

Karen J. Zaleski Ed.D.

February 21, 2023

Dear Search Committee:

Upon learning of the posting for the position of Interim Superintendent for the Weston Public School District, I am compelled to submit my resume for your review. I am attracted to the position because I believe my experience and skills align with Weston Public School District's mission and vision. My interest in the role has further been heightened after I spent time researching the district. I was particularly struck by the district's commitment to core values that honor the ethics of care and the promotion of social justice while being mindful of the whole child. It was equally refreshing to see a district devoted to promoting diversity, equity, and inclusion among students, staff, and the community. Without a doubt what I have learned about the Weston Public School District impresses me.

In Hopkinton, collaborating and working with numerous stakeholders over the years to promote high expectations and students' intellectual, physical, and social-emotional-behavioral growth has been a critical aspect and strength of my work that I plan to continue in a Superintendent role. Together we promote diversity and strive to be at the forefront of curriculum, instruction, assessment, and best practices in education. For instance, ELA is a high-priority focus area. Restructuring ELA courses in Grades 9-11 to support the diverse needs of learners and my partnership with high school administration and subject matter leaders to analyze data and instruction have led to a Disciplinary Literacy initiative resulting in enhanced writing, academic support, and positive student outcomes. I am currently leading an initiative with K-5 Principals and educators to analyze data and identify student profiles, needs, tiered supports, and interventions in general and special education. I am also offering professional development to teachers on specialized reading instruction to assist struggling learners, including students with Dyslexia. In addition, at the secondary level, I have planned for and provided language-based professional development for both general and special educators and partnered with building-based administration to embed strategies in grades 6-8.

Equally important, at both the elementary and secondary levels, I strategically plan for and provide supervision, support, and professional development to educators and administrators to assist with developing and implementing tiered interventions and social-emotional programming district-wide. I have extended this support to the parent community, especially during the pandemic, by providing parent support groups and training. For the past six years, I have also served on the Hopkinton Substance Abuse Coalition, engaging in community and district-wide efforts to provide effective interventions and prevention solutions for students, families, and community members. Finally, I have developed a business to enhance our EXCEL young adult program. Continuing to utilize these skills in the Weston Public School District will undoubtedly be an asset that I believe will benefit the staff, students, and families in the district.

Over the years, I have had direct oversight of curriculum, instruction, and assessment and supervised and evaluated educators and administrators in general and special education across the grade spans. Significant accomplishments included the development of data teams and accelerated improvement plans to assist with school turnaround, strategic budget planning in the face of financial deficits and competing interests, and raising student achievement. I have also participated in building projects to support student enrollment and growth and building closures. My additional expertise lies in grant writing, ensuring compliance with state and federal mandates, community partnership building, professional development and training, team leadership, and policy implementation to enhance students' opportunities to learn while containing costs. From conceptualizing and establishing strategic plans to collaborating with staff, administrators, and parents to achieve consensus across multiple levels, I strive to promote equity, and high expectations, and drive goal achievement while communicating openly and collaboratively. My skills in educational leadership have been finely honed, and these 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.

Email: karenzaleski42@gmail.com

Education & Credentials

Doctor of Education: Educational Leadership, (Ed.D.), 2014. Boston College, Chestnut Hill, Massachusetts. Professional School Administrators Program (PSAP).

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 educational 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

- Provides oversight of student services for general and special education students, directors and staff in a district of over 4,000 students.
- Develops and implements multi-year strategic plans. Maintains high expectations and a

continuous focus on enhancing student success.

- Develops and plans a multi-million dollar budget, including identifying areas of reduction and increasing personnel in areas of strategic need, capital improvement, and expenditures. Manages Medicaid reimbursement. Participated in building projects with MSBA.
- Writes and manages various grants to support program development and the academic-social-emotional needs of students.
- Serves as a member of the Instructional Learning Design team. Analyzes student outcome data district-wide to identify achievement/opportunity gaps and support strategic planning, goal setting, and educator adjustment to practice.
- Develops and implements district-wide Academic/SEL/MTSS programs and initiatives. Enhanced elementary Co-Teaching and specially designed instruction, Introduced Disciplinary Literacy at the secondary level and restructured ELA courses to support students with disabilities. Developed K-12 Tier 3 SEL programs. Formulated a committee resulting in enhanced vocational opportunities and the development of a student-led business. Infused PBIS K-5.
- Provides supervision, evaluation, and instructional leadership PreK-22.
- Creates annual district-wide professional development training modules and opportunities for administrators, educators, paraprofessionals, and parents. Provided staff training opportunities in Language based strategies, Orton Gillingham and Wilson strategies.
- Coordinates Special Education and Civil Rights DESE program review and monitoring resulting in perfect DESE results during the 2022 review cycle.
- Partners with numerous organizations and contracted providers to develop and implement a range of services and programs for students and families.
- Assists with creating a range of policies to ensure an efficient, safe learning environment.
- Assures compliance with union contracts and all state and federal laws, regulations, and requirements in partnership with the Massachusetts Department of Elementary and Secondary Education.
- Serves as a member of the Hopkinton Organizing for Substance Prevention (HOP) Coalition.
- Plans and attends community events to enhance parent and community engagement.

**Spencer-East Brookfield Regional School District, Spencer, Massachusetts
(2009-2015)**

Director of Pupil Services (2012-2015)

- Provided oversight of special education, 504, and served as the Curriculum Coordinator and Title I Director district-wide.
- 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 special education and curriculum, instruction and assessment K-12 including curriculum mapping and development.
- 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. Participated in a building closure and staff restructuring.
- Collaborated with parents and key stakeholders to evaluate special education and curriculum and instruction initiatives and programs.

Middle School Assistant Principal (2009-2012)

- Managed the daily operations in the building.
- Assisted with building based budgeting and student schedule development.
- Provided student discipline and intervention, and developed tiered instructional and behavioral interventions to assist with student growth and achievement.
- Provided supervision, evaluation, instructional leadership, professional development, and support to educators.
- Developed various Academic and SEL programs to support student success.
- Served on school council and school safety committee.
- Collaborated with key stakeholders in and outside of the district to enhance student success.

Southbridge Public Schools, Southbridge, Massachusetts

Mary E.Wells Junior High School (2000-2009)

Assistant Principal (2005-2009)

- Managed the daily operations in the building.
- Assisted with building based budgeting and student schedule development.
- Provided intensive interventions to students and families.
- Provided turnaround strategies to enhance students success.
- Supervised and evaluated all staff
- Designed and implemented various programs including Extended Learning Time (ELT), Suspension Intervention, Project Success, PBIS, 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.
- Designed lessons, individualized educational plans (IEP's), 504's.
- Conducted Functional behavior assessments (FBA's) and behavior intervention plans (BIP's) for students.
- Facilitated Team Meetings and 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 for adults, adolescents and children.
- Conducted psychiatric evaluations, assessments, and diagnoses utilizing the DSM.
- Arranged inpatient psychiatric hospitalization.
- Provided individual and group therapy.

Additional Experiences

Anna Maria College, Paxton, Massachusetts (2020-Present)

Adjunct Professor

Instructs graduate and undergraduate students in the Psychology department. Develops course curriculum and materials including syllabi, assignments, midterm, and final examinations based upon updated research and evidence-based materials. Foster students' commitment to lifelong learning by connecting course content to broader themes of social justice and real-world application of techniques.

Leicester Public Schools, Leicester, Massachusetts (2017-2018)

Educational Consultant

Provided school year consultancy and mentoring to assist designated staff with obtaining administrator licensure. Assisted with grant writing, program and data analysis, portfolio development, professional development, and developing partnerships with external organizations to enhance students' opportunities to learn.

Connecticut and Massachusetts (2009-Present)

Educational Advocate

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.

Professional Affiliations

Member of the Association for Supervision and Curriculum Development

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.



**BOSTON
COLLEGE**

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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#: [REDACTED]
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

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TOTAL EARNED CREDITS: 39 GPA: 3.934

DOCTORAL COMPREHENSIVE EXAM -PASSED- 09/18/2013

-----END OF RECORD-----

ISSUED TO: KAREN J. ZALESKI
[REDACTED]

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.

THIS OFFICIALLY SEALED AND SIGNED TRANSCRIPT IS PRINTED ON MAROON SECURITY PAPER

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Karen J. Zaleski (Festa)

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/CHILDR	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

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THE STUDENT WITHOUT THE ENVELOPE
SIGNED AND SEALED IT SHOULD BE
CONSIDERED "STUDENT ISSUED."

D. J. Zaleski
Director of Registrar



Worcester State College
486 Chandler Street
Worcester, MA 01602-2597

ACADEMIC PROGRAM: UP

NAME: Karen I. Festa (Zaleski)

Page: 1 of 1

COURSE	Course Title	CRD	GRD	GRDPT	COURSE	Course Title	CRD	GRD	GRDPT
PS300	PSYCHOLOGICAL STATISTICS	3.00	D	3.00	PH110	SPRING SEMESTER 1991 (01/14/1991 to 05/22/1991)	3.00	A-	11.10
PS318	BEHAVIOR MANAGEMENT TECHNIQUES	3.00	C-	5.10	PS305	INTRODUCTION TO LOGIC	3.00	B-	8.10
SO100	INTRODUCTION TO SOCIOLOGY	3.00	C	6.00	PS435	PSYCHOLOGICAL METHODS	3.00	B+	9.90
GE102	CULTURAL GEOG.: CULT'L ENVIRON	3.00	C	6.00	BI114	CLINICAL PSYCHOLOGY	3.00	P	0.00
	ENGLISH COMP & LIT I	3.00	TR	0.00	MU245	PLANTS AND HUMAN AFFAIRS	3.00	A-	11.10
	BEGINNING ALGEBRA	3.00	TR	0.00	SO420	TWENTIETH-CENTURY MUSIC	3.00	A	12.00
	MAN & MORALITY	3.00	TR	0.00		SEM IN SOC: OCCULT	3.00	A	12.00
	ART APPRECIATION	3.00	TR	0.00		Term GPA 3.480	Credit 18.00		
	ENGLISH COMP & LIT II	3.00	TR	0.00		Cum GPA 2.724	Credit 109.00		
	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							
AR105	FALL SEMESTER 1989 (09/07/1989 to 12/29/1989)				PH100	FIRST SUMMER SEMESTER 1991 (05/20/1991 to 07/01/1991)	3.00	A-	11.10
PS200	DESIGN I	3.00	B+	9.90		INTRODUCTION TO PHILOSOPHY	3.00	A-	11.10
HE110	HISTORY & SYSTEMS: PSYCHOLOGY	3.00	B	9.00		Term GPA 3.700	Credit 3.00		
PS111	DRUGS AND SOCIETY	3.00	C-	5.10		Cum GPA 2.761	Credit 112.00		
PS210	GENERAL PSYCHOLOGY II	3.00	A-	11.10					
	CHILD GROWTH AND DEVELOPMENT	3.00	C+	6.90					
	Term GPA 2.800	Credit 15.00							
	Cum GPA 2.300	Credit 51.00							
ME103	SPRING SEMESTER 1990 (01/16/1990 to 05/18/1990)				PH130	SECOND SUMMER SEMESTER 1991 (07/08/1991 to 08/15/1991)	3.00	B-	8.10
PS215	SURVEY OF RADIO & TELEVISION	3.00	P	0.00	PS350	INTRO TO STATISTICS I	3.00	B-	8.10
PS240	PSYCHOLOGY OF ADOLESCENCE	3.00	B	9.00	PH140	INTRO TO STATISTICS I	1.00	B-	2.70
PS330	ABNORMAL PSYCHOLOGY	3.00	C+	6.90	SO220	LIBRARY SKILLS FOR RESEARCH	4.00		
EN105	THEORIES OF PERSONALITY	3.00	A	12.00		Term GPA 2.700	Credit 4.00		
	INTRODUCTION TO LITERATURE	3.00	A	12.00		Cum GPA 2.758	Credit 116.00		
	Term GPA 3.325	Credit 15.00							
	Cum GPA 2.615	Credit 66.00							
H1111	FIRST SUMMER SEMESTER 1990 (05/21/1990 to 07/02/1990)								
SO120	US HISTORY I	3.00	D	3.00					
	COURTSHIP AND MARRIAGE	3.00	B	9.00					
	Term GPA 2.000	Credit 6.00							
	Cum GPA 2.533	Credit 72.00							
UR101	FALL SEMESTER 1990 (09/04/1990 to 12/27/1990)								
BA100	INTRODUCTION TO URBAN SYSTEMS	3.00	C+	6.90					
EN160	INTRODUCTION TO BUSINESS	3.00	B+	9.90					
GB120	LITERATURE OF THE BIBLE	3.00	B	9.00					
GE121	INTRODUCTION TO GEOLOGY	3.00	D	3.00					
GE225	PHYSICAL GEOLOGY LAB	3.00	B	3.00					
ASP101	OCEANOGRAPHY	3.00	P	0.00					
	FUNDAMENTAL SPANISH I	3.00	B	9.00					
	Term GPA 2.550	Credit 19.00							
	Cum GPA 2.538	Credit 91.00							

End of official record.

Degree Received: Bachelor of Science
 Date Conferred: 12/24/1991
 Majors: Psychology
 Registrar: *[Signature]*
 Registrar

Signature, date and multicolored college seal certifies that this is an official transcript of the student's record.