.00 TR 0.00
BEGINNING ALGEBRA 3.00 TR 0.00
MAN & MORALITY 3.00 TR 0.00
ART APPRECIATION 3.00 TR 0.00
ENGLISH COMP & LIT II 3.00 TR 0.00
INTRO TO HUMAN SERVICE 3.00 TR 0.00
INTRO TO PSYCHOLOGY 3.00 TR 0.00
INTRO TO COUNSELLING 3.00 TR 0.00
Term GPA 1.675 Credit 36.00
Cum GPA 1.675 Credit 36.00

COURSE

Course Title

CRD GRD GRDPT

SPRING SEMESTER 1991 (01/14/1991 to 05/22/1991)

PH110

PH110 INTRODUCTION TO LOGIC 3.00 A- 11.10
01/15/1991 to 05/22/1991
PS305 PSYCHOLOGICAL METHODS 3.00 B- 8.10
PS435 CLINICAL PSYCHOLOGY 3.00 B+ 9.90
01/15/1991 to 05/22/1991
BI114 PLANTS AND HUMAN AFFAIRS 3.00 P 0.00
MU245 TWENTIETH-CENTURY MUSIC 3.00 A- 11.10
01/15/1991 to 05/22/1991
SEM IN SOC: OCCULT 3.00 A 12.00
Term GPA 3.480 Credit 18.00
Cum GPA 2.724 Credit 109.00

FALL SEMESTER 1989 (09/07/1989 to 12/29/1989)

DESIGN I

PS200 HISTORY & SYSTEMS: PSYCHOLOGY 3.00 B+ 9.90
HE110 DRUGS AND SOCIETY 3.00 B 9.00
PS111 GENERAL PSYCHOLOGY II 3.00 C- 5.10
PS210 CHILD GROWTH AND DEVELOPMENT 3.00 A- 11.10
Term GPA 2.800 Credit 15.00
Cum GPA 2.300 Credit 51.00

MA250
ME101

SECOND SUMMER SEMESTER 1991 (07/08/1991 to 08/15/1991)
INTRO TO STATISTICS I 3.00 B- 8.10
LIBRARY SKILLS FOR RESEARCH 1.00 B- 2.70
Term GPA 2.700 Credit 4.00
Cum GPA 2.758 Credit 116.00

FALL SEMESTER 1990 (01/16/1990 to 05/18/1990)

SPRING SEMESTER 1990

PS215 SURVEY OF RADIO & TELEVISION 3.00 P 0.00
PS240 PSYCHOLOGY OF ADOLESCENCE 3.00 B 9.00
PS330 ABNORMAL PSYCHOLOGY 3.00 C+ 6.90
EN105 THEORIES OF PERSONALITY 3.00 A 12.00
Term GPA 3.325 Credit 15.00
Cum GPA 2.615 Credit 66.00

PH130
PS350
PH140
SO220

FALL SEMESTER 1991 (09/03/1991 to 12/24/1991)
ETHICS: HUMAN CONDUCT & VALUES 3.00 A 12.00
GROUP DYNAMICS 3.00 B 9.00
PHILOSOPHY: SCI, NATURE & MAN 3.00 B+ 9.90
SOCIOLOGY OF THE FAMILY 3.00 B+ 9.90
HONORS LIST 3.00 A 12.00
Term GPA 3.575 Credit 12.00
Cum GPA 2.861 Credit 128.00

Degree Received: Bachelor of Science
Date Conferred: 12/24/1991
Majors: Psychology

End of official record.

John A. Chappie
REGISTRAR

FALL SEMESTER 1990 (09/04/1990 to 12/27/1990)

UR101 INTRODUCTION TO URBAN SYSTEMS 3.00 C+ 6.90
BA100 INTRODUCTION TO BUSINESS 3.00 B+ 9.90
EN160 LITERATURE OF THE BIBLE 3.00 B 9.00
GB120 INTRODUCTION TO GEOLOGY 3.00 D 3.00
GE121 PHYSICAL GEOLOGY LAB 1.00 B 3.00
GE225 OCEANOGRAPHY 3.00 P 0.00
SP101 FUNDAMENTAL SPANISH I 3.00 B 9.00
Term GPA 2.550 Credit 19.00
Cum GPA 2.538 Credit 91.00

Signature, date and multicolored college seal certifies that this is an official transcript of the student's record.



Hopkinton Public Schools

89 Hayden Rowe Street Hopkinton, MA 01748

Susan Rothermich
Director of Finance & Operations
 srothermich@Hopkinton K12 ma us

Telephone: 508-417-9360
 Fax: 508-497-9833

January 15, 2018

To Whom it May Concern:

I am very pleased to write this letter on behalf of Karen Zaleski. As we worked together for the past year she always exemplified professionalism, expertise, leadership skills, and vision. She works tirelessly to ensure student success with a unique understanding of learning styles, and social emotional issues. Karen has earned the trust and confidence of administrators, faculty, staff, students and the community of Hopkinton.

Hopkinton Public Schools is a district that demands high academic performance for all students. Karen works tirelessly to ensure all students have access to the curriculum with an eye toward their unique learning styles and struggles. Her communication with all stakeholders' allows for a collaborative process that gains momentum and excitement. Karen's critical thinking and presentation skills are impressive. All decisions are data driven, with student outcomes the focus of the process for continuous improvement. Karen's proactively promotes a long-term vision to create programming that will allow student success and keep students within their home school environment.

Special education costs are a tremendous driver within a district budget. Karen has demonstrated the ability to manage this multi-million dollar budget, explore and write grants to support district initiatives and provide cost effective solutions when handling legal disputes. The ability to handle unforeseen costs and find creative solutions allows the district to continue to move forward to serve all learners.

Karen maintains the highest standards within her profession and is a valuable resource. Karen's uses her unique background as a therapist to listen and understand all the issues. Her understanding of social, emotional issues from a medical standpoint provides a lens beyond a standard academic approach. Many discussions also can be highly charged, both politically and emotionally. Karen's calm approach can quickly diffuse these situations and bring everyone together with the focus on student outcomes.

I have the highest regard for Karen's ability to move any district forward. Her management ability, vision and sincere concern for student growth will be a valuable asset. More importantly, I am proud to call Karen my friend. I give her my highest recommendation and am confident in her ability to bring success to any district.

Regards,

Susan Rothermich
 Director of Finance and Operations



Hopkinton Public Schools

89 Hayden Rowe Street Hopkinton, MA. 01748

Dr. Carol Cavanaugh
Superintendent

Telephone: 508-417-9360
Fax: 508-497-9833

August 7, 2018

To Whom It May Concern:

Dr. Karen Zaleski, the woman whose candidacy this letter endorses, stands out to me as highly educated, exceedingly effective in her leadership, and personally gracious. With a doctorate in educational leadership and experience at the building and central office levels, Karen has prepared herself well for the highest level of public school leadership. Accordingly, I recommend her to you without reservation.

As the Superintendent and former Assistant Superintendent in the Hopkinton Public Schools, I have grown to know and admire Karen's work, which is not limited simply to the traditional role of Director of Student Services. Although she is indeed responsible first for district-wide special education programming, Dr. Zaleski also serves on our Leadership Design Team, meaning she plays a key role in Hopkinton's curriculum development and technology implementation. Karen's participation on the team has resulted in team-taught classrooms in which special education students' MCAS SGP scores and overall achievement have soared. In fact, in some cases, Hopkinton's special education students' SGP scores have been higher than those of the general education population. While Karen oversees and evaluates all of our special educators, team chairs, and related service providers, more importantly, she ensures the effective progress of 455 students. If your district seeks a leader who can garner the momentum for change, Dr. Zaleski will serve you well.

Accordingly, Karen has made outstanding achievements in Hopkinton. She has brought in grant monies totaling roughly \$1.5 million dollars in just two years' time. She has analyzed special education curriculum and instruction PreK-12 and created a resource binder indicating what is available at each grade level as well as the deficits those resources are designed to target. And, when our district adopted "adjustment to practice" as a goal, Karen's staff—teachers, pathologists, therapists, related service providers and chairs—all had their work cut out for them, as did Karen. She devised a template by which staff would examine struggling students' data, designed interventions, and recorded the gains, plateaus, or declines made by the students. As a result, our district now has a middle school that is level one alongside an intermediate school where the gap closure was just points away.

Here in Hopkinton, Karen manages a budget in excess of nine million dollars. In special education, so much of the work one does demands using district, state, and federal monies wisely. Through the employment of educational consultants, programming has grown. Via grant monies, Karen has also accumulated resources. In terms of her regular budget, Karen has illustrated a fiscally responsible approach through a paraprofessional fading initiative, which resulted in students becoming more independent learners. Budgeting is clearly an area of strength for Dr. Zaleski, and her budgets are built with a student-centered focus.

In regard to professional relationships, Karen has worked closely with the Hopkinton School Resource Officer, Phil Powers, the Director of Hopkinton Youth and family Services, Dr. Denise Hildreth, the local pediatrician, and others. Through her work in the community she has developed external partnerships to support substance abuse prevention and intervention for the Town of Hopkinton. Beyond these folks, Karen is an integral part of the HPS District Leadership Team, the Central Office Team, and the Learning Design Team. Her relationships with all of these people are positive and productive; to a one, people would say they enjoy working with Dr. Zaleski. I point this out because, as anyone knows, it is critical for the leaders of any district to foster mutual respect with all parties, those within the school setting and those in the community.

In closing, I would encourage you to examine closely the depth of Karen's resume. As you can see, I endorse wholly Dr. Zaleski's candidacy. Should you require additional information, you can contact me in the Hopkinton Public Schools at 508-417-9360 or by cell at 774-275-8001.

Sincerely,

A handwritten signature in cursive script that reads "Carol Ann Cavanaugh". The signature is fluid and elegant, with the first name "Carol" and last name "Cavanaugh" clearly legible.

Carol Ann Cavanaugh, PhD
Superintendent Hopkinton Public Schools
Lesley University Adjunct Faculty
Worcester State University Adjunct Faculty
Brunell and Cavanaugh Consulting Founding Partner



HOPKINTON HIGH SCHOOL

90 HAYDEN ROWE STREET • HOPKINTON, MA 01748

EXHIBIT F13

EVAN BISHOP, M.ED.
Principal

JOSHUA HANNA, M.ED.
JUSTIN POMINVILLE, M.ED.
Assistant Principals

Telephone (508) 497-9820
Fax (508) 497-9829

Recommendation for Karen Zaleski

I have had the pleasure of working alongside Karen Zaleski for the past three years. During this time, she has distinguished herself as a consummate professional and a caring person who puts what is best for students at the heart of her many decisions. As the Director of Student Services, Karen is extremely forward thinking, yet grounded. She is not afraid to make tough decisions or have difficult conversations, and she works very well with others. Her dedication and integrity are constantly on display. More importantly, Karen can be relied upon in a tight situation, and has a strong moral compass that steers her in the right direction. She is very well respected by our staff and community and would be greatly missed at Hopkinton.

Karen is a self-starter who takes a great deal of pride in her work. This shows in a variety of situations including budget negotiations, professional development planning, staff evaluations, and developing school improvement goals, just to name a few. To say Karen is 'involved' in the life of our district would be an understatement. She is a major contributor and is truly one of those special individuals that the school counts on for her strong leadership and great attitude.

Karen treats all students with respect and kindness, even in the most difficult situations. She sees beyond the moment to reflect what is best for the child and works with staff members to meet each student's needs. Karen is willing to make difficult decisions that benefit kids and stands behind those decisions, even in the face of adversity and conflict. I have seen firsthand Karen manage difficult situations with students, staff members and families. She is always professional, respectful and does what is best for all involved, even if it's not the most popular decision.

The most impressive quality about Karen, and why I feel she is an exemplary administrator, is her ability to build relationships with students, staff and parents. Karen is also an exceptional public speaker regardless of her audience. Another one of her true strengths is her ability to support the growth of others. She works tirelessly to improve those around her. Karen is patient, kind, and thoughtful, yet direct when things need to get accomplished. Without a doubt, Karen has the right demeanor and temperament to be a successful administrator at any district that is fortunate enough to hire her.

Overall, Karen is the type of person who is not afraid to ask for advice or help. As a result, she has grown into an experienced supervisor with a firm grasp of the budget process, student social/emotional needs, as well as current educational practices. Karen is well liked and respected by staff, parents and students alike. She is genuinely interested in the needs of those around her and is more than fair in her judgments. Based on my 15 years experience in public education, with the last 7 working in administration, Karen has all the qualities one would look for in an administrator.

I highly recommend Karen Zaleski. If you wish to speak further, please contact me at your convenience.

Sincerely,

Evan Bishop
Principal



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

FY19 Operating Expense Forecast As of April 12, 2019

For Presentation to the School Committee on April 24, 2019

Prepared by:

Jeffrey D. Sands, Assistant Superintendent of Schools

Vincent Leone, Director of Accounting & Payroll



FY19 Operating Expense Forecast (after Offsets)

Summary by DESE Budget Category

Summary by DESE Category		FY19	FY19	FY19
		Budget	YE Projection	Over/Under
Administration		\$ 1,180,028	\$ 1,105,028	\$ 75,000
Capital, Operations, Maintenance		\$ 2,184,501	\$ 2,201,501	\$ (17,000)
Guidance, Counseling, Testing		\$ 1,110,803	\$ 1,110,803	\$ -
Inst. Materials		\$ 1,006,104	\$ 971,104	\$ 35,000
Instructional Leadership		\$ 3,082,942	\$ 3,082,942	\$ -
Insurance, Retirement, Other		\$ 4,173,276	\$ 4,213,276	\$ (40,000)
Other Teaching Services		\$ 2,477,389	\$ 2,542,389	\$ (65,000)
Prof. Dev.		\$ 223,799	\$ 203,799	\$ 20,000
Pupil Services		\$ 2,437,988	\$ 2,417,988	\$ 20,000
Teachers		\$ 11,927,090	\$ 11,927,090	\$ -
* Tuitions		\$ 2,090,140	\$ 2,115,140	\$ (25,000)
District Totals		\$ 31,894,058	\$ 31,891,058	\$ 3,000

* - Assumes the use of an additional \$550K in CB Offset vs Budget. This would fully deplete the CB Reserve Account as of 6/30/19.

DONATIONS

School Committee Meeting
April 24, 2019

Araneo Landworks Inc. \$9,600.00

- Assist in spring maintenance of the Little League fields at Buker & Winthrop



Sustainable Land Design & Construction

April 5, 2019

Mr. Jason Waldron,
Director of Maintenance
Hamilton-Wenham Regional School District
1 School Street
Wenham, MA 01984

Dear Mr. Waldron:

Please allow this letter to serve as an outline of the plan for Araneo Landworks, Inc. to assist Hamilton-Wenham Little League with field maintenance this spring. Subject to approval of you and the Hamilton-Wenham School Committee, our intention is to perform at no charge, on a voluntary basis, the following work at Buker 1, Buker 2 and Winthrop fields:

1. Strip four (4) inches of clay from infield, baseline and home plate areas
2. Replace all work areas with new clay as needed
3. Rough grade entire infield clay area

The following equipment will be used to perform said work:

1. Ford F-550
2. Bobcat Skidsteer
3. Mini-Excavator

As, mentioned above and in our preceding conversations, all labor and equipment shall be donated by Araneo Landworks, Inc. and provided at no charge to the Hamilton-Wenham School District or Hamilton-Wenham Little League. Estimated value is \$9,600.00.

Enclosed you will find our letter, outlining our contribution to this project. The enclosed assumes Araneo Landworks would be working independently. If we are approved to work, on site, in conjunction with Iron Tree's crew, these costs would be reduced by half.

17 Kondelin Road - Unit 6, Gloucester, MA 01930
978-265-4340 www.araneolandworks.com

Please do not hesitate to contact me at 978-265-4340 if you have any questions or would like additional information. Thank you, for your time and attention to this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Matt Araneo", followed by a long horizontal flourish line.

Matt Araneo – Vice-President