



VANESSA C. BEAUCHAINE, ED.D.
Education & Schools, Student Safety
Mashpee, MA
Cell: 508-296-4577
dr.vanessa.beauchaine@gmail.com

Experienced special education teacher and administrator. Developer of annual training modules for school staff to prevent and detect suspected child abuse, sexual harassment, and physical restraints. Extensive experience in the prevention of bullying situations within and around school buildings. Responsible for training to reduce instances of child sexual abuse. Extensive experience responding to incidents involving staff conduct resulting in dismissal, bullying, suspected child abuse, inappropriate use of technology, student injury requiring mandated reporting, Child Requiring Assistance (CRA) applications, and involving law enforcement and emergency services.

PROFESSIONAL EXPERIENCE

Wrentham Public Schools, *Wrentham, MA*

July 2018 - Present

Assistant Superintendent for Curriculum and Instruction

- 994 Students; 200+ Employees
- Suburban community situated approximately 30 miles from Boston and Providence
- Arranged Darkness to Light's Stewards of Children training for all school and district administrators and mental health team members of the district to provide education to reduce instances of child sexual abuse.
- Served as a mentor for the new assistant principal.
- Served as a resource for principals addressing student safety, emergency responses, and 51A filings.
- Regularly presented at School Committee meetings, livestreamed, and recorded.
- Communicate with all constituents through weekly emails to staff, Catapult emails to families, and routinely posted updates on the website.
- Led hiring committees through objective processes and procedures to ensure equitable treatment for all applicants.
- Chaired all curriculum committees, led curriculum reviews and adoption processes with representation of multiple constituencies.
- Led evaluation calibration professional development sessions for the administrative team.
- Designed and implemented new programs to foster an inclusive school community.
- Responsible for the planning and oversight of district budget lines related to curriculum, instruction, & professional development.
- Analyzed data from ACCESS, MCAS, and common measures for the district and facilitated action plan development.
- Responsible for writing and evaluating state grants, competitive grants, and ESSA grants (Title I, Title II, Title III, and Title IV) and used the GEM\$ and CHAMP platforms.
- Planned and implemented comprehensive professional development plans for all staff members.

- Partnered with the superintendent and the school committee member in collective bargaining negotiations with the Wrentham Educators Union.
- Provided annual training about the Evaluation Process for educators across the district.
- Routinely conducted formal and informal classroom observations and evaluations of staff across self-directed and directed evaluation plans.
- Empowered teachers to serve in leadership roles for initiatives and professional development.

Wrentham Public Schools, *Wrentham, MA*
Principal of Charles E. Roderick School

July 2015 - June 2018

- 450+ Students; 70+ Employees (Intermediate Grades 4 - 6)
- Suburban community situated approximately 30 miles from Boston and Providence
- Chaired IEP and 504 Meetings when needed.
- Developed annual school improvement plans including goals focusing on school climate, communication, learning environment, technology, curriculum and instruction, school administration, and building and facilities, based on current, relevant data and the dialogue with the Wrentham School Council.
- Developed interview teams as part of the hiring process for new staff; supervised and evaluated staff.
- Responsible for school safety, 51A filings for abuse and/or neglect, student supervision, equitable access (ADA compliance), setting behavioral expectations, developing expectations within classrooms and common areas, and developing a positive school culture.
- Developed Bullying Report Form for the district as well as an internal bullying investigation form used across the district by the principals.
- Co-chaired the Paraprofessional Evaluation Committee
- Conducted announced and unannounced observations of professional educators and paraprofessionals.
- Co-facilitated the Social Emotional Learning Committee since its inception in 2016
- Chaired the Emergency Preparedness Committee for the district with staff, families, and community members.
- Mentored three aspiring principals going through the Massachusetts Performance Assessment for Leaders (PAL) program through the Massachusetts Department of Elementary and Secondary Education.

Public Schools of Brookline, *Brookline, MA*
Principal of John D. Runkle School

July 2010 - July 2015

- 575 Students; 100+ Employees (Elementary/Middle Grades PreK - 8)
- Highly diverse suburban community nestled adjacent to six neighborhoods of Boston, MA.
- Served as school principal for 575 students in Pre-Kindergarten through grade 8, a high-performing school, which progressed from “Level 2” to “Level 1” Accountability Status by 2015.
- Responsible for annual training of the educator evaluation process and the supervision and evaluation of staff.
- Responsible for school safety, 51A filings for abuse and/or neglect, Child Requiring Assistance (CRA, formerly CHINS) cases, student supervision, equitable access (ADA compliance), setting behavioral expectations, developing expectations within classrooms and common areas, and developing a positive school culture.
- Served as a mentor for a new principal and an aspiring principal.
- Developed self-paced online mandated training modules for the annual training for school staff across the Public Schools of Brookline school district, including all nine schools including Civil Rights and Special Education.
- Directly involved in the MSBA school building project for the newly renovated Runkle School, which opened in October 2012 ; met regularly with the school committee, residents, and members of the town building department, planning department, and DPW; and led a Transition Committee to plan the mid-year move.
- Enlisted support of the faculty to host a district-wide professional development opportunity through instructional

rounds focused on equity involving nine schools.

- Responsible for managing the site-based budget and participated in the district budget process.
- Implemented the Responsive Classroom approach, a proactive way to create positive, supportive communities within each classroom and throughout the school, preventing bullying behaviors and increasing student responsibility and accountability.
- Implemented the Olweus anti-bullying program to address bullying behaviors and provide students and staff members with knowledge to identify bullying behavior and how best to intervene.

Easton Public Schools, *Easton, MA*

July 2004 - June 2010

Principal of Parkview School (Grades PK-3)

- 575 Students; 50+ Employees (Elementary Grades PreK - 3)
- Suburban community situated approximately 30 miles from Boston and Providence
- Co-chaired the School Site Council, conducted a school needs survey of families and staff, and developed annual school improvement plans aligned with the district strategic goals.
- Responsible for school safety, 51A filings for abuse and/or neglect, student supervision, equitable access (ADA compliance), setting behavioral expectations, developing expectations within classrooms and common areas, and developing a positive school culture.
- Developed interview teams as part of the hiring process for new staff; supervised and evaluated staff.
- Member of the Paraprofessional Evaluation Committee to develop a rubric to evaluate performance.
- Conducted formal observations of teachers and professionals as partners in the learning of staff members
- Developed embedded professional development for staff to improve literacy and mathematics learning opportunities to meet the needs of all students.
- Developed a positive school culture, setting behavioral expectations and opportunities for students to learn from their mistakes when exhibiting unexpected behaviors.

Attleboro Public Schools, *Attleboro, MA*

September 1997 - June 2004

Studley Elementary School General & Special Education Teacher

- Special Education Teacher for Grades K - 4 (1997-1998) and dual-certified Special Education and Classroom Teacher for the district-wide full-inclusion special education program, looping with each cohort for grades 3 and 4. (1998-2004)
- Urban/Suburban community bordering Rhode Island approximately 15 miles northeast of Providence, RI.

Reading Public Schools, *Reading, MA*

January 1997 - June 1997

Special Education Teacher

- Special Education Teacher for Grades 3 - 5
- Suburban community situated approximately 15 miles north of Boston, MA.

The Carroll School, *Lincoln, MA*

August 1995 - December 1996

Special Education Teacher

Chapter 766 Private School

- Teacher for students with specific learning disabilities (dyslexia); Teacher of English Language Arts (Grades 6 & 7) and Mathematics (Grades 6 & 8); tutored early elementary students with the Orton-Gillingham approach.
- Suburban community situated approximately 25 miles northwest of Boston.

Newton Public Schools, *Newton, MA*

September 1994 - June 1995

Franklin School Paraprofessional

- Served as a paraprofessional for a partial inclusion program for students in grades 4 and 5 with language-based learning disabilities.
- Dense, affluent suburban community situated approximately 10 miles west of Boston.

EDUCATION

Boston College, Chestnut Hill, MA <u>Doctor of Education: Educational Administration</u>	2006-2009
Northeastern University, Boston, MA <u>Principal Certification Program</u>	2003-2004
Boston University, Boston, MA <u>Master of Education: Elementary Education</u>	1993-1994
Colby College, Waterville, ME <u>Bachelor of Arts</u>	1989-1993

CERTIFICATION

Massachusetts Department of Elementary and Secondary Education (DESE)

Special Education Administrator	2026-Present
Principal/Assistant Principal (Gr. 5-12)	2025-Present
Principal/Assistant Principal (Gr. 5-8)	2010-Present
Superintendent/Assistant Superintendent (All Levels)	2009-Present
Principal/Assistant Principal (Gr. PreK-6)	2004-Present
Elementary Classroom Teacher Grades 1-6	1994-2009
Special Education Teacher Grades PreK - 9	1996-2009

Massachusetts Office of the Inspector General (OIG)

Massachusetts Certified Public Procurement Officer (MCPPO) Designation
December 2025

OTHER CURRENT ACTIVITIES & MEMBERSHIPS

Board Member, Local Staff Development Organization (LSDO)	2018-Present
Independent Administrative Consultant	2025-Present
Member, International Society for Technology in Education (ISTE)	2024-Present
Member, Massachusetts Association of School Superintendents (MASS)	2018-Present
Member, The School Superintendents Association (AASA)	2018-Present
Member, Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL)	2018-Present
Member, Association for Supervision and Curriculum Development (ASCD)	2004-Present

PUBLICATIONS

Beauchaine, V. C. (2009). *Differentiating instruction to close the achievement gap for special education students using everyday math* (Publication No. 632) [Doctoral dissertation, Boston College]. [eScholarship@BC](mailto:EScholarship@BC).