ASHBY EVERGREEN CHARTER SCHOOL

Application for a Massachusetts Commonwealth Charter Public School — New Operator

Proposed opening: 2027–2028 school year · Proposed grades at full enrollment: K–8

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Commonwealth Charter Applicant Information Sheet

Name of Proposed Charter School: Ashby Evergreen Charter School

School Address: 911 Main Street Ashby Ma 01431

School Location (City/Town): Ashby, Massachusetts

Primary Contact Person: **Heather Brodie Perry**, Founder / Applicant Group Organizer

Address / Daytime Tel / Email: **Heather Brodie Perry, 812 Main Street, Ashby, MA 01431 / (978) 386-5377 / hello@ashbyevergreen.org**

1. Proposed opening: fall of school year 2027–2028.

School Year	Grade Levels	Total Student Enrollment
First Year (2027–28)	K–4	154
Second Year (2028–29)	K–5	183
Third Year (2029–30)	K–6	212
Fourth Year (2030–31)	K–7	240
Fifth Year (2031–32)	K–8	268

2. Grade span at full enrollment: K–8.

3. Total enrollment when fully expanded: **268**

4. Age at entry for kindergarten: 5 years old by August 31

5. If applicable, the proposed Horace Mann charter school is: Not applicable (Commonwealth charter).

6. If applicable, the proposed type of Horace Mann charter school is: Not applicable.

7. Regional charter school: **Yes.** North Middlesex Regional School District (Ashby, Townsend, Pepperell) and Fitchburg Public Schools

8. Serving a district in the lowest 10 percent on MCAS: YES

9. Will the proposed Commonwealth charter school serve a district or districts in which the 9 percent net school spending cap is, or could be, exceeded by applications during the upcoming cycle? No

10. Have members of the applicant group previously submitted an initial application or final application that did not result in a charter? Yes
If yes, is the present submission related to the previous application? No
If yes, please indicate the name of the previous proposal and the year submitted.

School Name used in Previous Proposal	Proposed School Location	Year Submitted
Academy for the Whole Child Charter School	**Fitchburg**	**2013**

11. Is the applicant group currently the board of trustees of an existing charter school?
No

If answered yes, please explain why the group is not using the charter application designed for use by a current board of trustees.

12. Do members of the applicant group currently operate or are they employed by a private or parochial school? No

If yes, please indicate the person's name, the school name and school location, and dates of employment or affiliation. Add rows as needed.

Name	School Name	School Location	Dates of Employment or Affiliation

13. Are any members of the applicant group present or past members of a charter school board of trustees, school committee, or other type of public governing body?
Yes

If yes, please indicate the person's name; the charter school name and school location, or school committee district; and dates of membership. Add rows as needed.

Name	Charter School Name	School Location/School Committee District	Dates of Membership
June McNeil		**North Middlesex School Committee-Past Member**	**5/2019-5/2025**
Randee Rusch		**North Middlesex School Committee-Past Member**	**11/ 2009 – 4/2026 Chair 2016-2019**

COMMONWEALTH CHARTER SCHOOL CERTIFICATION STATEMENT

Please Note: Applicant group must submit an updated certification statement with the final application, if invited to submit.

Proposed Charter School Name:

Ashby Evergreen Charter School

Proposed School Location (City/Town):

Ashby, Ma

I hereby certify that the information submitted in this initial application/final application is accurate to the best of my knowledge and belief and that this initial application/application has been or is being sent to the superintendent of each of the districts from which we expect to draw students. Further, I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
This is a true statement, made under the penalties of perjury.

Signature of Authorized Person _____ Date 11/3/2026

Print/Type Name Heather Brodie Perry

Address 812 Main St Ashby Ma

Daytime Phone 9788855377 Fax _____

General Statement of Assurances

This form must be signed by a duly authorized representative of the applicant group and submitted with the **final application**. A final application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for __**Ashby Evergreen Charter School**____ (name of school) to be located in ___**Ashby, MA**_____ is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).

2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).

3. Will permit families/guardians to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).

4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of applications exceed the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).

5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).

6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.

7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.

8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

9. Will adhere to all applicable provisions of federal and state law relating to students who are English learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the

Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.

10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).

11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the state assessment test (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).

12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).

13. Will submit an accountability plan no later than the end of the first year of the school's charter, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.

14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.08 (3)).

15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).

16. Will submit required waitlist report data as required by the Department of Elementary and Secondary Education by the required deadlines (Mass. Gen. Laws c. 71, § 89(n), and 603 CMR 1.08(6)).

17. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.04(3)(c)).

18. When constructing or renovating a facility, will operate in compliance with state requirements regarding designer selection, Mass. Gen. Laws c. 7C, §§ 44-58; public bidding, Mass. Gen. Laws c. 149; public works construction, Mass. Gen. Laws c. 30, § 39M; and prevailing wage, Mass. Gen. Laws c. 149, §§ 26-27.

19. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).

20. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.

21. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).

22. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure

(MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).

23. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).

24. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).

25. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).

26. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).

27. Will ensure that every member of the school's board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth's open meeting law and conflict of interest law (603 CMR 1.06).

28. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Department (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.

29. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).

30. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).

31. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).

32. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).

33. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

[signature] November 2, 2026

Signature *Date*

Proposed Board Member

Affiliation

Statement of Assurances for the Federal Charter School Program Grant

This form must be signed by a duly authorized representative of the applicant group and submitted with the final application. A final application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances for the federal Charter School Program Grant.

These additional assurances are required to ensure compliance with requirements for the federal Charter Schools Program grant.

As the authorized representative of the applicant group, I hereby certify that the school:

1. Will annually provide the U.S. Secretary of Education and the Department of Elementary and Secondary Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

2. Will cooperate with the U.S. Secretary of Education and the Department of Elementary and Secondary Education in evaluating the program described in the application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

3. Will provide other information and assurances as the U.S. Secretary of Education and the Department of Elementary and Secondary Education may require (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

4. Will provide and independent annual audits of financial statements prepared in accordance with generally accepted accounting principles and including the Charter School Program Agreed Upon Procedure outlined in the Charter School Audit Guide. Any such audits will be publicly available.

5. Will fulfill all data and information requirements for charter school renewal and acknowledge that, as specified in the Considerations for Charter School Renewal, increases in student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA is the most important factor when determining to renew or revoke a school's charter.

Signature

11/3/2026
Date

Proposed Board Member
Affiliation

Use of Artificial Intelligence

The applicant group used generative artificial intelligence (Claude, ChatGPT, Manus, and Perplexity) as a drafting, research, and editorial assistant in preparing this application. AI was not used to determine the school's mission, educational philosophy, program design, governance structure, staffing model, budget assumptions, or any other substantive component of the application or attachments. These decisions were made by members of the applicant group and reflect the group's own deliberations, professional expertise, and engagement with the proposed sending communities.

AI was used in the following ways:

Drafting. For discrete sections and attachments in the application, members supplied AI with the application instructions and templates, along with notes and decisions already agreed upon by the group, and AI organized that information into a draft that matched the required format. Draft text generated by AI was inserted into working documents in a distinguishing color and converted to standard black text only after a member with appropriate expertise had reviewed and revised it.

Research support. AI was used to locate publicly available sources, including Department of Elementary and Secondary Education data, statutory and regulatory citations, and published research, and to format the references list. All citations come from sources that were read and verified by members of the applicant group.

Document review and consistency edits. AI was used to check internal consistency across sections and attachments and to identify omissions against the application requirements. Members of the applicant group decided every correction. When a correction applied to a decision the group had already made, such as a job title, figure, or date, AI entered it across all corresponding sections and attachments at a member's direction. Corrections that required new or reworded text followed the drafting process described above.

Editorial correction. AI was used to correct typographical errors in text that group members composed themselves. In this use, the content, wording, and reasoning are entirely the member's own.

The applicant group affirms that all material in this application that was generated or drafted by artificial intelligence was reviewed and edited, as needed, by a member of the applicant group with appropriate knowledge and expertise in that area. The applicant group is fully responsible for the accuracy, originality, and completeness of all materials submitted.

Executive Summary

Ashby Evergreen Charter School will be a regional Commonwealth charter public school serving kindergarten through grade 8 on a forested campus in Ashby, Massachusetts, in the former Ashby Elementary School. The school will open in fall 2027 with 154 students in grades K–4 and add one grade each year until it serves 268 students in grades K–8 in 2031–32. The charter region is Ashby, Townsend and Pepperell (the North Middlesex Regional School District) and the City of Fitchburg.

Mission and School Design

The mission of Ashby Evergreen Charter School is to nurture confident, compassionate, resilient, and self-directed learners who make meaningful contributions to their communities. Inspired by the Finnish model of education, we educate the whole child through rigorous academics and developmentally appropriate, experiential, and nature-based learning. We foster a joyful environment where curiosity is encouraged, perseverance is cultivated, well-being is valued, and a lifelong love of learning can flourish.

Our vision is a public school where every child is known well, spends quality time outdoors every day, and meets the Massachusetts Curriculum Frameworks through work that matters to them and to their community. The board's core beliefs are that rigor and well-being reinforce each other; that all children are capable of high achievement when instruction meets them where they are; that learning is interactive and embodied; that teachers are trusted professionals; that assessment exists to improve learning; and that a school belongs to its community.

Ashby Evergreen is a new model, not a replication. It draws on three established traditions: the Finnish model of education, guided play-based learning, and place-based education. Each exists in some form in Massachusetts schools, but what is distinctive about Ashby Evergreen is bringing these approaches together within the structure of a single public school from the very beginning. Educational experiences that are sometimes available in private schools or early childhood programs, but less commonly accessible in public elementary and middle schools, should not be limited by a family's financial circumstances or a child's learning needs. Ashby Evergreen is designed to make these opportunities available to all students in grades K–8. Grounded in a commitment to educational equity, the school is intentionally designed to reduce barriers to participation and opportunity, ensuring that students of all backgrounds, including students with disabilities and multilingual learners, have meaningful access to a rich, engaging, and supportive education. The design rests on five key elements:

1. Learning Through Play and Outdoor Exploration. Every student learns outdoors approximately two hours per day, through play, teacher-led instruction in nature, place-based projects and field studies.

2. Whole-Child Development and Well-Being. School-wide routines and structures build community and belonging, and a full-time Mental Health Professional works at the whole-school level to support the implementation of practices that promote well-being as part of the design rather than an add-on.

3. Teacher Professionalism, Trust, and Sustainability. Teachers have time for planning, collaboration, and training, and authority over methods, pacing and grouping within the Frameworks, with evaluation under the Massachusetts Educator Evaluation Framework.

4. Balanced Assessment Practices. Students take MCAS and all required state assessments. Day-to-day decisions rest on formative assessment, the DIBELS 8 early literacy screener, math benchmarks, curriculum unit assessments and portfolios, so data guides instruction rather than test preparation.

5. Personalized Learning for Every Student. Every student has an Individual Learning Plan reviewed each trimester with the family, and flexible multi-age groups and daily Learning Studio blocks let students get support or move ahead in each subject.

Across all five elements, the school provides daily explicit, systematic reading instruction aligned with DESE's Mass Literacy guidance.

The core instructional materials are a mix of DESE-reviewed tools and teacher-developed units aligned to the Frameworks, and the school will complete a full Frameworks crosswalk before opening. Students with disabilities and English learners receive the full continuum of special education and English learner services within an inclusive model, including a full-time ESL teacher and two special education teachers from Year 1.

These elements support stronger outcomes because the conditions that help children learn well (time outdoors, movement, unhurried play, meaningful work and small communities where adults know every child) are the same conditions that protect overall well-being. The school will measure whether this is true for every student group through its Accountability Plan, which sets targets for literacy, growth in reading and mathematics, belonging and well-being, outdoor and place-based learning, and teacher retention.

Community to Be Served

The region joins three rural towns that have almost no public alternatives with a Gateway City whose families already seek them. In 2025–26, homeschooling across Ashby, Townsend and Pepperell was 4.6 percent of resident students, compared with 1.4 percent statewide; while in Ashby homeschooling has remained higher at 7.4 and 9.5 percent every year since 2020–21. There is no public charter school in the three towns, and the Ashby Elementary School building has stood empty since the district closed it in June 2025. In Fitchburg, where 69.7 percent of students are low income, 22.7 percent are English learners and 78.0 percent are students of color, charter and school-choice participation has exceeded 9 percent every year since 2019–20. A small number of private forest schools serve the region, but they charge tuition and mostly serve preschool and kindergarten. Ashby Evergreen makes this kind of education available tuition-free through grade 8.

The need is also about well-being. The 2025 Community Health Improvement Plan for North Central Massachusetts (CHNA 9) names mental and behavioral health a regional priority and reports poorer youth mental health than state averages, and the 2025 Community Health Needs Assessment for Ashby, Townsend and Pepperell ranked youth mental health its highest priority.

Members of the founding group took part in the needs assessment and in the regional discussions on youth mental health that followed.

The proposal grew out of public conversations about the future of the closed school building. Over many months, the founding group held biweekly public forums and information sessions at libraries across the region and shared updates through Ashby Community Television, local newspapers, a newsletter, the school's website and social media. Families' input shaped the mission, the emphasis on outdoor learning and well-being, and the individualized model. Between June and October 2026 the group held 21 information sessions in all four communities and online, including four in Fitchburg. As of November 3, 2026, families had submitted intent-to-enroll forms for 158 children, 139 of them in the charter region including 57 in Fitchburg, for 154 Year 1 seats.

Engagement will continue through opening. A Family Engagement Lead will lead outreach and enrollment help in all four communities from March through August 2027, with information in Spanish, Portuguese and Haitian Creole, and a Family Advisory Council with members from each community will meet quarterly with the Head of School, organized by the Family Engagement Lead. Community partners, including area libraries and historical societies, local farms, land trusts, Councils on Aging and Fitchburg State University, will support place-based learning; none will have a governance or management role.

Capacity of the Board and Founding Group

The proposed board has eleven trustees who live in all four sending communities: a sitting public school superintendent, an attorney, two former North Middlesex Regional School Committee members (one with 16 years of service, including budgeting and collective bargaining), a municipal public health director who manages public budgets, a library director with a doctorate in library and information science who organized the community process and is the application's primary author, a school-based speech-language pathologist, an early childhood educator with more than 30 years of experience, a pharmaceutical development leader, a landscape business owner with nature-based and special education advocacy experience, and a children's librarian and homeschooling parent. The founding group also includes the proposed Mental Health Professional, who is a licensed mental health counselor, and consultants who are a former principal of Ashby Elementary School and an experienced Head of School and school founder. The Board has begun an open search for a Head of School and will be ready to make an offer by the Board of Elementary and Secondary Education’s vote on February 23, 2027, so the Head of School can start as soon as possible after the charter is granted.

I. How Will the School Demonstrate Faithfulness to Charter?

I-A. Mission

The mission of Ashby Evergreen Charter School is to cultivate confident, compassionate, resilient, and self-directed learners who contribute positively to their communities. Inspired by the Finnish model of education, we educate the whole child through rigorous academics, developmentally appropriate, experiential, and nature-based learning that cultivates joy and fosters curiosity, perseverance, well-being, and a lifelong love of learning.

I-B. Key Design Elements

Educational philosophy and core beliefs

The school will demonstrate fidelity to this mission through measurable student growth, strong attendance, positive school climate, equitable access to services, and successful fulfillment of Massachusetts academic standards. The school's philosophy synthesizes three mutually reinforcing, research-backed traditions: the Finnish education model, consistently among the world's highest-performing systems while maintaining a whole-child, low-stress approach; guided play-based learning, which meta-analytic evidence finds equal or superior to direct instruction for key academic outcomes in children under eight; Camilli, G., Vargas, S., Ryan, S., & Barnett, W. S. (2010) and place-based education, which multi-state evaluations have shown to boost achievement, engagement, and civic stewardship. Sobel, D. (2004).

The board's core beliefs: rigor and well-being are mutually reinforcing, not competing, goals; all children are capable of high achievement when instruction meets them where they are; learning must be interactive and embodied; teachers are trusted professionals; assessment exists to improve learning; and a school belongs to its community. These beliefs directly serve the statutory purposes of the charter law (G.L. c. 71, § 89): stimulating innovative programs, providing innovative learning and assessment, expanding family options, and developing replicable models.

The Five Key Design Elements

Ashby Evergreen Charter School is built around five interconnected design elements that create a joyful, academically rigorous, and deeply engaging educational experience.

1. Learning Through Play and Outdoor Exploration

At Ashby Evergreen Charter School, play, outdoor exploration, and place-based learning are essential components of a rigorous academic program and critical foundations for students' cognitive, social, and emotional development. Play does not replace academic instruction; rather, it creates conditions in which deep learning can occur. Through free play, guided play, movement, adventure, storytelling, imagination, hands-on exploration, and investigation in natural environments, students develop curiosity, creativity, problem-solving skills, collaboration, perseverance, cognitive flexibility, and the confidence to take intellectual risks.

Students experience a developmental continuum of play, inquiry, and outdoor learning that evolves as they grow. In the early grades, children spend significant portions of each day

engaged in purposeful free play, guided play, hands-on exploration, movement, and outdoor experiences that build foundational skills and foster a strong connection to their environment. As students progress through the grades, these experiences develop into increasingly complex inquiry, design challenges, collaborative problem-solving, interdisciplinary projects, field studies, and authentic opportunities to apply academic knowledge.

Outdoor learning is a structured and intentional component of this model. Every student will engage in about two hours of outdoor learning a day, at least 10 hours a week averaged over the school year to allow for severe weather and individual learning needs, through four complementary experiences: daily unstructured outdoor play; teacher-led academic instruction in nature; place-based learning; and field studies at nearby natural resources. The natural world becomes an extension of the classroom, allowing students to encounter academic concepts through direct observation, investigation, experimentation, and real-world problem-solving. Community partners, who may include area libraries and Historical Societies, town governments, and local farms and artisans, will provide opportunities for students to connect their learning to the history, culture, people, and resources of their own community. Field studies may include nearby natural areas such as Willard Brook State Forest, Trap Falls, Mount Watatic, and Mount Monadnock.

This approach is intentionally balanced with strong, evidence-based academic instruction aligned with the Massachusetts Curriculum Frameworks and DESE's Mass Literacy guidance. Foundational reading skills are taught through daily, systematic, explicit instruction grounded in the Science of Reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students then apply these skills through rich literature, writing, discussion, research, inquiry, and meaningful learning experiences. Across subjects, teachers use outdoor environments, play, projects, and place-based experiences to deepen and apply academic learning.

The school will design outdoor learning so that every student can participate safely and equitably. Weather protocols, supervision procedures, accessibility supports, and developmentally appropriate safety practices will be in place, with indoor alternatives available when conditions require them so that instructional continuity is maintained. A community-supported outdoor gear library will provide appropriate clothing and equipment so that family resources do not determine a student's ability to participate.

At Ashby Evergreen, play, outdoor exploration, place-based learning, and academic rigor are interconnected elements of a coherent instructional model designed to help every student develop curiosity, competence, creativity, resilience, and a lifelong love of learning.

2. Whole-Child Development and Well-Being

Academic achievement flourishes when children feel known, supported, and connected. This is not a happy side effect of the school's design; it is the reason the design works. The conditions under which children learn well and the conditions that protect children's overall well-being are the same conditions: daily time outdoors, movement, unhurried play, small communities where adults know every child, meaningful work, and enough rest to be present for it. Each is a documented protective factor for children's well-being, and each is also what makes the

pedagogy effective.

In daily practice this takes concrete form: morning meetings that develop social-emotional competencies aligned with the CASEL framework, an advisory period in every grade, held in the end-of-day ILP Learning Studio block, so every student has a trusted adult advocate, restorative practices that guide behavior and conflict resolution, the CARES learner profile (Curious, Accepting, Resilient, Eager, Supportive) as a common language for resilience and growth, and cross-age Forest Family groups and shared campus stewardship that build leadership, responsibility, empathy, and belonging. The same logic extends to the adults, because children cannot be sustained by depleted ones: staff working conditions are designed for sustainability, families are supported through parent education and community play groups, and Community Afternoons bring the region's older adults into the life of the school. A full-time Mental Health Professional serves the whole community — students, staff, and families, with the flexibility to respond early to changing needs that affect student well-being and learning.

3. Teacher Professionalism, Trust, and Sustainability

The school's model asks a great deal of teachers: adapting instruction to Individual Learning Plans, teaching across seasons and settings, and designing learning that meets the children actually in front of them. That work requires time, and teachers have protected weekly planning, structured faculty collaboration, summer curriculum institutes, peer observation, and instructional coaching built into the schedule rather than added to the day. Teachers are compensated competitively and enjoy essential work-life balance.

Within a curriculum fully aligned to the Massachusetts Curriculum Frameworks, teachers hold authority over instructional methods, pacing, and grouping, and are expected to bring their own expertise, interests, and enthusiasms into their teaching. A teacher who is a birder, a woodworker, a musician, or a historian will find room here to teach from that knowledge and passion, because students learn from adults who are visibly interested in something. This is professional trust, paired with contemporary training, collaboration, and accountability: educator evaluation follows the Massachusetts Educator Evaluation Framework (603 CMR 35.00).

These conditions are also a commitment to a culture of diversity, respect, and whole-community well-being. Professional autonomy and manageable workload are the two factors most consistently associated with educator well-being, and teacher well-being measurably shapes students' stress and classroom experience. Depleted, demoralized adults cannot sustain the environment this school promises children, so the working conditions that make teaching here sustainable are not a benefit offered to staff, they are part of the design that serves students.

4. Balanced Assessment Practices

The school will use a structured coaching and collaboration model to monitor implementation, strengthen instruction, and support new teachers, especially as the school grows. MCAS and all required state assessments will be administered to eligible students and the School will hold itself to ambitious goals for student achievement and academic growth. At the same time, day-to-day instructional decisions will be guided primarily by ongoing formative assessments, teacher observation, student work, and portfolios that provide a richer picture of learning than standardized test preparation alone. These classroom measures are complemented by a balanced

set of benchmark assessments administered three times each year in the September, January, and May windows: a DESE-approved early literacy screener (DIBELS 8, administered in grades K–3 and as needed in grades 4–5) and mathematics benchmarks (Acadience Math in grades K–6 and Illustrative Mathematics 6–8 unit assessments in grades 7–8). Benchmark results are reviewed at each trimester data summit and by the weekly Student Support Team, so that data guides instruction, monitors growth, and triggers timely tiered support through the school's MTSS process.

5. Personalized Learning for Every Student

Every student will have an Individual Learning Plan (ILP) that documents current strengths, areas for growth, goals, and instructional supports, and that is reviewed each trimester with the student and family. The school will use assessment data routinely to adjust instruction, group students flexibly, monitor subgroup performance, and report progress to families and the Board of Trustees. Flexible, multi-age learning groups are organized around students' skills, interests, and readiness rather than strictly by chronological age, allowing learners to receive support where needed while advancing in areas of strength. Students may move between instructional groups throughout the year as they grow. Instruction is designed using Universal Design for Learning (UDL) principles, creating flexible learning experiences that benefit all students. The school's movement-rich, outdoor, and multisensory environment is designed to support many learners, while the school will also provide the specialized instruction, accommodations, and related services required to meet individual student needs

Key Academic and Nonacademic Goals

Ashby Evergreen Charter School is committed to high academic achievement while fulfilling its mission to educate confident, compassionate, and capable learners. The school's Accountability Plan, developed during its first year of operation, will include clear, measurable, equitable, and time-bound goals that reflect both state accountability requirements and the school's distinctive educational model.

Academic Achievement

The school will maintain high expectations for every student and will closely monitor the performance and growth of all student groups.

- Each year, students overall and within each accountability subgroup—including students with disabilities, English learners, and economically disadvantaged students—will achieve a mean Student Growth Percentile (SGP) in English Language Arts and mathematics of at least 50, demonstrating at least one year's academic growth for one year's instruction.
- By the conclusion of the first charter term, the percentage of students **Meeting or Exceeding Expectations** on MCAS assessments in English Language Arts, mathematics, and science will meet or exceed the weighted average performance of the school's sending districts.
- Student achievement gaps among accountability subgroups will narrow annually through targeted interventions, data-informed instruction, and individualized support.

SMARTIE Goals

Ashby Evergreen Charter School will use SMARTIE goals to establish clear, measurable expectations for student achievement, student belonging and well-being, equitable access to learning, and organizational effectiveness. Goals will be reviewed regularly by school leadership, staff, and the Board of Trustees, with attention to both overall student outcomes and the experiences and outcomes of student subgroups.

Goal 1: Literacy Achievement and Growth

Specific: Ashby Evergreen will ensure that all students develop strong foundational literacy skills through systematic, explicit instruction aligned with the Massachusetts Curriculum Frameworks and DESE's Mass Literacy guidance, while using rich literature, writing, discussion, inquiry, and authentic experiences to develop comprehension and a love of reading.

Measurable: Each year, at least 80% of students in kindergarten through grade 3 who have been enrolled since the fall screening window will meet or exceed grade-level benchmark on the spring administration of the school's DESE-approved early literacy screener, and at least 70% of students, in grade 1 through all grades served as the school expands to grade 8, will meet or exceed their individual projected growth in reading, including students with disabilities, English learners, and low-income students (Accountability Plan, Objective 4). By the end of the charter term, the gap in the percentage of students meeting projected growth in reading between each named student group and all students will be no more than five percentage points.

Achievable: Teachers will use regular formative assessment, progress monitoring, targeted small-group instruction, Individual Learning Plans, and evidence-based literacy practices to identify and address student needs.

Relevant: Strong literacy skills are foundational to success across the curriculum and are essential to the school's mission of developing confident, compassionate, and capable learners.

Time-Bound: Student progress will be monitored at least three times annually, with instructional adjustments made following each assessment cycle.

Inclusive: Results will be disaggregated by disability status, English learner status, economic disadvantage, race/ethnicity, and other relevant student groups to identify and address achievement gaps.

Equitable: Students requiring additional support will receive targeted intervention, specialized instruction, accommodations, and appropriate services without being excluded from rich grade-level learning experiences.

Goal 2: Mathematics Achievement and Growth

Specific: Ashby Evergreen will develop students' mathematical reasoning, conceptual understanding, computational fluency, problem-solving, and ability to apply mathematics to authentic situations.

Measurable: Each year, at least 70% of students in grades 1–8, (grades served as the school expands), who were enrolled for both the fall and spring assessment windows, including students with disabilities, English learners, and low-income students, will meet or exceed their individual projected growth in mathematics (Accountability Plan, Objective 4). For grades 7–8 mathematics, projected growth will be set annually from each student's fall baseline on Illustrative Mathematics unit assessments, with a documented target of at least one year's progress through the grade-level curriculum. By the end of the charter term, the gap in the percentage of students meeting projected growth in mathematics between each named student group and all students will be no more than five percentage points.

Achievable: Teachers will use formative assessment, flexible grouping, targeted instruction, hands-on learning, mathematical discourse, and authentic problem-solving to respond to individual student needs.

Relevant: Mathematical reasoning and problem-solving are essential components of academic success and align with the school's emphasis on inquiry, design, and real-world learning.

Time-Bound: Student progress will be assessed at least three times annually, with instructional responses documented and reviewed following each assessment cycle.

Inclusive: Achievement and growth data will be disaggregated by student subgroup to ensure that overall school growth does not mask disparities among students.

Equitable: Students will have multiple ways to access mathematical concepts and demonstrate understanding, including through Universal Design for Learning, hands-on experiences, visual representations, discussion, and technology where appropriate.

Goal 3: Student Belonging, Well-Being, and Engagement

Specific: Ashby Evergreen will create a school environment in which every student is known, supported, respected, and connected to trusted adults and peers.

Measurable: Each year, at least 85% of respondents to the annual school climate and belonging survey — including families, students in grades 3 and above, and staff — will agree or strongly agree that the school is safe, welcoming, and inclusive and that they (or their child) have at least one trusted adult at school, with response rates of at least 40% of families, 70% of students in grades 3 and above, and 80% of staff. The school will establish baseline data during its first year and results will be reported for each named student group where group size permits (Accountability Plan, Objective 2).

Achievable: The school will implement morning meetings, advisory, Forest Family cross-age groups, restorative practices, movement and outdoor learning, and regular opportunities for student voice and leadership. The school will also measure growth in the CARES learner profile (Curious, Accepting, Resilient, Eager, Supportive) each fall and spring using a rubric adopted by the Board before the school opens (Accountability Plan, Objective 2).

Relevant: Belonging, well-being, and engagement are foundational to students' ability to learn and are central to Ashby Evergreen's whole-child design.

Time-Bound: The survey will be administered annually each spring, with results reviewed by leadership and staff as part of the final trimester data review and used to identify areas requiring additional support or intervention; the CARES rubric will be scored each fall and spring.

Inclusive: Survey results will be examined by relevant student subgroups and, where appropriate, by grade level and other demographic characteristics to identify students whose experiences differ from the overall school population.

Equitable: The school will respond to identified disparities through targeted supports, relationship-building, family engagement, and adjustments to school practices rather than assuming that all students experience the school in the same way.

Goal 4: Personalized Learning and Inclusive Access

Specific: Every student will receive instruction responsive to their individual strengths, needs, interests, and readiness within an inclusive learning community.

Measurable: By the end of each trimester, 100% of students will have a current Individual Learning Plan (ILP) documenting strengths, areas for growth, goals, and appropriate instructional supports. At least 90% of families will participate in at least two of the three trimester ILP reviews each year (Accountability Plan, Objective 5).

Achievable: Teachers will use formative assessment, student work, observation, flexible grouping, student conferences, and collaboration with families and specialists to develop and revise ILPs.

Relevant: Personalized learning is central to Ashby Evergreen's commitment to meeting students where they are while maintaining high expectations for every learner.

Time-Bound: ILPs will be reviewed and updated each trimester, with student and family participation.

Inclusive: Universal Design for Learning will be incorporated into instructional planning, and students with disabilities, English learners, and other students requiring additional support will receive appropriate accommodations, specialized instruction, and related services.

Equitable: Students will have access to the same rich academic, outdoor, artistic, and community-based experiences regardless of disability, language, economic circumstance, or other individual characteristics.

Goal 5: Outdoor, Place-Based, and Experiential Learning

Specific: Ashby Evergreen will ensure that outdoor, place-based, and experiential learning are meaningful components of the academic program rather than enrichment activities separate from core instruction. All students will spend meaningful time each day outdoors learning in all weather.

Measurable: Every student will participate in an average of at least 10 hours of curriculum-aligned outdoor learning a week across the school year, allowing for severe weather and individual learning needs. Teachers will record outdoor learning time daily and report it weekly, and the Director of Curriculum and Instruction will report outdoor learning hours to the Board monthly. By the end of the school's first year, 100% of students will participate in the school's daily outdoor learning program, with teachers documenting connections between outdoor or place-based experiences and Massachusetts Curriculum Framework standards. Each grade-level team will complete at least two substantial interdisciplinary place-based projects per year, with at least 90% of students scoring Proficient or above on the school's place-based project rubric (Accountability Plan, Objective 1).

Achievable: Teachers will receive planning time, professional development, and collaborative support to integrate outdoor and place-based experiences into academic instruction.

Relevant: Outdoor and place-based learning are defining features of Ashby Evergreen's educational model and provide authentic contexts for inquiry, problem-solving, literacy, mathematics, science, social studies, and civic learning.

Time-Bound: Implementation will begin during the school's first year, with annual review of participation, student work, and teacher reflections used to strengthen the program.

Inclusive: Outdoor learning will be designed with accessibility supports and multiple ways for students to participate and demonstrate learning.

Equitable: A community-supported outdoor gear library and appropriate school-provided equipment will ensure that family financial circumstances do not prevent participation.

Goal 6: Teacher Capacity, Collaboration, and Professional Sustainability

Specific: Ashby Evergreen will establish working conditions that enable teachers to implement the school's instructional model with consistency, professionalism, and sustainability.

Measurable: By the end of each school year, 100% of teachers will participate in scheduled collaborative planning, professional development, at least three structured coaching cycles, and the summer curriculum institute, and at least 80% of staff responding to the annual working-conditions survey will agree or strongly agree that they have adequate protected planning time, meaningful professional autonomy, and a manageable workload. In addition, at least 75% of teachers who are in good standing and eligible to return will accept a contract for the following school year, rising to at least 80% beginning in the school's third year, as a measure of professional sustainability (Accountability Plan, Objective 3).

Achievable: The school will build protected planning time, structured faculty collaboration, peer observation, coaching, summer curriculum institutes, and professional learning into the annual calendar.

Relevant: The school's model depends on teachers having the time, expertise, autonomy, and collaborative structures necessary to design responsive instruction across classroom, outdoor, and community settings.

Time-Bound: Staff capacity and working-condition data will be collected annually and reviewed by school leadership and the Board of Trustees.

Inclusive: Professional learning will address culturally responsive practice, Universal Design for Learning, inclusive instruction, special education, English learner supports, and the needs of diverse learners.

Equitable: Professional learning and coaching opportunities will be available to all instructional staff, with additional support provided to educators who are new to the school's model or who identify areas where additional capacity is needed.

Monitoring and Continuous Improvement

Ashby Evergreen will treat SMARTIE goals as living measures of school effectiveness rather than compliance requirements. School leadership will review relevant data throughout the year and use the results to identify successes, disparities, and areas requiring intervention.

The school will examine both **aggregate outcomes and subgroup outcomes** so that strong overall performance does not obscure inequitable outcomes for particular groups of students. Data will include state assessments, benchmark assessments, formative assessments, student work and portfolios, attendance, student climate and belonging surveys, family feedback, staff feedback, and other measures appropriate to each goal.

The Board of Trustees will receive regular reports on progress toward the school's SMARTIE goals. When a goal is not being met, school leadership will identify contributing factors, establish an improvement strategy, assign responsibility, and set a timeline for reassessment.

In this way, SMARTIE goals will create a continuous cycle of **measure → reflect → respond → improve** , ensuring that Ashby Evergreen's distinctive educational model is paired with clear accountability for student outcomes and equitable access to opportunity.

How the Design Enhances Educational Options, Why Charter Autonomy Is Necessary, and the Five-Year Picture

Ashby Evergreen Charter School expands educational opportunity in North Central Massachusetts by offering, as a public option, an education currently available only to families who can pay for it. Students will engage in daily all-season outdoor learning, a Finnish-inspired curriculum, multi-age learning communities, authentic assessment through portfolios and Individual Learning Plans, and a whole-community design in which whole-child well-being is structural rather than supplemental. A small number of private forest schools offer nature-based education in the region, but they are tuition-based and generally serve only preschool and kindergarten students. Ashby Evergreen makes this model available to every family in its sending communities, tuition-free, through grade eight.

Charter autonomy is necessary because the model's strength lies in its coherence, and coherence is what a school can build only at its founding. Individual pieces of this design exist as programs in schools across the Commonwealth: an outdoor education unit, a multi-age classroom, an

advisory structure, a portfolio assessment pilot. What a charter permits is building all of them into the foundational structure of a school at once: a daily schedule designed from the outset around extended outdoor learning, students organized in flexible multi-age groups, educators hired specifically for expertise in experiential and outdoor teaching, facilities and equipment planned for year-round outdoor instruction, and a curriculum fully aligned to the Massachusetts Curriculum Frameworks but delivered through Finnish-inspired methods. Programs added to an existing structure compete annually for time, funding, and priority. Elements written into a charter are the structure.

The school's outdoor commitment illustrates this most clearly. Two hours outdoors every day, in every season, for every student is not a program that can be added to an existing school; it is a constraint that has to be designed into everything else. The daily schedule, the length of instructional blocks, the location of gear storage, the hiring criteria for teachers, the professional development calendar, the facilities budget, and the curriculum maps all follow from it. A district that wanted to make the same commitment would find it renegotiated every year against competing demands on the same hours and gradually eroded by ordinary pressures: a testing window, a scheduling conflict, a cold week, or a new initiative. Over time, these pressures can reduce a meaningful commitment to weather-permitting enrichment. Written into a charter, however, the commitment is not simply another program competing for time. It becomes the foundation of the school day itself.

Teachers likewise require genuine authority over instructional strategy in order to meet students where they are while ensuring every student masters the required standards. Finland's experience demonstrates that when well-prepared teachers are trusted as professionals and supported through collaboration and continuous learning, students achieve strong academic outcomes while also developing independence, creativity, and resilience (Sahlberg, 2021).

Within five years, Ashby Evergreen Charter School will serve students in kindergarten through grade eight on its fully developed forested campus, where classrooms extend into forests, fields, wetlands, and the surrounding town. Partnerships with local organizations, families, farms, cultural institutions, and higher education will enrich learning and strengthen community connections. Visitors will see students conducting long-term ecological research, working with local organizations on authentic community needs, and demonstrating their learning through portfolios, public exhibitions, and student-led presentations. They will see students achieving strong academic outcomes. They will also see a school where children can name the adults who know them well, where teachers have stayed, and where well-being is not inferred from the atmosphere but documented in the school's own accountability data. This will demonstrate that rigorous academics, joyful learning, environmental stewardship, and whole-child development are not competing priorities but complementary elements of an exceptional public education.

Dissemination

Ashby Evergreen Charter School is committed to documenting, evaluating, and sharing the practices that make its educational model successful. The school will openly share curriculum crosswalks, outdoor learning units, place-based instructional resources, community partnership models, assessment tools, and longitudinal environmental datasets through regional educator

open houses, collaborations with neighboring school districts, professional workshops, conference presentations, and publications. In doing so, the school will advance the Commonwealth's charter school purpose of developing innovative practices that can be replicated and adapted by other public schools.

This commitment to dissemination reflects one of the founding team's deepest aspirations. A founding member spent more than a decade as a librarian and educator, watching students repeatedly discover and report on the remarkable success of Finland's educational system. Those conversations inspired a vision of what might be possible if the strengths of Finnish education could be thoughtfully adapted for Massachusetts public schools. Bringing that vision to students in Ashby is the fulfillment of a long-held dream.

Equally exciting is the opportunity to document what happens when well-established findings are applied at a scale that public schools rarely attempt, and, if successful, to share what we learn with educators across the Commonwealth and beyond. Charter schools were created not only to provide families with additional educational choices, but also to serve as laboratories of innovation whose successful practices strengthen public education for all students. Through research, publications, conference presentations, professional development, and partnerships with other schools and districts, Ashby Evergreen Charter School hopes to contribute meaningfully to that mission by demonstrating how rigorous academics, outdoor learning, and whole-child education can work together to help children thrive.

Much of what this school does is inexpensive to adopt. Ashby Evergreen's staffed commitments require budget lines, and not every district will choose to fund them. But most of what protects student and staff well-being here costs almost nothing: longer and more frequent outdoor breaks, including for middle-grades students who are typically the first to lose them; daily time outdoors in whatever green space a school already has; mixed-age groupings that keep children with the same trusted adults across years; homework policies that protect sleep and family time; and schedules built so that teachers are not depleted by October. These are changes to norms and priorities rather than to budgets. The school will document them in a form other public schools can adapt piece by piece, at whatever scale their resources allow, because a model that can only be replicated by well-resourced districts is not, in any meaningful sense, replicable.

I-C. Description of the Community(ies) to be Served

The region and its educational needs

The proposed region comprises Ashby, Townsend, and Pepperell, the three member towns of the North Middlesex Regional School District, together with the neighboring Gateway City of Fitchburg. Families in the three rural towns have limited access to public school alternatives, and a substantial share educate their children outside the public system. In 2025–26, homeschooling across the three towns stands at 4.6 percent of resident students against a statewide rate of 1.4 percent, while charter and school choice participation is 3.2 percent against 7.3 percent statewide (Massachusetts Department of Elementary and Secondary Education, School Attending Children Report, 2019–20 through 2025–26). Ashby's pattern is the most pronounced. Homeschooling there rose from 2.8 percent in 2019–20 to 9.5 percent in 2020–21 and has remained between 7.4

and 9.5 percent in every year since. Statewide homeschooling also rose in 2020–21 but has since receded from its peak; Ashby's has not receded proportionally, and the town's rate relative to the state has widened from 3.5 times in 2019–20 to 6.3 times in 2025–26. Ashby's public school participation rate of 87.6 percent falls four points below the state average despite private school enrollment of under 4 percent; a gap accounted for almost entirely by families educating at home. The closure of Ashby Elementary School in June 2025 has raised further questions among families about access and continuity, though the pattern predates it. Ashby Evergreen is proposed as a public option in a region where families seeking an alternative currently have almost none.

Fitchburg, a Gateway City of approximately 41,000, serves a student population with substantially higher proportions of low-income students (69.7 percent), English learners (22.7 percent), and students of color (78.0 percent) than the surrounding towns (DESE School and District Profiles, 2025–26: https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=00970000&orgtypecode=5). Fitchburg families also demonstrate a markedly different pattern of educational choice: charter and school choice participation has exceeded 9 percent in every year since 2019–20, consistently above the statewide rate, while homeschooling stands at 2.6 percent, well below that of the three rural towns. Where public alternatives are accessible, families use them; where they are not, families leave the public system. Including Fitchburg in the proposed region extends access to sustained outdoor learning, movement-rich instruction, and a small, relationship-centered school community to students for whom such settings are difficult to provide within a dense urban district.

Community engagement and evidence of demand

The development of Ashby Evergreen Charter School has been a community-driven process shaped by public dialogue, stakeholder feedback, and ongoing local engagement. The conversation began when the community considered the future of a newly vacant school building and reached a shared conclusion that the facility should continue to serve an educational purpose. From that starting point, residents explored a wide range of educational possibilities including preschool, vocational education, adult learning, and traditional public school options before identifying a public charter school as the model that best addressed the community's desire for greater educational choice.

Once the charter school concept emerged, the discussion shifted to identifying the educational philosophy that would best meet the needs of local children and families. These conversations ultimately led to the development of the Finnish-inspired, place-based, nature-immersive educational model that defines Ashby Evergreen Charter School today. A Charter Development Committee was formed, and for many months the committee hosted biweekly public forums where residents could ask questions, offer suggestions, and help shape every aspect of the proposal. Attendance at these meetings steadily increased as interest in the project grew.

Community engagement extended well beyond the public forums. Ashby Community Television broadcast interviews and discussions about the proposal, local newspapers covered the planning process, and a Substack newsletter was created to provide regular updates. To ensure that families throughout the proposed region had opportunities to participate, informational meetings were also held at public libraries across the sending districts. The planning committee maintained

an active presence through the school's website, **AshbyEvergreen.org**, and its Facebook page, where updates, meeting notices, and opportunities for public feedback were regularly shared. Between June and October 2026 the founding group held 21 information sessions: four in Fitchburg (at the Fitchburg Public Library on July 22, September 14 and September 21, and at Saima Park on September 20); five in Ashby (at the Ashby Free Public Library on June 16, August 27, October 1 and October 16, and at the Ashby Pumpkin Festival at the former elementary school on September 26); four in Townsend (at the Townsend Public Library on July 28, September 23 and October 10, and at Truck-a-Palooza on September 19); three in Pepperell (at the Lawrence Library on July 30 and September 29, and at the Pepperell Fall Festival on October 3); and five virtual sessions (September 23 and October 14, 25, 26 and 28). Members also placed recruitment materials at more than 45 locations, about half of them in Fitchburg: flyers and brochures in English and Spanish, and posters, and yard signs in English, at the Fitchburg Public Library, City Hall, the YMCA, four early childhood programs (including Head Start), Department of Developmental Services and Department of Mental Health offices and a pediatric dental practice, with yard signs at 13 high-traffic locations in the city. Materials are also posted at libraries, town buildings, businesses and roadsides in Ashby and Townsend and at the Leominster YMCA.

Throughout the planning process, public input has directly influenced the school's mission, educational design, and priorities. Families consistently expressed a desire for a public school that offers rigorous academics while emphasizing outdoor learning, student well-being, community connections, and individualized instruction. The Ashby Evergreen Charter School proposal reflects the collective vision of community members who sought an innovative public school designed to meet the educational needs of children in North Central Massachusetts while remaining deeply rooted in the character and values of the region. As of November 3, 2026, families had submitted intent-to-enroll forms for 158 children, 139 of whom live in the charter region, including about 57 in Fitchburg, against Year 1 enrollment of 154. The members of the planning group are frequently approached by residents of other towns asking if their town can be included in the planned school.

Enrollment, admissions, and recruitment

The school will open with 154 students in grades K–4 and add one grade per year to reach K–8. Our rationale for opening K–4 is that it lets the school establish its culture with students young enough to grow up inside it, while the one-grade-per-year expansion matches facility build-out and lets staffing, curriculum, and governance mature ahead of the middle grades. Projected annual enrollment will be maintained within a disclosed range (minimum 135 / maximum 154 in year 1, scaling to 240–268 at full build-out) to reflect ordinary attrition and backfill without requiring a growth-plan amendment. The school will backfill vacated seats in grades K–4, as required, and in grades 5–8 as necessary to maintain desired cohort sizes.
Grade-by-grade enrollment for the first five years (planned seats; about 19 students per homeroom in Year 1):

Grade	Year 1 (2027–28)	Year 2 (2028–29)	Year 3 (2029–30)	Year 4 (2030–31)	Year 5 (2031–32)
Kindergarten	36	29	29	28	28

Grade 1	34	36	29	29	28
Grade 2	24	34	36	29	29
Grade 3	30	24	34	36	29
Grade 4	30	30	24	34	36
Grade 5	–	30	30	24	34
Grade 6	–	–	30	30	24
Grade 7	–	–	–	30	30
Grade 8	–	–	–	–	30
Total	154	183	212	240	268

Each class keeps its entering size in grades K–4, because the school backfills every vacated seat in those grades; in grades 5–8 the school backfills at its discretion, so a class may fall below its entering size. Incoming kindergarten classes are 36 in Year 1, 29 in Years 2 and 3 and 28 in Years 4 and 5, so enrollment reaches 268 in Year 5 and does not exceed it.

Admissions comply fully with G.L. c. 71, § 89(n) and 603 CMR 1.05: the school is open to all Massachusetts students; when applications exceed available seats, enrollment is determined by public lottery. Enrollment preferences follow the statute only: (1) siblings of enrolled students; (2) residents of the charter region; (3) other Massachusetts residents. No sibling preference applies in the school's first lottery for 2027–28, because no students are enrolled yet (DESE Technical Advisory 16-3). The school does not screen, interview, or condition enrollment on any characteristic, and no priority is given to any single member community within the region. The draft Enrollment Policy and Application for Admission are Attachment 7.

Recruitment and retention of a comparable population.

The school will implement a deliberate, data-informed recruitment strategy to ensure that its enrollment reflects the demographic and academic profile of comparable grade levels in its sending districts. Recruitment efforts will intentionally reach historically underserved populations, including low-income families, English learners, and students with disabilities. The draft Recruitment and Retention Plan is Attachment 6.

Strategies will include providing application materials and information sessions in the region's primary home languages—Spanish, Portuguese, and Haitian Creole; partnering with Fitchburg community organizations, family resource centers, early intervention providers, libraries, and faith-based organizations; maintaining a presence at community events throughout all four sending communities; and offering both paper and online applications in multiple languages. Recruitment materials will explicitly communicate that the school provides the full continuum of special education and English learner services and that outdoor, place-based learning is designed for every child, with appropriate outdoor clothing and equipment provided to ensure equitable participation. Information about free transportation will be shared prominently throughout the

recruitment process. To support long-term student success and retention, the school will emphasize the individualized supports built into its educational model, including Individual Learning Plans (ILPs), regular family conferences, and Community Afternoons, all of which foster strong, ongoing partnerships between families and the school. The school's Recruitment and Retention Plan, included with the final application, will formalize these strategies and establish measurable recruitment and enrollment targets.

In addition to broad community outreach, the school will intentionally seek to connect with students whose needs may not be fully met in traditional educational settings. This includes students who are academically underperforming, disengaged from school, or whose behavioral challenges may stem from a need for greater movement, hands-on learning, meaningful relationships, and time outdoors. The Finnish educational model with its emphasis on play-based learning, daily outdoor education, personalized instruction, and social-emotional development is designed to provide an alternative pathway for these students to thrive.

Rather than relying solely on traditional recruitment methods, the school will bring its educational philosophy directly into the communities it serves. Founding members will host family-centered outreach events in neighborhood parks and playgrounds, offering nature-based activities, play experiences, and opportunities for families to meet educators in welcoming, informal settings. By meeting families where they are and demonstrating the school's approach firsthand, the school aims to build authentic relationships, reduce barriers to enrollment, and ensure that families who may benefit most from the Finnish model understand that this educational opportunity is available to them. From March through August 2027, a half-time Family Engagement Lead will lead this outreach: meeting families in all four communities, helping them through the application and enrollment process, and working with Fitchburg family and community organizations to reach families who may not otherwise hear about the school.

Readiness for March pre-enrollment reporting.

If chartered in February 2027, the school will run its application window and lottery on a timeline that produces the required pre-enrollment report by March 15, 2027: we are already collecting intent to enroll forms, which convert to applications that are due **March 1**, lottery within days, using the DESE enrollment-policy checklist.

II. How Will the School Demonstrate Academic Success?

II-A. Overview of Program Delivery

Evidence base for the anticipated student population

The Ashby Evergreen educational model is grounded in a growing body of research demonstrating the benefits of nature-based, place-based, and experiential learning approaches. A 2022 systematic review of 147 studies published in *Frontiers in Public Health* found that nature-based outdoor learning is associated with measurable benefits in student engagement, academic outcomes, social development, and self-concept. Kuo, Barnes, and Jordan (2019) identified several pathways through which nature-rich learning environments may support student success, including improved attention, reduced stress, increased self-regulation, greater engagement, and increased opportunities for physical activity. The multi-state Place-Based Education Evaluation Collaborative, which included more than 2,700 student surveys across more than 100 schools, found that place-based education strengthens academic engagement while deepening connections between students, schools, and communities. Additionally, the Environment as Integrating Context (EIC) model has demonstrated promising academic outcomes, with students in participating schools outperforming comparison peers across the majority of measured academic indicators.(Liberman & Hoody, 1998)

Research also supports the specific instructional approaches embedded within the Ashby Evergreen model. Guided-play research, including the meta-analysis by Skene et al. (2022), supports play-based learning practices in the early grades by demonstrating benefits for cognitive, social, and academic development. Research examining green outdoor environments has also identified potential benefits for students with attention challenges, supporting the school's commitment to providing learning environments that are responsive to neurodiverse learners. The model's emphasis on rich oral language development, visual and hands-on learning experiences, movement, collaboration, and a supportive classroom climate creates strong conditions for English learners and students with diverse learning needs to thrive.

The school’s design choices are also supported by research on the specific student groups named by the Department. The support design uses specific instructional practices rather than assuming that outdoor learning alone will produce subgroup outcomes. For students with disabilities, teachers and specialists will use explicit instruction, accessible materials, predictable routines and multiple means of engagement, representation, and action and expression, consistent with CAST's UDL Guidelines (https://udlguidelines.cast.org/). For English learners, teachers will explicitly teach academic vocabulary, integrate oral and written language into content instruction, provide structured writing opportunities and coordinate small-group language/literacy support, consistent with the Institute of Education Sciences practice guide (https://ies.ed.gov/ncee/wwc/PracticeGuide/19). For learners below grade level, explicit foundational-skills teaching, daily connected-text reading and targeted practice will be matched to current evidence; relevant K–3 recommendations appear in https://ies.ed.gov/ncee/wwc/PracticeGuide/21. Learning Studio blocks provide recurring opportunities to implement and monitor these supports, while qualified staff deliver required ESL and IEP services separately. These sources support individual practices, not proven outcomes for Ashby Evergreen's untested combined model. Academic progress, belonging,

attendance and participation will be reviewed by subgroup to determine whether the design is working.

We anticipate serving a significant number of students from economically disadvantaged backgrounds, particularly given the inclusion of Fitchburg within the proposed region. Research indicates that students from historically underserved communities can experience meaningful academic, social, and emotional benefits from learning models that incorporate authentic experiences, strong relationships, and connections to the natural world. Ashby Evergreen is committed to ensuring that every student has full access to the school's educational model regardless of family income or resources.

As a public Commonwealth charter school, Ashby Evergreen will not charge tuition. The school will provide outdoor clothing and equipment through its Community Closet so that all students can participate fully in outdoor learning regardless of their family's ability to purchase gear. Field studies, outdoor learning experiences, and school-based enrichment opportunities will be provided at no cost to families. Students will have access to federally funded breakfast and lunch programs, and transportation will be provided as described in Section III-D. By intentionally removing financial barriers, Ashby Evergreen will ensure equitable access to the complete educational experience envisioned in its charter.

Calendar and school day

The Ashby Evergreen Charter School will operate for a minimum of 180 instructional days each year, with five additional days built into the calendar to make up any unexpected closures in accordance with 603 CMR 27.03. The draft 2027–28 calendar is Attachment 9. Because many of our families will reside within the North Middlesex Regional School District towns and Fitchburg, school leadership will carefully review and consider when either district closes due to weather in order to prioritize the safety of all students. The school day will run from 8:45 a.m. to 3:05 p.m., providing at least 900 hours of structured learning time for grades K–8 as required by Massachusetts regulations. Structured outdoor learning, including place-based and forest education experiences that are directly connected to the curriculum, is included in these instructional hours. Lunch and unstructured recess are not counted toward instructional time. The instructional time audit and weekly student and teacher schedules are in Attachment 2.

Organization of students and faculty

Class sizes at Ashby Evergreen Charter School will be kept intentionally small to support strong relationships, individualized learning, and effective classroom management. Classes in kindergarten through grade 2 will be capped at 20 students and will be staffed by a licensed teacher and, where appropriate, a paraprofessional to support instruction and student needs. Classes in grades 3 through 8 will be capped at 22 students.

Each student will belong to a homeroom community that serves as their home base throughout the school year, providing consistency, belonging, and strong relationships with teachers and classmates. Within and across homerooms, students will participate in flexible learning groups organized by skill, readiness, and need, allowing for targeted instruction and appropriate challenge. Teachers will review work and grouping weekly, revisit individualized Learning Studio goals approximately every four to six weeks, and conduct formal ILP reviews with

families each trimester. Screening windows inform these decisions but do not limit how frequently a learner can receive support, change groups or access enrichment. Grouping is not a permanent ability track.

Beginning in grade 6, students will receive instruction from interdisciplinary teaching teams while remaining connected to their homeroom community. Throughout the school, students will also participate in cross-age Forest Family groups that meet regularly for environmental stewardship projects, leadership opportunities, school traditions, and community-building activities. These mixed-age groups help foster a strong sense of responsibility, belonging, and connection across the entire school community.

The daily overview below illustrates the overall structure of the school day. Additional sample schedules for other grade levels are included in Attachment 2 (Model Weekly Schedules). These schedules are intended as models and may be adjusted to meet staffing needs, student needs, and all applicable state and federal requirements. Intervention blocks, special education services, and English learner instruction will be delivered through a combination of integrated classroom support and targeted instructional time, as appropriate for each student. The schedules are developmentally designed to reflect the needs of students at different ages. Primary grades feature shorter instructional blocks with frequent opportunities for movement, play, and transitions to support young learners' attention and development. As students progress through the grades, instructional blocks become longer, allowing for increased independence, deeper inquiry, sustained project-based learning, and greater opportunities for interdisciplinary and cross-curricular collaboration.

The school will publish weekly student and teacher schedules for each grade band (K–2, 3–5, 6–8) that show grade-level variations in the program, including the protected daily foundational-skills block in K–5, the daily outdoor learning block, the intervention/enrichment block, the integrated specials rotation, and common planning time for teachers. Draft weekly schedules for each grade band are included in Attachment 2 and will be finalized with staff input before opening.

Sample daily schedule (Year 1 kindergarten–grade 1 homerooms; the other groups follow the same blocks at staggered times)

Time	Activity
8:45–8:55	Arrival, Breakfast
8:55-9:05	Outdoor and Community Meeting (Daily Pre-Teaching Activity)
9:05–10:15	Structured literacy block (explicit foundational skills; small-group reading, and Learning Studio 9:45–10:15)
10:15–11:25	Mathematics block (Illustrative Mathematics; Learning Studio 10:55–11:25)
11:25–12:15	Lunch and outdoor recess (lunch is staggered so one group is in the cafeteria at a time)

12:15–12:55	Specials rotation, 40 minutes daily, taught by three floating teachers on an A/B/C day cycle: Movement and Wellness (physical education and health, outdoors when weather allows), Making and Design (visual arts and käsityö handwork) and Music
12:55–1:55	Science and social studies (FOSS, Project Learning Tree and Massachusetts-framework units), often outdoors
1:55–2:25	Learning Studio: project inquiry
2:25-2:55	ILP Learning Studio block (Reflection, journaling, individual goal planning, advising)
2:55-3:05	Closing meeting and dismissal

In Year 1, Ashby Evergreen Charter School will pilot Community Afternoons as several offerings across the year, scheduled when a suitable partner, project or event is available rather than on a fixed cycle. During a Community Afternoon, students participate in extended, multi-age learning experiences connected to real-world projects and community partnerships. During the afternoon block (12:55 p.m.–2:55 p.m.), students will work alongside vetted community volunteers, local experts, and partner organizations on meaningful projects that benefit both the school and the wider community. Community Afternoons do not automatically create teacher release: collaborative planning during this window occurs only when a funded, written roster identifies qualified replacement educators, safe group sizes and emergency coverage. If that coverage is unavailable, teachers continue their regular instructional responsibilities.

Community partners may include organizations such as the Ashby Land Trust, area Historical Societies, Montachusett Regional Vocational Technical School (Monty Tech), Fitchburg State University, local businesses, artists, craftspeople, farmers, conservation organizations, and other community members with expertise to share.

Projects will be authentic, interdisciplinary, and connected to the curriculum. Rather than completing isolated classroom assignments, students will engage in work that has a meaningful purpose beyond the school walls. Examples may include maintaining the school campus and trails, designing and caring for a community garden, conducting historical research for local exhibits, restoring wildlife habitats, creating public art installations, collecting and analyzing environmental data, documenting local history, or working with community organizations to address real needs within Ashby and the surrounding region. Many partnerships will extend over an entire trimester, allowing students to develop deep knowledge, build lasting relationships with mentors, and experience the satisfaction of contributing to their community.

Community volunteers enrich these learning experiences but do not replace school staff. All volunteers will be appropriately vetted, and licensed educators will retain supervisory responsibility and ensure that required staffing ratios are maintained at all times. Weekly schedules for students and teachers at each grade level are in Attachment 2. Oversight of Community Afternoons will be the responsibility of a designated Community Partnerships Coordinator (a role that may be added to the responsibilities of the Head of School, a teacher or another staff member), who reports to the Head of School. The Coordinator will vet all

community partners and volunteers, maintain written partnership agreements that specify learning objectives, supervision ratios, background-check requirements, and safety protocols, and ensure that every Community Afternoon activity is connected to grade-level standards and to the school's Finnish-inspired pedagogy. Licensed educators will retain supervisory authority at all times, and the Coordinator will conduct at least one observation of each community partner per year. The Board's Academic Accountability Committee will receive an annual report on Community Afternoon programming, including partner participation, supervision compliance, and connections to the curriculum.

Programming beyond the school day

Ashby Evergreen Charter School plans to offer a variety of optional before- and after-school enrichment opportunities that extend our mission of place-based, hands-on learning. Programs may include trail stewardship and outdoor leadership, gardening, fiber arts, visual and performing arts, chess and strategy games, robotics, nature exploration, and other activities that reflect student interests and community expertise. Seasonal community events such as a Harvest Festival, Winter Concert, Spring Research Symposium, and other celebrations will provide opportunities for students and families to share their learning and strengthen the school community. The school also hopes to offer an optional summer nature-based camp to help students maintain academic and outdoor skills while fostering friendships and a continued connection to the school.

We recognize that many families need care beyond the traditional school day. To support working parents and caregivers, the founding group is developing a plan for optional before- and after-school care, most likely with a partner organization. This is a plan in development, not a commitment: it is not part of the school's operating budget, and care will be offered only if it can be staffed and funded outside that budget. As envisioned, the program would offer a safe, engaging environment where students can participate in supervised outdoor play, homework support, creative activities, and enrichment opportunities consistent with the school's educational philosophy.

Looking toward the future, the school also hopes to share its campus with a privately operated preschool program whose educational philosophy aligns with the mission of Ashby Evergreen. While separate from the charter school, a co-located preschool would allow younger children to experience nature-based, play-centered learning from an early age while creating opportunities for age-appropriate interactions between preschool and elementary students. These cross-age experiences would help foster leadership, empathy, and a strong sense of community across the campus while providing families with a seamless educational pathway from the preschool years through middle school.

All programming outside the regular school day will be optional. Participation will never be required for enrollment, attendance, or promotion. Whenever possible, enrichment programs will be offered free of charge or at a minimal cost, with fee waivers available to ensure that every student has the opportunity to participate regardless of financial circumstances.

A typical day from the student perspective (Grade 4)

It is an early spring morning at Ashby Evergreen Charter School. After months of snow and

frozen trails, the forest is beginning to awaken. Maya arrives at school at 8:45 a.m. and, like her classmates, begins the day not by sitting at a desk, but by heading to the trailhead for the morning movement loop. As her class walks briskly through the woods, they notice subtle signs that winter is giving way to spring. Tiny green shoots are pushing through last year's leaves, birds are returning, and the swollen buds on the maple trees hint that warmer days are ahead. Maya quietly points out a patch of trout lilies just beginning to emerge and wonders aloud why they bloom before the tree canopy fills in. Her teacher smiles and encourages the class to think about that question as they continue their walk.

Back in the classroom, the day begins with a Morning Meeting where students greet one another, discuss the day's plans, and practice this month's Social-Emotional Learning focus. Today they are working on respectful disagreement—learning how to question ideas while valuing different perspectives. Students role-play, share examples from their own lives, and leave the meeting feeling connected and ready to learn.

During literacy, Maya participates in an explicit lesson on Greek roots, discovering how understanding word origins helps unlock the meanings of unfamiliar vocabulary. She then joins a small guided reading group working at her instructional level before spending time reading independently. Her teacher conferences with her one-on-one, celebrating her progress while helping her set a new reading goal.

Mathematics follows right after literacy. Rather than solving problems from a worksheet, students analyze real data they collected the previous day during their watershed investigation. Using stream-depth measurements gathered at several locations on campus, Maya creates line plots, looks for patterns, calculates averages, and discusses why certain parts of the stream are deeper than others. Mathematics becomes a tool for answering authentic questions rather than an isolated subject.

Late in the morning, the science block takes the class to the wetland boardwalk. Equipped with boots, collection trays, hand lenses, and digital tablets, students carefully sample aquatic macroinvertebrates that help indicate the health of the stream. Maya gently lifts a small caddisfly larva from the sample tray, sketches it in her field journal, and records observations alongside water temperature and habitat data. She knows that the information her team collects is not simply an exercise for a grade, it will become part of the school's annual State of Our Waters report shared with the Ashby Conservation Commission and other community partners. Her work contributes to real environmental stewardship in her own town.

Later in the afternoon, Maya returns to the classroom to complete her nature journal. She reflects on the changes she observed during the morning hike, recording the first spring wildflowers, the songs of returning birds, and the fresh scent of thawing earth. She sketches several emerging plants and wonders whether the unusually long winter has delayed their appearance compared to previous years. Her observations will become part of an ongoing seasonal record that she and her classmates maintain throughout the year, allowing them to recognize patterns and changes in the local ecosystem over time.

Before dismissal, the class gathers for reflection. Students discuss what they learned, what surprised them, and what new questions they have. One student's observation leads to a conversation about how changing rainfall patterns might affect wetlands. Another wonders whether different insects emerge at different temperatures. Rather than ending the discussion with answers, the teachers help students turn these ideas into questions for future investigation. As Maya heads home, she realizes she has been active throughout the day. She has moved her body multiple times, spent significant time learning outdoors, collaborated with classmates of different ages, read challenging texts, written thoughtfully, applied mathematics to authentic data, conducted scientific fieldwork, and practiced the social and emotional skills that help build a caring community. She has learned through observation, discussion, experimentation, and reflection—not through completing a packet of disconnected worksheets.

Most importantly, Maya loves coming to school. She feels known by her teachers, valued by her classmates, and confident that her ideas matter. She is challenged academically while receiving the support she needs to succeed. She asks thoughtful questions, listens carefully to the questions of others, and understands that learning is something students and teachers do together. Curiosity drives the classroom. Students are encouraged not only to seek answers but to ask better questions, explore multiple perspectives, and investigate issues that matter to their community. This is the educational experience envisioned at Ashby Evergreen Charter School: a school where children are active participants in their own learning, where rigorous academics are woven together with meaningful experiences, where the natural world becomes an extension of the classroom, and where every student develops the knowledge, confidence, resilience, and sense of purpose needed to become a lifelong learner and an engaged citizen.

A typical day from the teacher perspective (Grade 4)

Mr. Rivera arrives at Ashby Evergreen Charter School well before students begin arriving. One of the first things he does each morning is review the previous day's formative assessments, student reflections, and exit tickets. Rather than simply recording grades, he looks for patterns in student understanding. Today he notices that several students struggled to interpret scale intervals on the line plots they created from the previous day's stream measurements. Before students even arrive, he adjusts his mathematics lesson to include a brief review and plans a small-group lesson for the students who need additional support. This process of assessing, reflecting, and adjusting instruction is a natural part of every school day.

At 8:45, Mr. Rivera welcomes his students and leads them on their morning movement hike through the forest. While students enjoy the fresh air and physical activity, he is doing much more than supervising. He listens to their conversations, notices who naturally takes on leadership roles, who may need encouragement to participate, and which students seem especially curious about changes in the natural world. These informal observations help him better understand each child's academic, social, and emotional development and inform future instruction and support.

Back in the classroom, Morning Meeting sets a positive tone for the day. Students greet one another, discuss the day's plans, and practice the month's social-emotional learning focus. Mr. Rivera intentionally creates a classroom culture where every student feels safe to share ideas, ask questions, and make mistakes as part of the learning process.

During literacy, he provides explicit, evidence-based reading instruction while meeting with small groups based on students' instructional needs. As some students work independently or with classmates, Mr. Rivera confers individually with readers, helping them strengthen decoding, vocabulary, comprehension, and writing skills. Because class sizes are intentionally small, he knows each student's strengths, challenges, and interests well and can tailor instruction accordingly.

Outdoor breaks are an important part of the school day, but they are also opportunities for observation and relationship-building. Mr. Rivera watches students collaborate, solve problems, navigate disagreements, and develop friendships. These observations help him identify opportunities to reinforce social-emotional skills and communicate with families and support staff when additional guidance may be beneficial.

During his planning period, Mr. Rivera meets with the special education teacher to prepare for the following day's outdoor investigation. Together they review lesson objectives, discuss accommodations for students with Individualized Education Programs, and ensure that every student will be able to participate meaningfully. They prepare visual supports, modify data collection sheets where appropriate, and identify strategies that allow students with diverse learning needs to access the same rich educational experiences as their classmates. This collaborative planning is built into the school schedule because inclusive education depends on teachers having time to work together.

In the afternoon, Mr. Rivera joins a floating teacher and community partners to facilitate field investigations in the wetlands. Rather than delivering a lecture, he guides students as they ask questions, collect data, solve problems, and make connections across science, mathematics, literacy, and social studies. His role is that of teacher, coach, facilitator, and fellow learner, helping students develop both academic knowledge and the confidence to investigate the world around them.

At the end of the day, Mr. Rivera leads students through a period of reflection. They discuss what they discovered, what challenged them, and what questions they still have. These conversations help students develop metacognitive skills while providing Mr. Rivera with valuable insight into their thinking.

After students leave, the work continues. Mr. Rivera meets with his grade-level and interdisciplinary colleagues to examine student writing, review assessment data, and discuss instructional strategies. Together, they compare student work using common rubrics, identify trends across classrooms, and make adjustments to upcoming lessons. Collaboration is not an occasional event at Ashby Evergreen; it is an essential part of professional practice that ensures students receive a coherent, high-quality educational experience.

Throughout the day, Mr. Rivera exercises professional judgment in hundreds of small decisions: when to challenge a student, when to provide additional support, when to step back and allow productive struggle, and when to connect a student's curiosity to a new learning opportunity. Those decisions are grounded in high academic expectations, informed by ongoing assessment,

supported by collaboration with colleagues, and aligned with the Massachusetts Curriculum Frameworks.

At Ashby Evergreen Charter School, teachers are more than instructors. They are mentors, facilitators, collaborators, naturalists, researchers, and lifelong learners themselves. They build strong relationships with students, work closely with one another, and create learning experiences that are academically rigorous, deeply engaging, and connected to the real world. By providing teachers with protected collaboration time, meaningful professional learning, and the flexibility to respond to students' needs, Ashby Evergreen creates the conditions that allow both educators and students to thrive.

II-B. Curriculum and Instruction

Use of an existing curriculum: identification, rationale, and responsibility

The founding group carefully evaluated several educational models before selecting the curriculum that best supports the mission and vision of Ashby Evergreen Charter School. Our goal was to find a comprehensive, research-informed educational program that reflects the principles of Finnish education, supports place-based and nature-based learning, and can be fully aligned with the Massachusetts Curriculum Frameworks.

One option we explored was developing our own curriculum based on the Finnish National Core Curriculum. Members of the founding group spent considerable time studying Finnish education and considered creating a curriculum from the ground up. While this approach would have allowed complete flexibility, we ultimately concluded that designing, validating, and continuously refining a comprehensive K–8 curriculum would require significant time and resources. We believed our efforts would be better spent implementing a proven instructional model while ensuring that every lesson meets Massachusetts standards.

We also reviewed several well-respected environmental education and project-based learning frameworks, including the National Association for Environmental Education (NAAEE) Guidelines, Eco-Schools, and expeditionary learning models. These approaches contain many practices that align with our educational philosophy and will continue to influence our school culture and instructional practices. However, they are not comprehensive, standards-based curricula designed to meet the needs of a Massachusetts public school.

The applicant’s selected instructional resources are Amplify CKLA for K–5 literacy; Amplify ELA for grades 6–8 literacy; Illustrative Mathematics for K–5 mathematics, with Illustrative Mathematics 6–8 proposed for middle-school mathematics; FOSS for science; and Project Learning Tree Explore Your Environment K–8 for supplementary outdoor inquiry. Social studies and arts will use teacher-developed units aligned to the Massachusetts Curriculum Frameworks. Finnish-inspired teacher autonomy, project-based and phenomenon-based learning, outdoor learning and learner well-being remain at the forefront. These resources support that design rather than define the school’s identity. The proposal is subject to verification of the exact edition and provider, a Massachusetts Framework crosswalk and gap-supplement plan, accessible materials and language supports, assessment review, cost quotations, professional learning and formal Board ratification. The program will provide a coherent learning sequence while teachers

retain professional discretion over grouping, suitable outdoor applications and project connections.

Learning Studio: individualized learning throughout the day. Ashby Evergreen proposes a recurring Learning Studio structure that brings Finnish-inspired teacher autonomy, learner agency, hands-on inquiry and responsive support into daily instruction. The proposed 8:45–3:05 schedule explicitly provides four windows: literacy Studio, (30 minutes); mathematics Studio, (30 minutes); inquiry Studio, (30 minutes); and individualized-goal Studio, (30 minutes). The first three windows are differentiated instruction within the existing ELA, mathematics and project/science allocations; the final window is a separate individualized-goal allocation. The total of 120 daily Studio minutes is counted once within the proposed 310 instructional minutes, not added to the day. All learners participate in flexible teacher-led groups, supervised practice, conferences, enrichment and supported project work. Teachers use current work samples, curriculum assessments and screening evidence to select goals and regroup learners, with brief weekly documentation and a proposed 4–6-week goal review within the ILP process. Studio can occur in the classroom, an accessible outdoor learning area or a separately staffed shared space; it is not a purchased curriculum, permanent ability track or mandatory screen-based learning period. Complete core lesson components remain protected: teachers may adjust the location of embedded Studio time within subject instruction when publisher lesson guidance requires it. The classroom teacher remains responsible for teaching and supervision, so Studio is not teacher preparation time. Additional support staff and parallel indoor/outdoor groups require an approved coverage roster. Studio does not replace required ESL or special education services, which must be separately scheduled with qualified providers and sufficient service minutes.

Our due diligence extended well beyond reviewing promotional materials. Members of the founding group reviewed DESE's CURATE reports and ratings for every K–5 ELA and mathematics curriculum under consideration, examined each publisher's scope and sequence against the Massachusetts Curriculum Frameworks, and consulted independent research on knowledge-building ELA curricula and problem-based mathematics instruction. In addition, we conducted extensive research on Finnish education, place-based education, phenomenon-based learning, and outdoor education to determine how these approaches could best serve the students of our region and how they could be layered onto a systematic core curriculum.

The selected resources support a school-designed Finnish-inspired instructional model: explicit and coherent literacy/mathematics instruction, hands-on FOSS science, Project Learning Tree outdoor inquiry, teacher-developed Massachusetts social studies and arts units, and recurring Learning Studio opportunities. Teachers retain professional discretion over local projects, grouping, location and responsive pacing while maintaining required content, full core lesson components and mandated services. Selection alone does not demonstrate completed alignment or outcomes for all learners.

Science. FOSS is the selected science resource. The curriculum lead, teachers and qualified support staff will identify the edition and module/course sequence for each grade and map it against the Massachusetts Science and Technology/Engineering Framework. Publisher NGSS correlations inform, but do not substitute for, that Massachusetts review. The plan must include physical, life, earth/space science and engineering coverage, complete investigations, materials

and consumables, storage, safety, accessible participation, language scaffolds, assessments and professional development. Teachers retain autonomy to connect FOSS investigations to local phenomena and outdoor projects while preserving required content and lesson components. Inquiry Learning Studio provides differentiated investigation, modeling, science-notebook work, feedback and extension within science/project time. Project Learning Tree Explore Your Environment K–8 is the selected supplementary outdoor-inquiry guide, not a replacement for the core science sequence. Activities will be mapped to grade-level standards and selected for local relevance, safe access and lesson objectives. Formal Board ratification, edition/module selection and the documented Massachusetts crosswalk are pending.

Amplify CKLA, Amplify ELA, and Illustrative Mathematics are established, independently reviewed programs: all three have documented unit-by-unit alignments to college-and-career-ready standards, and Amplify CKLA is already in use in Massachusetts districts. Choosing proven materials lowers, but does not eliminate, implementation risk — the school's remaining task is adapting them to its Finnish-inspired model and to the Massachusetts Frameworks, not building core instruction from scratch. Prior to opening, every unit of all three curricula will still be systematically reviewed and mapped to the Massachusetts Curriculum Frameworks to ensure that all required standards are taught.

Where any gaps are identified, particularly in Massachusetts-specific history and social science content, the school will supplement instruction with high-quality curricular resources, giving preference to materials that have received favorable ratings through the Massachusetts Department of Elementary and Secondary Education's CURATE initiative or other evidence-based instructional resources. Pre-opening readiness will be demonstrated through a dated plan with accountable personnel for the selected publishers' lesson and standards review, the FOSS grade-specific module sequence, PLT activity mapping, teacher-developed social studies and arts units, Learning Studio routines, staff preparation and student-service schedules. No resource selection substitutes for the documented Massachusetts alignment, accessible materials and qualified staffing needed to implement the full program. Finland's success comes from trust in their teachers, and our school will equip teachers with the tools they need to help their students to achieve the curriculum standards.

Curriculum implementation will be continuously monitored through classroom observations, student work, formative and summative assessments, educator feedback, and student achievement data. The leadership team will conduct annual curriculum reviews to evaluate both standards alignment and student outcomes. If evidence indicates that any portion of the curriculum is not producing the desired results for students, that component will be revised or replaced while maintaining the school's overall educational philosophy and instructional approach. This process of continuous improvement reflects our commitment to providing students with an educational program that is both innovative and academically rigorous.

Ashby Evergreen will procure the selected Amplify CKLA and Amplify ELA materials, Illustrative Mathematics K–5 implementation resources and proposed IM 6–8 resources (subject to approval), FOSS science materials and PLT Explore Your Environment K–8 guides/training as needed. Teacher-developed social studies and arts units will be budgeted for development, review, qualified instruction and materials. The Board and school leadership retain governance,

personnel, financial and instructional authority. Publishers and professional-development providers will not manage the school.

Curriculum Oversight and Responsibility

The Head of School will have overall responsibility for curriculum implementation, standards alignment, and continuous improvement, with support from the board and designated instructional leaders. During the planning year, the Head of School and the Director of Curriculum and Instruction will work closely with the founding teachers to complete the alignment of the school's curriculum with the Massachusetts Curriculum Frameworks and to establish the school's curriculum review process.

The Director of Curriculum and Instruction, who will be hired by the Head of School after the charter is granted and will begin full-time by May 1, 2027, will oversee curriculum implementation, standards alignment, curriculum review, and ongoing refinement. Working collaboratively with the Head of School and teaching staff, the Director will use student performance data, classroom observations, educator feedback, and annual curriculum reviews to ensure that the curriculum remains rigorous, engaging, and fully aligned with Massachusetts standards.

Teachers play a central role in this process. While the school provides a coherent curriculum framework, teachers are empowered to design interdisciplinary learning experiences, develop project-based units, adapt instruction to meet the needs of their students, and continually refine lessons based on student learning and assessment data. This collaborative approach ensures consistency across the school while honoring teacher expertise and maintaining the flexibility that is essential to Ashby Evergreen Charter School's place-based, student-centered educational model.

Ashby Evergreen Charter School will establish a formal process for reviewing and monitoring curriculum and instructional materials to ensure that they are culturally and linguistically sustaining, affirming of students and families, and accessible to the diverse learners the school will serve. This process will be aligned with Massachusetts Department of Elementary and Secondary Education (DESE) guidance on culturally and linguistically sustaining practices, Massachusetts Curriculum Frameworks, and applicable state requirements.

The culturally and linguistically sustaining curriculum review will be conducted by a standing Curriculum Review Team composed of the Head of School (chair), the Director of Curriculum and Instruction, the lead grade-band teachers, the ESL teacher, and the special education coordinator. The team will review all core and supplemental materials against the criteria below before adoption and annually thereafter, and will document its findings, decisions, and any corrective actions in a written report to the Board’s Academic Accountability Committee. The review will use a rubric adapted from DESE’s guidance on culturally responsive teaching and from the CURATE classroom-application criteria for accessibility and usability.

Responsibility for Review

The Head of School will have primary responsibility for ensuring that curriculum materials meet these expectations. Teachers will be responsible for evaluating the materials they use in their

classrooms and for identifying additional resources needed to ensure that students see themselves, their families, their communities, and the broader world represented meaningfully in the curriculum.

During curriculum adoption and annual curriculum review, the Head of School, Director of Curriculum and Instruction, and teaching staff will use a common review process to examine core and supplemental materials. When appropriate, the school will seek input from families, community members, specialists, and educators with relevant expertise, including expertise in English learner education and special education.

The Board of Trustees will provide governance-level oversight by reviewing the school's curriculum review process and receiving periodic reports regarding curriculum quality, student access, and identified needs. The Board will not determine the content of individual lessons or materials, but will ensure that the school has an effective process for meeting its educational and equity commitments.

Review Criteria

Curriculum and instructional materials will be reviewed for:

- meaningful and accurate representation of students from diverse racial, ethnic, cultural, linguistic, socioeconomic, family, and ability backgrounds;
- opportunities for students to see their own identities, experiences, communities, and languages reflected in the curriculum;
- opportunities for students to encounter and learn from perspectives and experiences different from their own;
- avoidance of stereotypes, tokenism, deficit-based representations, and materials that marginalize or exclude particular groups;
- appropriate representation of historically underrepresented voices and perspectives;
- accessibility for English learners and students with disabilities;
- opportunities for students to use and develop language as an asset to learning;
- alignment with Massachusetts Curriculum Frameworks and high-quality instructional practices; and
- age-appropriateness, accuracy, and relevance to the students and communities served by Ashby Evergreen.

Where available, the school will prioritize high-quality curriculum materials that have been reviewed through recognized quality-review processes. DESE's curriculum resources and review criteria will be used as an additional reference when evaluating materials.

Ongoing Monitoring and Improvement

Cultural and linguistic responsiveness will not be treated as a one-time curriculum adoption exercise. Teachers and school leadership will review curriculum annually and will use classroom observations, student work, student and family feedback, and relevant student demographic and achievement data to identify gaps or areas for improvement.

Students and families will have meaningful opportunities to provide feedback about whether the curriculum and school environment reflect and respect their identities, cultures, languages, and

experiences. Feedback will be incorporated into the school's annual curriculum review and school improvement process.

When a curriculum or instructional resource is determined not to meet the school's standards, the school will take corrective action. This may include supplementing the material with additional perspectives or resources, modifying instructional practices, replacing individual materials, or reconsidering the curriculum during the next adoption cycle.

Professional Learning

Ashby Evergreen will provide professional learning that builds educators' capacity to evaluate and implement curriculum through a culturally and linguistically sustaining lens. Professional learning will include understanding students' cultural and linguistic assets, recognizing bias and deficit-based assumptions, selecting inclusive instructional materials, supporting English learners, and creating classroom environments in which students feel seen, valued, and held to high expectations.

Through this process, Ashby Evergreen will ensure that culturally and linguistically sustaining practice is an ongoing responsibility shared by school leadership and educators, rather than a general aspiration or reliance solely on DESE guidance. The school's approach reflects DESE's expectation that educators develop the knowledge and capacity to serve diverse learners effectively and create affirming learning environments.

Alignment to the Massachusetts Curriculum Frameworks

Because the Massachusetts Comprehensive Assessment System (MCAS) is based on the Massachusetts Curriculum Frameworks, ensuring complete alignment with those standards is essential to our educational program and our accountability for student achievement.
Before opening, the curriculum lead will produce grade-by-grade Massachusetts-framework crosswalks and a complete scope/sequence for Amplify CKLA K–5, Amplify ELA 6–8, Illustrative Mathematics K–5 and proposed IM 6–8, the selected FOSS modules/courses, PLT outdoor-inquiry activities, and teacher-developed social studies and arts units. Health/PE, world language and digital literacy/computer science also require explicit framework coverage, qualified instruction and schedules. Gaps will have named supplemental resources or developed units, responsible staff, assessments and dated completion milestones. Where gaps are further identified, the school will supplement instruction with high-quality instructional resources, giving preference to materials that have received favorable ratings through DESE’s CURATE initiative.

Teachers will use backward design to develop interdisciplinary units and projects, beginning with the Massachusetts standards and desired learning outcomes before planning instructional activities and assessments. This process ensures that every project-based learning experience intentionally addresses required standards rather than relying on incidental coverage.
Curriculum alignment will be an ongoing, collaborative process. Teachers will participate in summer curriculum institutes before each school year begins, meet regularly in grade-level and vertical curriculum teams throughout the year, and engage in weekly collaborative planning to review student work, strengthen instructional practices, and ensure that learning progresses logically from one grade level to the next.

Each spring, school leaders and teachers will conduct a comprehensive curriculum review to determine how effectively the taught curriculum reflects the written curriculum and whether students are mastering Massachusetts' standards. This review will include analysis of classroom assessments, student portfolios, benchmark assessments, MCAS results, and other measures of student achievement. Student performance data will be examined for the school as a whole and for individual student groups to ensure equitable outcomes and to identify areas where curriculum or instruction should be strengthened.

In addition, instructional materials, literature, learning experiences, and community projects will be reviewed regularly to ensure they reflect culturally and linguistically sustaining practices consistent with guidance from the Massachusetts Department of Elementary and Secondary Education. We believe students learn best when they see themselves, their communities, and diverse perspectives reflected in the curriculum while also developing an appreciation for cultures, histories, and experiences beyond their own.

Ashby Evergreen Charter School does not propose to diverge from the Massachusetts Curriculum Frameworks in any subject area. Rather, our goal is to deliver those standards through an engaging, interdisciplinary, place-based educational model that connects rigorous academics with meaningful real-world experiences.

Course of study by grade band

Ashby Evergreen Charter School will provide a comprehensive K–8 academic program aligned with the Massachusetts Curriculum Frameworks. Physical education will be provided as a required subject in all grades in accordance with G.L. c. 71, § 3, and the school will ensure that its schedule, staffing, and facilities support compliance. Detailed scope and sequence documents, including standard-by-standard alignment, will be developed through the curriculum crosswalk process prior to opening. The following describes the overall educational experience and progression across grade bands.

Primary Grades (K–2)

In the primary grades, students will develop strong academic foundations while building curiosity, confidence, and a connection to the natural world through explicit instruction, guided practice, and developmentally appropriate hands-on learning.

English Language Arts instruction will include daily explicit, systematic foundational skills instruction in phonemic awareness, phonics, decoding, and fluency consistent with Massachusetts literacy guidance. This foundational work will be paired with rich experiences with literature, read-alouds, oral language development, writing, and student-created nature journals. Students will learn to see reading and writing as tools for understanding and communicating about the world around them.

Mathematics instruction will build conceptual understanding through a concrete-representational-abstract approach. Students will develop skills in counting, number sense, place value, operations, measurement, geometry, and data analysis through daily math routines, hands-on exploration, and authentic outdoor applications. The campus itself will serve as a living

mathematics laboratory where students measure, compare, estimate, collect data, and solve problems.

Science instruction will follow the Massachusetts K–2 Science and Technology/Engineering standards and will be supported by intentional, grade-level-aligned units and assessments. Students will investigate weather patterns, plant and animal structures and life cycles, properties of matter, and forces such as pushes and pulls through direct observation and exploration of the school campus. Seasonal changes in the forest, wetlands, and gardens will provide ongoing opportunities for scientific inquiry.

History and Social Science will follow the Massachusetts 2018 Frameworks, with units planned to ensure systematic coverage of civics, local history, geography, and the development of key disciplinary skills. Students will explore local government and community systems through visits and partnerships with nearby resources including Ashby's Town Hall, fire and police departments, and the Ashby Free Public Library.

World Language, art, music, movement, health, and physical education will be integrated throughout the school day, supporting creativity, physical development, collaboration, and whole-child learning. World Language. Beginning in Year 3, when grade 6 opens, a licensed Spanish teacher will teach Spanish in grades 6–8 as one area of the middle-grades specials rotation, so the weekly schedules keep the same time blocks and the rotation's offerings change. In kindergarten through grade 5, language exploration is embedded throughout the day through greetings, songs, stories and outdoor vocabulary in the languages of the school community, which also supports the school's approach to English learners (II-D). Instruction will follow the Massachusetts World Languages Curriculum Framework and will emphasize oral communication, cultural understanding, and the Finnish value of multilingualism as a strength. The Arts. Visual art (with käsityö handwork) and music are taught in the integrated specials rotation by floating teachers in every grade, each for 40 minutes every third school day, in addition to arts integration within interdisciplinary projects. The arts program will follow the Massachusetts Arts Curriculum Framework and will emphasize process, critique, and public exhibition of student work. Health and Physical Education. Health education and physical education will be provided as required subjects following the Massachusetts Comprehensive Health and Physical Education Framework. They are taught together in the Movement and Wellness area of the specials rotation, led by a floating teacher, for 40 minutes every third school day (about 40 hours a year), outdoors when weather allows; daily morning movement, outdoor learning and recess add further physical activity. Physical education will use the school's fields, playground and outdoor spaces and daily outdoor time, and health education will include nutrition, social-emotional health, safety, and the school's Farm to Table program. Digital Literacy and Computer Science. Digital literacy and computer science will follow the Massachusetts DLCS Framework and will be taught within core subjects and projects rather than as a separate class. Before opening, the Director of Curriculum and Instruction will map each DLCS standard to the unit or project where it is taught and assessed, so coverage is documented for every grade. In the early grades, instruction will follow an outdoor-first and unplugged-first approach consistent with Finland's 2022 digital-skills guidance, with devices introduced in short, purposeful sessions.

Upper Elementary Grades (3–5)

In grades 3–5, students transition from learning foundational skills to using those skills as tools for deeper investigation, research, and problem-solving.

English Language Arts instruction emphasizes reading to learn through literature studies, nonfiction exploration, research projects, and writing across genres. Students will develop skills in narrative, informative, and opinion writing while continuing explicit instruction in vocabulary, morphology, fluency, and comprehension. Students will use community resources, including the Ashby Free Public Library and local historical archives, to conduct authentic research and communicate their findings.

Mathematics instruction progresses through multiplication and division, fractions, decimals, measurement, data analysis, and early expressions and equations. Mathematical concepts will be regularly applied through field studies, environmental investigations, design challenges, and real-world problem solving.

Science follows the Massachusetts grades 3–5 Science and Technology/Engineering standards through long-term investigations of the school campus. Students will maintain research areas and collect data over multiple years, allowing them to observe ecological patterns, analyze change over time, and contribute to ongoing campus research projects.

History and Social Science follow the Massachusetts progression, including Massachusetts and local history in grade 3, North American geography in grade 4, and early United States history in grade 5. Students will engage with primary sources and community partners, including the Ashby Historical Society, and participate in living-history experiences connected to local sites such as the Ashby Free Public Library and Grange Hall.

Arts units will include visual arts and music, with other Massachusetts Arts Framework domains mapped for appropriate grade-level coverage; qualified staff, materials, instruction and assessments remain necessary even though the units are teacher-developed. Learning Studio supports source analysis, project conferences, creative process, feedback, revision and enrichment without replacing protected subject instruction. Teachers will submit unit maps and sample assessed units for review before opening, with ongoing review of coverage and student work.

Music, health, physical education, and outdoor education continue as essential components of the student experience.

Middle School Grades (6–8)

The middle school program prepares students for high school while maintaining Ashby Evergreen's commitment to inquiry, interdisciplinary learning, and authentic community connections.

English Language Arts in grades 6–8 emphasizes increasingly complex texts, evidence-based analysis, argument writing, research, media literacy, and formal communication. Students will create authentic products for real audiences, including trail guides, conservation reports, community exhibits, presentations, and publications.

Mathematics progresses through ratios and proportional reasoning, the rational number system, expressions and equations, functions, geometry, statistics, and preparation for Algebra I. Students will apply mathematical thinking through authentic data sets generated from long-term campus ecological studies and community-based investigations.

Science instruction follows the Massachusetts grades 6–8 Science and Technology/Engineering standards through integrated studies of earth, life, and physical sciences. Students will participate in regional field research connected to the Monadnock region, using the natural environment as a setting for investigation, analysis, and scientific communication.

History and Social Science includes world geography, ancient civilizations, and civics. Grade 8 students will complete the required student-led civics project established through Chapter 296 of the Acts of 2018. The school's proximity to Ashby Town Hall provides a unique opportunity for students to observe and engage with local government as part of their civic learning.

Digital Literacy and Computer Science will be taught within core subjects and projects, following the same DLCS standards map, with opportunities for students to collect, analyze, and communicate information using digital tools. Students will use technology for research, data analysis, design, and publication while developing responsible digital citizenship skills.

World language exposure, visual and performing arts, health, physical education, and outdoor learning will continue throughout middle school, providing students with a balanced and rigorous educational experience.

Across all grade levels, Ashby Evergreen Charter School's course of study combines academic rigor with meaningful experiences. Students will not only learn required content and skills, but will apply that learning through investigation, collaboration, creativity, and service to their community.

Signature Place-Based Integrated Projects (Illustrative)

- **Seasons and Cycles (K–1):** Students engage in yearlong observation of the same forest plots, wetlands, and pond edge areas, documenting seasonal changes through drawings, emergent writing, nature journals, and class-generated data. Product: A class-published *"Year on Our Land"* almanac capturing the changing landscape through the students' observations and discoveries will be available at the library for community viewing.

- **Community Builders (1–2):** Students explore the systems and people that make their community function through walking field studies to Ashby Town Hall, the fire station, police department, and library. Students create a working classroom model of a town, exploring civic roles and responsibilities. Product: *"Who Keeps Ashby Running?"* — a student-created exhibit displayed at the Ashby Free Public Library.

- **Our Town, Our History (Grade 3):** Students investigate local history through primary sources, archival research, and interviews with community members in partnership with the Historical Societies of Ashby, Fitchburg, Townsend, and Pepperell, as well as a partnership with Freedom's Way. Students learn how local stories connect to larger historical themes. Product: A student-researched historical walking tour of the Ashby Town Common and surrounding community landmarks.

- **Watersheds and the Web of Life (Grades 4–5):** Students conduct comparative field studies of campus waterways and regional ecosystems, including Willard Brook and Trap Falls. Through long-term data collection, students examine water quality, biodiversity, and the relationships among living systems. Product: An annual *"State of Our Waters"* report shared with the Ashby Conservation Commission, contributing to a growing longitudinal community environmental dataset.

- **From Farm to Table (Grades 2–6):** Students explore plant biology, soil health, pollinators, food systems, nutrition, and agricultural economics through partnerships with local farms, community gardeners, and the school garden. Students investigate how food moves from seed to table and how communities support sustainable food systems. Product: A student-managed harvest market and community meal showcasing student-grown and locally sourced foods.

- **The Monadnock Ecology Project (Grades 6–8 Capstone):** Students participate in a multi-year ecological research experience that increases in complexity as they progress through middle school. Grade 6 students conduct campus-based ecological transects; grade 7 students examine human impact and trail ecology on Mount Watatic; and grade 8 students conduct comparative alpine ecology studies on Mount Monadnock. Product: A public student research symposium where students present their findings to families, community partners, and local experts.

- **Civics in Action (Grade 8):** Students complete the state-required civics project through direct engagement with local government and community issues. Students research public questions, analyze local needs, and develop proposals for meaningful civic action. Product: Presentations to the Select Board, research on local warrant articles, community accessibility audits, and public forums hosted at the Ashby Free Public Library.

Learning Environment and Pedagogy

Ashby Evergreen Charter School will utilize a variety of learning environments designed to support inquiry, collaboration, creativity, and connection to the natural world. Learning will take place in flexible indoor classrooms, dedicated outdoor learning spaces, and community settings. Outdoor classrooms will include a covered pavilion, fire circle, gardens, wetland boardwalk, forest study areas, and campus research plots that allow students to observe, investigate, and learn from their surroundings throughout the year. Community venues, including local organizations, public spaces, and partner sites, will further extend learning beyond the school walls.

Technology will be used intentionally to support research, data collection, analysis, and communication, while preserving substantial opportunities for hands-on learning and direct

interaction with the natural world. Students will use technology when it enhances inquiry, research, data collection, analysis, and communication. Examples include scientific probes, GPS tools, digital photography, data analysis platforms, and student publishing tools aligned with the Massachusetts Digital Literacy and Computer Science Frameworks. At the same time, Ashby Evergreen will preserve significant opportunities for hands-on exploration, conversation, creativity, movement, and direct interaction with the natural world. Particularly in the early grades, students will experience substantial screen-free learning as they build foundational academic, social, emotional, interpersonal, and physical skills.

Instructional practices will reflect a developmental progression that honors how children learn best at different stages and will be differentiated to ensure access for multilingual learners, students with disabilities, and students performing above or below grade level.

In the early grades, students will engage across the full play continuum, including free play, inquiry-based play, collaboratively designed play, playful learning experiences, and purposeful learning games. Through play, students develop creativity, problem-solving skills, communication, self-regulation, and the ability to collaborate with others.

As students mature, instruction will gradually shift toward increasingly sophisticated forms of inquiry and application, including structured investigations, simulations, design challenges, interdisciplinary projects, and expeditionary learning experiences. Students will continue to ask questions, investigate authentic problems, and apply their learning in meaningful contexts.

While Ashby Evergreen embraces inquiry and student-driven exploration, the school also recognizes the importance of explicit, evidence-based instruction. Teachers will provide direct instruction whenever research supports that approach, particularly in foundational literacy, mathematics, and other areas where students benefit from carefully sequenced skill development. For example, early literacy instruction will include systematic and explicit instruction in phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension.
The result will be a learning environment that combines academic rigor with curiosity, creativity, and real-world application, where students are supported in becoming capable readers, critical thinkers, problem solvers, collaborators, and engaged members of their community.

A responsive general education classroom for all learners

Ashby Evergreen Charter School is designed to serve a diverse, lottery-based student population by providing multiple layers of support that ensure every student has access to a rigorous, engaging, and appropriately challenging education.

Universal Design for Learning (UDL):

Universal Design for Learning principles will guide instructional planning across all classrooms. Teachers will provide multiple ways for students to access information, demonstrate understanding, and engage with learning. The school's emphasis on movement, outdoor learning, hands-on investigation, collaboration, and multi-sensory experiences serves as a natural universal support for many learners, particularly students who may struggle in traditional sedentary

classroom environments. By providing varied pathways into learning, the school creates an environment where students with different strengths, learning styles, and needs can succeed.

Multi-Tiered System of Support (MTSS):

Ashby Evergreen Charter School will implement a comprehensive Multi-Tiered System of Support to identify student needs early and provide timely intervention. All students will participate in regular academic screening, including reading assessments three times per year using a DESE-approved early literacy screener in grades K–3, as required, as well as mathematics assessments. A Student Support Team will meet weekly to review student progress, identify areas of concern, and connect students with appropriate evidence-based interventions. Students requiring additional support will receive targeted Tier 2 interventions or more intensive Tier 3 interventions with progress monitoring to evaluate effectiveness. These supports will be provided alongside any special education referral process, never as a prerequisite for one, ensuring that students receive assistance as soon as a need is identified.

Individualized Learning and Growth:

Every student's Individual Learning Plan (ILP) will document the student's current levels of performance, goals, interests, strengths, and instructional strategies being used to support growth. ILPs will help teachers understand each learner as an individual and create a clear pathway for academic, social, and personal development.

The school's flexible, multi-age, skill-based grouping model allows students to receive instruction at their level of readiness in different subject areas. A student may receive additional support in one area while advancing beyond grade-level expectations in another. Students who demonstrate advanced readiness will receive appropriate challenges through curriculum compacting, accelerated mathematics pathways, deeper inquiry opportunities, and enrichment experiences rather than repeating content they have already mastered.

Students who enter Ashby Evergreen below grade level will receive the same thoughtful, individualized approach. Their learning plans will focus on targeted skill development, evidence-based intervention, frequent progress monitoring, and regular review. Through skill-matched groups, targeted supports, and trimester ILP reviews, students will be supported in making meaningful growth toward grade-level expectations.

Ashby Evergreen's goal is not simply to accommodate differences among learners, but to design a school where those differences are expected, understood, and supported. Every student will be known well, challenged appropriately, and provided with the tools and relationships needed to thrive.

Professional collaboration, development, and evaluation

Ashby Evergreen Charter School recognizes that strong student outcomes depend on strong educators. The school will establish a culture of continuous professional growth through collaboration, reflection, coaching, and evidence-based improvement. Professional development

will not be viewed as a one-time activity, but as an ongoing process embedded into the daily and yearly rhythm of the school.

Teachers will have dedicated time for collaboration through weekly grade-band common planning meetings, facilitated by the lead grade-band teacher, where educators will review student work, analyze assessment data, plan interdisciplinary learning experiences, and develop strategies to meet the needs of individual students.

Before the opening of the school, the founding faculty will participate in an intensive Pre-Opening Professional Learning Institute guided by the founding group's professional development plan. This institute will establish a shared understanding of the school's mission, educational philosophy, curriculum framework, multi-age instructional model, assessment practices, differentiated instruction, and systems for supporting students with disabilities and multilingual learners. Faculty will collaboratively develop curriculum maps, align learning objectives and assessments, establish instructional routines, review student data and anticipated learning needs, and prepare the materials, learning environments, and procedures necessary for a successful opening. Professional learning will combine whole-faculty sessions, small-cohort collaboration, independent and asynchronous preparation, and hands-on planning and practice, allowing educators to work collectively on shared priorities while completing role-specific and grade-level tasks in smaller groups.

In subsequent summers, educators will participate in a Summer Curriculum and Instruction Institute to strengthen instructional practice, refine curriculum, analyze student learning data, evaluate the effectiveness of instructional strategies, and prepare for the coming school year. Activities will include collaborative curriculum development, assessment calibration, instructional planning, review of student progress, refinement of intervention and enrichment strategies, and preparation of individualized learning plans and portfolios. The institute will build on lessons learned during the school year and establish clear instructional priorities, shared expectations, and coordinated supports for the year ahead. Professional learning will be structured flexibly, combining faculty-wide collaboration, small-cohort work, and asynchronous preparation to ensure that educators have meaningful opportunities for both collective planning and focused individual work.

Ashby Evergreen Charter School will deliver professional learning through a three-tier model designed by the founding group around the Finnish principle of teacher professionalism and trust. Tier 1 comprises support on the selected CKLA/Amplify ELA, IM K–5 and proposed IM 6–8 programs, FOSS investigation and assessment routines, PLT outdoor instruction, teacher-developed Massachusetts social studies and arts units, and the four-window Learning Studio model. Tier 2 comprises leadership-led implementation training, live coaching webinars, and classroom-embedded coaching cycles. Tier 3 comprises an embedded educator performance evaluation system aligned to the Massachusetts Educator Evaluation Framework. In addition, educators will receive Massachusetts-specific professional development in areas essential to serving all learners, including structured literacy, Universal Design for Learning (UDL), Sheltered English Immersion (SEI), special education inclusion practices, and other areas identified through ongoing needs assessment.

The school will establish a culture of continuous professional growth through collaboration, reflection, coaching, and evidence-based improvement, with clear expectations for instructional quality and implementation fidelity. Teachers will be encouraged to observe one another's classrooms, share effective practices, and learn together as a professional community. Because Ashby Evergreen's instructional model depends on interdisciplinary and place-based learning, collaboration among educators will be essential to ensuring a consistent and high-quality student experience.

Professional development priorities will be determined through multiple sources of evidence, including:

- instructional observation and coaching trends;
- student screening, benchmark, and achievement data;
- patterns identified through educator evaluation goals; and
- an annual staff professional learning survey.

The Head of School will synthesize these sources, in collaboration with faculty, to develop an annual professional development plan aligned to student needs, school priorities, and Massachusetts requirements.

Educator evaluation at Ashby Evergreen Charter School will follow the Massachusetts Educator Evaluation Framework (603 CMR 35.00). The evaluation process will include educator self-assessment, goal setting, announced and unannounced classroom observations, collection of evidence related to instructional practice and student learning, formative feedback, and summative ratings. The Head of School, supported by instructional leadership, will be responsible for ensuring that evaluations are fair, evidence-based, and focused on professional growth.

Through intentional collaboration, targeted professional learning, and a strong culture of reflection, Ashby Evergreen will create an environment where educators continue to grow as professionals and where students benefit from consistently improving instructional practice.

II-C. Student Performance, Assessment, and Program Evaluation

Assessment philosophy

At Ashby Evergreen Charter School, assessment exists primarily to improve student learning and secondarily to demonstrate accountability to families, the board, and the Commonwealth. Assessment is not viewed as an endpoint or simply a measure of performance, but as an essential tool that helps educators understand what students know, identify areas for growth, and adjust instruction to ensure every student is successful.

The school will fully comply with all Massachusetts assessment and accountability requirements, including MCAS assessments in English Language Arts and Mathematics in grades 3–8, Science and Technology/Engineering MCAS in grades 5 and 8, ACCESS for English Learners, and required early literacy screening in the primary grades. Ashby Evergreen Charter School is committed to strong academic achievement and meaningful growth for all students, including every student subgroup.

Our assessment approach begins with the belief that the strongest predictor of student success is excellent daily instruction. Teachers will use ongoing formative assessment, classroom observations, student discussions, student work, conferences, and performance-based assessments to understand student progress and respond quickly to individual needs. Assessment information will guide flexible grouping, targeted intervention, enrichment opportunities, and instructional planning.

Students will also demonstrate learning through authentic performance tasks connected to the school's place-based and interdisciplinary approach. Examples include scientific field reports, research presentations, student publications, exhibitions, portfolios, community projects, and demonstrations of learning. These experiences allow students to apply knowledge and skills in meaningful contexts while providing educators with rich evidence of student understanding. The school will maintain a balanced assessment system that includes formative assessments, benchmark assessments, ILP reviews, performance tasks, portfolios, and state assessments, all of which will be used to monitor student progress and inform instruction. Data from these sources will be reviewed regularly by teachers and school leaders to identify trends, celebrate progress, and determine where additional support or instructional adjustments are needed.

Mastery of Massachusetts standards is the goal, and student learning will be monitored against those standards at the classroom, grade, subgroup, and school levels. MCAS serves as one important measure of accountability and provides an external indicator of how well students are meeting state expectations, particularly when analyzed alongside formative and benchmark data. However, Ashby Evergreen Charter School will not narrow learning to test preparation. Instead, the school will focus on building strong foundational skills, deep conceptual understanding, critical thinking, creativity, collaboration, and the ability to apply learning in authentic situations.

Through a combination of excellent instruction, responsive assessment practices, and meaningful demonstrations of learning, Ashby Evergreen will ensure that students are prepared not only to succeed on state assessments, but also to become confident, capable, and engaged lifelong learners.

The integrated assessment system

Layer	Instruments	Frequency	Primary use
Continuous formative	Observation records, discussion, independent work, exit tickets, Learning Studio goal notes	Daily; weekly review	Immediate instructional adjustment; regrouping; enrichment; reteach
Curriculum-embedded	Unit assessments (CKLA K–5, Amplify ELA 6–8, IM K–5 and proposed IM 6–8; FOSS) data; Project rubrics from backward-designed aligned teacher-unit tasks	Per lesson/unit	Grade-level standards mastery verification; audit evidence; complete core instruction

Portfolio	Dated student work, projects, reflections, and common-rubric evidence	Ongoing; Trimester synthesis	Growth documentation; student ownership; family reporting
Benchmark / screening	Screeners: Reading — DIBELS 8 (K-3; 4-5 as needed); Mathematics — Acadience Math (K-6); Mathematics, grades 7–8 — Illustrative Mathematics 6–8 unit assessments, alongside MCAS Benchmarks: Amplify CKLA unit assessments (K-5); Amplify ELA (6-8) unit assessments; and Illustrative Mathematics (K-8) unit assessments; FOSS investigations and assessments (K-8)	3×/year; progress monitoring as indicated	MTSS tiering; growth monitoring; promotion evidence; risk identification
ILP / Learning Studio review	Documented goals, evidence, support, and review with student and family	Weekly notes; 4-6 week Studio goals; Trimester family review	Individualization and responsive instruction, coordinated follow-through; family partnership
State	MCAS ; ACCESS for ELLs, WIDA; any other applicable identification screener	Annual / as required	State accountability; cohort and subgroup analysis

Promotion policy

Student advancement will be based on demonstrated mastery of Massachusetts standards and a comprehensive understanding of each student's academic growth, strengths, and areas for continued development.

Teachers will regularly assess student progress using a combination of standards-aligned assessments embedded within instructional units, teacher-created assessments, student work products, classroom observations, and portfolio reviews. These assessments will occur at three formal assessment points each year and will inform each student's Individual Learning Plan (ILP), including current skill levels, goals, instructional strategies, and next steps.
Because Ashby Evergreen uses flexible, multi-age, skill-based learning groups, students will have opportunities to progress at different rates in different subject areas. A student may be working above grade level in mathematics while receiving additional support in literacy, or may advance to a different instructional group when ready. Learning group placement will be reviewed after each assessment period and adjusted to ensure that students receive instruction that matches their current readiness while continuing to work toward grade-level expectations.

These flexible instructional groupings are designed to provide appropriate challenge and support for every learner. They are not a replacement for grade-level accountability. Each student will continue to be assessed on grade-level Massachusetts standards through classroom assessments, benchmark assessments, and required state assessments, including MCAS. Skill-based instruction allows teachers to provide targeted support, accelerate learning, and close gaps while maintaining high expectations for all students.

Formal grade-level designation will progress annually with a student's cohort and will follow Massachusetts requirements for enrollment reporting, state accountability, and assessment administration. Grade retention will be considered only in rare circumstances and will never be based on a single assessment result. Any decision regarding retention will involve careful review of multiple sources of evidence, documented interventions, progress data, the student's social-emotional development, and collaboration with the student's family. The Head of School will make final decisions regarding retention after ensuring that appropriate tiered supports and interventions have been provided.

Ashby Evergreen's goal is not simply for students to advance through grades, but for each student to make meaningful progress as a learner. By combining high expectations with individualized instruction, regular assessment, and responsive support, the school will ensure that every student has the opportunity to grow, succeed, and reach their full potential.

Exit standards by grade grouping

Ashby Evergreen Charter School has established clear expectations for student achievement at the end of each instructional band. These exit standards describe the knowledge, skills, and dispositions students are expected to demonstrate as they progress through the school. Detailed rubrics and performance indicators will accompany the Accountability Plan. These standards are not intended to represent a single test or measure of achievement. Rather, they reflect a comprehensive picture of student growth using multiple sources of evidence, including standards-aligned assessments, student portfolios, authentic performance tasks, teacher observations, and student-led presentations.

Ashby Evergreen will define “essential standards” for each grade and subject as the priority standards identified through a backward-design process facilitated by a Massachusetts-licensed curriculum consultant before the school opens. Priority standards will be selected using four criteria: (1) endurance, meaning knowledge and skills students will need well beyond the current grade; (2) leverage, meaning standards that support learning across multiple disciplines; (3) readiness, meaning foundational skills and knowledge needed for success in the next grade; and (4) alignment with MCAS assessment boundaries. Mastery will be determined through at least two measures, typically a CKLA or Illustrative Mathematics unit assessment and an authentic performance task or portfolio entry. The 80 percent threshold reflects the school’s belief that students should demonstrate solid command of the large majority of priority standards before advancing, while allowing for the reality that students may still be developing mastery of a small number of standards without being unready for the next grade. The full list of priority standards per grade and subject, and the specific measures used to determine mastery of each, will be published in the Appendix before the school opens.

Primary Band Exit Expectations (End of Grade 2)

By the end of grade 2, students will demonstrate foundational academic skills and learning habits necessary for continued success in the upper elementary grades. Students will:

- Demonstrate benchmark performance on required early literacy assessments;
- Read grade-appropriate decodable and increasingly complex texts with accuracy, fluency, and comprehension;
- Write short informative, narrative, and opinion pieces using developmentally appropriate conventions;
- Demonstrate foundational mathematics understanding, including addition and subtraction fluency within 20 and place-value understanding through 1,000;
- Apply mathematical thinking through problem solving, measurement, and data activities;
- Complete a primary portfolio demonstrating growth across literacy, mathematics, science, and place-based learning; and
- Present their learning through a student-led conference with families and teachers.

Upper Elementary Band Exit Expectations (End of Grade 5)

By the end of grade 5, students will demonstrate readiness for the increased independence and academic complexity of middle school. Students will:

- Demonstrate proficiency in approximately 80% of essential grade-band standards in English Language Arts and mathematics, as documented through unit assessments, student work, and portfolio evidence;
- Read and analyze a range of literary and informational texts, conduct research, and communicate ideas through written and oral presentations;
- Apply mathematical concepts to problem solving, data analysis, and real-world investigations;
- Maintain a multi-year campus research plot log documenting observations, data collection, analysis, and reflection;
- Complete interdisciplinary projects demonstrating scientific inquiry, collaboration, and communication skills; and
- Present a learning portfolio to families and teachers demonstrating academic growth, accomplishments, and readiness for middle school.

Grade 8 Completion Expectations

By the completion of grade 8, students will demonstrate readiness to successfully transition to the high school of their choosing. Students will:

- Demonstrate proficiency in approximately 80% of essential standards in English Language Arts, mathematics, and science through assessments, projects, portfolios, and other evidence of learning;
- Analyze complex texts, develop evidence-based arguments, conduct research, and communicate effectively in multiple formats;
- Apply mathematical reasoning through increasingly complex concepts, including preparation for high school-level mathematics;

- Complete the Monadnock Ecology Project capstone, including field research, data analysis, written reporting, and a public symposium presentation;
- Complete the Massachusetts-required civics project, engaging with local government and demonstrating the ability to research issues, evaluate information, and participate meaningfully in civic life; and
- Demonstrate the independence, critical thinking, collaboration, and self-advocacy skills needed for success in high school and beyond.

Ashby Evergreen Charter School defines student readiness not only by what students know, but by what they are able to do with that knowledge. These exit standards reflect our commitment to developing students who are academically prepared, curious, confident, resilient, and ready to contribute to their communities.

Homework philosophy

Ashby Evergreen Charter School believes that homework should serve a clear educational purpose. Consistent with the Finnish educational model, which emphasizes focused learning during the school day while protecting time for family, rest, play, and exploration, homework will be limited, meaningful, and never assigned simply as busywork.

In grades K–4, homework expectations will focus primarily on daily reading, either independently or with family support. Students may also occasionally be invited to complete family-connected extensions of classroom learning, such as interviewing a family member about local history, observing seasonal changes in the natural world, recording observations of the night sky, or contributing information to an ongoing class investigation. These activities are designed to strengthen connections between school, home, and community rather than create additional academic burdens.

In grades 5–8, homework will continue to be purposeful and connected to learning goals. Assignments may include independent reading, completion of project-based work, preparation for presentations, or targeted practice of skills when a teacher determines that additional practice will benefit an individual student. Homework expectations will generally follow the commonly used guideline of no more than approximately ten minutes per grade level per night.
Ashby Evergreen recognizes that childhood development depends on more than academic work. Time outdoors, unstructured play, family relationships, community involvement, and adequate sleep are essential components of healthy development and support students' ability to learn. The school will intentionally protect this balance by ensuring that homework does not unnecessarily compete with these important experiences.

Teachers will communicate homework expectations clearly and consistently with students and families. No required homework assignment will depend on materials, technology, transportation, or resources that some families may not have access to. When additional support or resources are needed, the school will provide appropriate alternatives.

Through a thoughtful approach to homework, Ashby Evergreen seeks to develop students who are curious, independent, responsible learners while honoring the importance of childhood beyond the classroom.

Measuring nonacademic goals

We believe that student success includes more than academic achievement. Developing students who are resilient, confident, collaborative, curious, and connected to their community is central to our mission. These outcomes will be intentionally measured, monitored, and improved through multiple sources of evidence.

Students' social-emotional development will be assessed with the school's CARES learner profile rubric (Curious, Accepting, Resilient, Eager, Supportive), whose five domains are mapped to the CASEL competencies and to Finland's transversal competences, with growth documented through student portfolios, teacher observations, reflections, and goal-setting within the Individual Learning Plan (ILP) process. The rubric will describe observable skills in each CARES domain, with developmentally appropriate examples. The four proposed levels are: 1) demonstrates the skill with frequent adult modeling and support; 2) demonstrates it with prompts in familiar situations; 3) demonstrates it independently in familiar situations; and 4) applies it flexibly across settings and reflects on its use. A rating will draw on at least two dated observations or artifacts across settings, with student reflection and relevant family input, rather than an impression of personality or compliance. Staff will record context and supports, distinguish language development and disability-related access from the target skill, and use 'insufficient evidence' rather than a low rating when evidence is unavailable. The Head of School and Mental Health Professional will lead trimester calibration using common samples and review patterns by student group. Families will receive descriptive feedback and a next-step goal, not a diagnostic label. This is a proposed school-developed reporting rubric, not a validated clinical screener; the complete indicators and grade-band examples still require drafting, piloting and Board review.

Recommended assessment tools and screeners, aligned to the school's Finnish-inspired model: Reading — DIBELS 8 (University of Oregon), administered three times per year in grades K–3 (and as needed in grades 4–5), on DESE's approved early-literacy screener list. Mathematics — Acadience Math (Voyager Sopris), administered three times per year in grades K–6, on the National Center on Intensive Intervention screening tools chart, chosen because it mirrors DIBELS 8 in format (brief, one-on-one, no screens) and can run in the same September, January, and May windows. Academic achievement — Curriculum and work-sample evidence will come from Amplify CKLA unit assessments and Illustrative Mathematics unit assessments, used as benchmark evidence within the data governance cycle, FOSS investigations and assessments, PLT tasks, and standards-aligned rubrics for teacher-developed social studies and arts. English language development — ACCESS for ELs annually, plus WIDA Screener at enrollment. Social-emotional learning — the CARES learner profile rubric described above, supplemented by a commercially available SEL screener if the Board elects to license one (e.g., Panorama Education or the DESSA). If the Board licenses a screener, families are notified and may opt out, and results go to the Student Support Team as one more source for its pattern review, not as a diagnosis. School climate — annual stakeholder climate surveys. These tools are selected because each is brief, low-stress, aligned to the school's outdoor and play-based pedagogy, and usable within the school's existing data windows. Learning Studio uses this evidence for grouping and feedback, without assuming any screener covers unsupported grades or that the selected tool set is collectively DESE-approved.

The school will regularly measure students' sense of belonging, safety, engagement, and connection to the school community through annual climate surveys administered to students, families, and staff. The school will identify and select an appropriate research-based survey instrument, such as Panorama Education or DESE-aligned climate survey tools, to gather meaningful feedback and monitor trends over time.

Student well-being and fidelity to the Ashby Evergreen educational model will also be monitored through multiple indicators, including attendance patterns, participation in outdoor and experiential learning opportunities, implementation reviews, and discipline data. These measures will be examined for the school as a whole and disaggregated by student groups to identify patterns, ensure equitable experiences, and address any areas requiring improvement.

Each student's individual growth will be tracked through the Individual Learning Plan (ILP) process. ILPs will include student goals, strengths, areas for growth, strategies being implemented, and evidence of progress. Teachers will review ILP progress with families each trimester, ensuring that students and families are active partners in understanding growth and setting future goals.

By measuring academic achievement alongside social-emotional development, student engagement, belonging, and individual growth, Ashby Evergreen Charter School will maintain a complete picture of student success and ensure that the school remains true to its mission of educating the whole child.

Data use, reporting, and stakeholder roles

Data is a tool for improving student learning, informing instruction, and ensuring that every student receives the appropriate support and challenge needed to thrive. The school will establish a continuous cycle of assessment, reflection, action, and improvement in which educators, students, families, and the Board of Trustees each play a clearly defined role.

Teachers will participate in weekly grade-band collaboration meetings, facilitated by the lead grade-band teacher, with regular participation from the Director of Curriculum and Instruction, focused on reviewing formative assessment data, common assessments, student work, classroom observations, and other evidence of student learning. These meetings will provide structured time for educators to identify patterns, celebrate growth, share effective instructional practices, adjust upcoming lessons, and determine when students require additional intervention or enrichment. Because Ashby Evergreen's educational model is interdisciplinary and place-based, these conversations will also ensure that essential academic skills are intentionally developed and reinforced across subjects, projects, and real-world learning experiences.

The Student Support Team will meet weekly to review academic screening data, progress-monitoring results, attendance patterns, and other indicators of student success. The team will identify students who may need additional support, monitor the effectiveness of interventions, and coordinate Tier 2 and Tier 3 supports within the school's Multi-Tiered System of Support (MTSS) framework. When assessment information indicates a potential concern, including results from required early literacy and dyslexia screening processes, families will be notified promptly. Families will receive clear information about the concern, recommended next steps, available supports, and an individualized plan for addressing student needs.

The Mental Health Professional is a standing member of the Student Support Team and participates whenever a pattern of concerning behavior emerges. This happens as soon as a teacher first notices a pattern, rather than waiting until the situation becomes a crisis. This is a deliberate approach and one of the school's primary prevention mechanisms. When behavior is discussed, the team's first question is what the behavior is communicating and what conditions may be contributing to it. The team considers what happens before the behavior, what purpose it serves for the child, and what the environment is asking of the child that they may not yet be able to manage. Teachers leave the meeting with a working understanding of the behavior and a small number of concrete, low-intensity adjustments to try. These may involve changes to the environment, schedule, expectations, or relationships, along with a date to review whether the adjustments were effective. Many concerns can be resolved at this level. Those that require additional support are identified early, with documentation already in place, rather than after months of escalation.

This is consultative work directed at adults and settings rather than clinical service directed at an individual student. The Mental Health Professional does not thereby become the student's provider, and Student Support Team involvement neither replaces nor delays a special education referral: as described in II-D, a referral may be made at any time by a family, teacher, administrator, or the Student Support Team, and the school's tiered support process is never used to delay or deny a timely evaluation when a disability is suspected.

School leadership will conduct trimester data summits to examine student progress using multiple sources of evidence, including benchmark assessments, classroom assessments, student portfolios, Individual Learning Plans (ILPs), and performance-based demonstrations of learning. These reviews will examine outcomes by grade level, classroom, and student subgroup in order to identify strengths, monitor progress toward school goals, and proactively address opportunity and achievement gaps. The purpose of these reviews is not simply to analyze results, but to determine what actions are needed to improve student outcomes. These actions may include instructional adjustments, additional interventions, changes in resource allocation, or targeted professional learning.

Families will be valued as essential partners in understanding and supporting student growth. Each trimester, families will receive narrative progress reports aligned with the Massachusetts Curriculum Frameworks and the CARES learner profile. These reports will provide a comprehensive picture of student development, including academic progress, social-emotional growth, strengths, and areas for continued growth. Families will have access to student portfolios and will participate in twice-yearly student-led conferences, during which students reflect on their learning, share evidence of growth, and discuss goals for the future. ILPs will be reviewed with families each trimester to ensure that families and educators are working together to support each student's progress.

The Board of Trustees will receive a quarterly academic dashboard aligned with the school's Accountability Plan goals. The dashboard will include key indicators such as student achievement, growth measures, subgroup performance, intervention effectiveness, attendance, and other mission-aligned outcomes. The Board's role is to provide governance-level oversight, not to direct daily instructional decisions, by reviewing progress, asking critical questions,

monitoring equity indicators, and ensuring that the school remains accountable for its commitments. The school will also report publicly through the required annual report and other Massachusetts Department of Elementary and Secondary Education accountability processes. Responsibility for using data to improve outcomes will be shared across the school community:

- The Board of Trustees will review academic dashboards, monitor progress toward Accountability Plan goals, examine subgroup outcomes, and ensure a continued focus on equity and continuous improvement.
- School leadership will facilitate trimester data summits, monitor schoolwide trends, ensure compliance with state assessment requirements, and coordinate improvement efforts.
- Teachers will lead weekly data cycles by analyzing student learning evidence, adjusting instruction, providing targeted supports, and collaborating around individual student needs.
- Students will actively participate in their own growth by reflecting on their learning, using rubrics for self-assessment, setting ILP goals, and leading student-led conferences.
- Families will review ILPs each trimester, participate in conferences, and receive clear, accessible information about their child's progress.

Ashby Evergreen Charter School's assessment and data systems are designed to create a culture where information leads to action. Data will not be used simply to identify which students are succeeding and which students are struggling. Instead, it will help educators understand each learner more deeply, identify barriers to success, determine effective supports, and continuously improve the educational experience for every student.

Accountability plan development

During the first year of operation, the Head of School, in collaboration with the chair of the Board’s Academic Accountability Committee, will lead the development of the school's Accountability Plan. Draft objectives and measures are Attachment 8. The plan will translate the educational goals identified in Section I-B into clear objectives, measurable outcomes, and specific indicators of progress that reflect Ashby Evergreen Charter School's mission and commitments.

The development process will include reviewing accountability plans from successful, high-performing charter schools; examining best practices in charter school performance measurement; analyzing available baseline data from sending districts; and establishing realistic but ambitious benchmarks for student achievement, growth, and school performance. The Accountability Plan will be designed to ensure that the school can meaningfully measure progress while maintaining a focus on continuous improvement and equitable outcomes for all students.

The completed Accountability Plan will be submitted to the Massachusetts Department of Elementary and Secondary Education within the required timeline, consistent with 603 CMR 1.04(3)(l). The draft Accountability Plan objectives and measures submitted with this application are in Attachment 8.

The Head of School will be responsible for coordinating data collection, monitoring implementation, analyzing progress toward goals, and preparing regular reports. The Board of Trustees, through the Academic Accountability Committee, will provide governance-level oversight by reviewing progress quarterly, examining key performance indicators, and ensuring that the school remains accountable for meeting the commitments outlined in the charter and Accountability Plan.

Through this shared responsibility structure, Ashby Evergreen Charter School will maintain a clear focus on measurable outcomes, transparency, and continuous improvement while honoring the school's commitment to educating the whole child.

Program evaluation

The school will evaluate not only individual student progress, but also the effectiveness of the school's overall educational program. Continuous improvement requires examining whether curriculum, instructional practices, and school structures are producing the outcomes we intend for students.

Each year, the school will conduct a comprehensive curriculum audit to determine whether the taught curriculum is resulting in demonstrated student mastery of the Massachusetts Curriculum Frameworks. This review will examine curriculum implementation, student work, assessment results, classroom practices, and alignment between intended learning outcomes and actual student performance.

MCAS results, benchmark assessments, and other achievement data will be analyzed not simply as accountability measures, but as important sources of information about the effectiveness of curriculum and instruction. Leadership and faculty will examine trends over time to identify areas of strength, areas requiring additional attention, and opportunities to refine instructional approaches.

Ashby Evergreen will also utilize multiple external perspectives to support ongoing improvement. An annual external curriculum review, conducted by an independent Massachusetts-licensed curriculum consultant, will provide an external programmatic review of curriculum implementation, instructional practices, and fidelity to the educational model. Massachusetts Department of Elementary and Secondary Education site visits, annual reporting requirements, and the Accountability Plan process will provide additional external accountability and feedback.

The school will regularly gather feedback from students, families, and staff through climate surveys and other stakeholder engagement processes. These surveys will assess school culture, belonging, safety, engagement, and alignment with the school's mission, including implementation of key elements of the educational model such as outdoor learning opportunities and experiential programming.

The purpose of evaluation is not simply to confirm that current practices are being implemented, but to determine whether those practices are effective for students. When evidence indicates that a curriculum component, instructional strategy, support structure, or operational practice is not

producing the desired outcomes, the school will respond by examining the cause, making adjustments, and implementing improvements.

Ashby Evergreen Charter School is committed to a culture of reflection and growth. The school will remain firmly grounded in its mission while maintaining the flexibility and humility necessary to change course when evidence shows that a different approach will better serve students.

II-D. English Learner Education and Special Education Programs

How this section was developed. Heather Brodie Perry, the application's primary author, drafted this section drawing on her research into Massachusetts special education and English learner requirements and on the guidance the Department has provided to the applicant group. Dr. Vanessa Larkin, a consultant to the founding group, developed the program details in collaboration with Dr. Perry; she previously founded and led an independent school serving infants through grade 8, with responsibility for its curriculum, staffing, and regulatory compliance, and is completing the Commonwealth's SEI Endorsement Course for Administrators, expected to finish in November 2026. Kathryn Moore, a proposed trustee and school-based speech-language pathologist with experience in IEPs, evaluations, and work with multilingual students, brings related expertise to the Board.

Foundation: services woven into the design

The Ashby Evergreen Charter School is intentionally designed to provide inclusive, individualized support for every learner. Supporting students with diverse strengths, needs, and learning profiles is central to the school's design, not a separate component of the educational program. Student support services are woven into the daily experience of the school while ensuring that all services, accommodations, and protections required under state and federal law are fully provided.

Every student will have an Individual Learning Plan (ILP) that documents their academic goals, strengths, interests, learning preferences, and areas for growth. For students with Individualized Education Programs (IEPs) or Section 504 Plans, the ILP will incorporate required accommodations, modifications, services, and supports to ensure alignment among the student's educational goals and the services provided. All supports will be delivered in accordance with applicable laws and regulations, with a commitment to serving students in the least restrictive environment appropriate to their individual needs.

Personalization is a foundational element of the Ashby Evergreen educational model. Many effective supports that are often provided as individual accommodations in traditional settings are intentionally embedded into the daily learning environment for all students. Flexible scheduling, movement-integrated learning, and outdoor education provide natural opportunities for students who benefit from sensory regulation, physical activity, and varied learning environments. Visual supports, graphic organizers, explicit task sequences, multiple ways to demonstrate understanding, and varied pathways for engagement are incorporated through Universal Design for Learning (UDL) principles, creating access points for a wide range of learners.

The school's flexible, multi-age, competency-based instructional model further supports individual growth. Students are grouped according to readiness and skill development rather than limited solely by age, allowing students the time, support, and appropriate level of challenge needed to master concepts. Students who need additional time to develop skills can receive targeted support without the stigma that can accompany traditional remediation models, while students ready for advanced work can continue to deepen their learning. Classroom assignments, assessments, and instructional approaches will be adapted as required by each student's IEP, Section 504 Plan, or ILP.

While Ashby Evergreen's inclusive design is intended to reduce barriers and create access for all learners, it does not replace specialized instruction or related services when those services are required. Students whose IEP or 504 Plan identify a need for specialized instruction or related services will receive those services from appropriately licensed professionals. Services may be provided through direct instruction, consultation, push-in support within the classroom, or individualized instruction in a dedicated setting, depending on student need and the requirements of the IEP/504 Plan.

Ashby Evergreen Charter School is committed to providing the full continuum of special education services required under Massachusetts and federal law. Our goal is not only compliance, but the creation of a learning environment where every student is known, supported, challenged, and given meaningful opportunities to participate fully in the life of the school community.

English Learner Education Program

The Ashby Evergreen Charter School will provide a comprehensive English Learner (EL) program that complies with the Massachusetts LOOK Act and all applicable federal and state requirements while reflecting the school's commitment to personalized, inclusive education. The draft English Language Education Program Proposal is Attachment 10. The school recognizes that students who are developing English proficiency bring valuable linguistic, cultural, and academic assets to the school community, and the EL program will be designed to support both language development and full access to the rigorous academic program.

The EL program will be evaluated annually by the Head of School and the ESL teacher using four indicators: (1) English language proficiency growth as measured by ACCESS for ELLs composite and domain scores; (2) academic achievement of EL students on MCAS and internal benchmark assessments compared with non-EL peers; (3) reclassification rates and post-reclassification monitoring outcomes; and (4) EL family engagement and satisfaction survey results. Evaluation findings will be reported to the Board’s Academic Accountability Committee annually and will inform adjustments to staffing, scheduling, and instructional models.

Ashby Evergreen will implement a structured process for identifying, assessing, supporting, and monitoring English Learners. Upon enrollment, all families will complete a Home Language Survey in accordance with Massachusetts requirements. Students identified as potential English Learners will be assessed using a state-approved English language proficiency screening tool, and eligible students will receive appropriate language development services based on their individual needs.

English Learners will receive instruction designed to develop English proficiency while providing meaningful access to grade-level academic content. Language instruction will be integrated throughout the school day through collaboration between classroom teachers, EL specialists, and other instructional staff. Teachers will use Sheltered English Immersion (SEI) strategies, including visual supports, explicit vocabulary instruction, structured academic conversations, multiple means of representation, and opportunities for students to demonstrate understanding in a variety of ways.

Consistent with Ashby Evergreen's educational model, EL students will benefit from the school's emphasis on hands-on learning, outdoor exploration, project-based inquiry, and authentic communication. Place-based learning experiences provide natural opportunities for students to develop academic language through collaboration, investigation, discussion, and real-world problem solving.

Student progress will be monitored regularly through English proficiency assessments, classroom performance, student work, and Individual Learning Plans (ILPs). EL students and their families will receive clear information about progress toward English proficiency goals, instructional supports, and opportunities for continued growth. The school will administer ACCESS for ELLs assessments annually as required and will use results to inform instruction and determine appropriate levels of support.

Ashby Evergreen will ensure that EL students have equitable access to all aspects of school life, including academic instruction, enrichment opportunities, family engagement activities, and leadership experiences. Families will receive communication in a language and format they can understand, and the school will work to build strong partnerships with families as essential contributors to student success.

Because English Learners are projected to represent more than five percent of the school's enrollment, Ashby Evergreen will establish an English Learner Parent Advisory Council (ELPAC) consistent with Massachusetts requirements, support its formation, provide interpretation at its meetings, and invite families of current and former English Learners to participate.

The goal of the Ashby Evergreen EL program is not simply English acquisition, but the development of confident, multilingual learners who are fully engaged members of the school community and prepared for success in high school, college, careers, and civic life.

Identification and Assessment

Upon enrollment, every family will complete a Home Language Survey in accordance with Massachusetts requirements. Students whose home or primary language is a language other than English will be screened using the state-designated WIDA Screener within required timelines to determine their level of English language proficiency and eligibility for English Learner (EL) services.

Students identified as English Learners will receive appropriate language development support and will participate annually in the ACCESS for ELLs assessment to measure progress toward English proficiency. Throughout the school year, educators will monitor each student's academic growth and language development using the WIDA English Language Development Standards, classroom performance data, student work, and other relevant measures. This information will guide instructional decisions and ensure that EL students receive the level of support necessary to access the full academic program.

Families will receive all required EL notifications and communications in a language and format they can understand. In accordance with Massachusetts regulations, families may decline direct English Learner instructional services; however, students will continue to receive appropriate Sheltered English Immersion (SEI) supports within the classroom to ensure meaningful access to grade-level content and full participation in the Ashby Evergreen learning environment.
The school will maintain a commitment to supporting multilingual learners as valued members of the community, recognizing that language diversity is an asset and that every student deserves both access to rigorous instruction and the opportunity to develop academic English proficiency.

Program Design and Service Delivery

English Learners at Ashby Evergreen Charter School will receive instruction through a Sheltered English Immersion (SEI) model designed to provide meaningful access to rigorous, grade-level academic content while supporting the development of English proficiency. Classroom instruction will be delivered by SEI-endorsed educators who will use research-based strategies to support language development across all content areas, including visual supports, explicit vocabulary instruction, structured academic conversations, collaborative learning, and multiple opportunities for students to demonstrate understanding.

In addition to classroom-based SEI supports, English Learners will receive targeted English language development instruction from a licensed ESL teacher. Services will be differentiated based on each student's English proficiency level, academic needs, and individual language development goals. Instruction will be guided by the WIDA English Language Development Standards and will focus on developing the academic language skills necessary for success across all areas of the curriculum.

Students at WIDA proficiency levels 1 and 2, including newcomers who are beginning the process of acquiring English, will receive intensive language development support through daily small-group instruction. Depending on individual needs, services may include a combination of push-in support within the classroom and targeted pull-out instruction.

Students at WIDA proficiency levels 3 and 4 will receive direct ESL instruction determined by their individual language-development needs and the applicable Massachusetts guidance, in coordination with SEI content instruction. A proficiency band alone will not impose a two- or three-session weekly service cap. The qualified ESL teacher will document instructional goals, frequency, duration, grouping and progress monitoring, and leadership will fund the resulting service schedule.

Instruction will focus on expanding academic vocabulary, increasing independence with complex texts and tasks, and strengthening communication skills across content areas.

Reclassification will follow the Department's exit criteria: a student who earns an overall composite score of 4.2 or higher and a composite literacy score of 3.9 or higher on WIDA ACCESS must be reclassified as a former English Learner, with the decision documented on the Department's form and the student's coding updated in SIMS. Direct ESL instruction will continue for students who remain identified, based on their documented needs and applicable Massachusetts guidance. Former EL monitoring begins after formal reclassification and continues for four years. Each year the Head of School and the ESL teacher will evaluate the English learner program as described in section 8 of the ELE Program Proposal: ACCESS growth and progress toward reclassification; benchmark and MCAS growth of current and former English learners compared with all students; delivery of each student's documented ESL service minutes; family participation; and staffing sufficiency. Findings and corrective actions are reported to the Board's Academic Accountability Committee. (https://www.doe.mass.edu/ele/guidance/.)

Whenever possible, English language development services will be scheduled during flexible instructional blocks so that students do not miss essential core instruction, interdisciplinary projects, collaborative learning experiences, or the outdoor and experiential learning opportunities that are central to the Ashby Evergreen educational model. The school will make every effort to ensure that EL services enhance, rather than limit, student participation in the full life of the school.

Students who are reclassified as former English Learners will continue to receive academic monitoring for four years following redesignation, in accordance with Massachusetts requirements. During this monitoring period, educators will review academic progress, classroom performance, and other indicators to ensure that students continue to thrive and receive additional support if needed.

Through this comprehensive approach, Ashby Evergreen Charter School will ensure that English Learners have both the language support and equitable access necessary to fully participate in the school's rigorous, inclusive, and place-based educational program.

Supporting English Learners

The Ashby Evergreen Charter School instructional model is intentionally designed to support English language acquisition by providing students with frequent opportunities to use language in authentic, meaningful contexts. The school's emphasis on hands-on experiential learning, collaborative inquiry, outdoor exploration, visual supports, movement-based instruction, and real-world problem solving creates natural opportunities for students to develop academic language while engaging deeply with content.

Rather than separating language development from academic learning, Ashby Evergreen integrates language acquisition throughout the school day. Students build vocabulary, communication skills, and confidence through discussion, collaboration, investigation, reflection,

and presentation. These experiences provide meaningful contexts for developing both conversational and academic English while reducing barriers to participation and allowing students to demonstrate understanding in multiple ways.

The Finnish-inspired approach to identity and belonging further strengthens the school's support for English Learners by recognizing that students' cultural, linguistic, and personal identities are assets to be built upon rather than barriers to be overcome. This mirrors both the CASEL framework's emphasis on identity and belonging and Finland's national core curriculum, which treats every pupil's language and cultural background as a strength.

At Ashby Evergreen, multilingualism is viewed as an asset rather than a barrier. English Learners will be supported in developing English proficiency while maintaining pride in their cultural identities and contributing their unique perspectives to the learning community. The result is an inclusive environment where every student is recognized as a capable learner and valued member of the school.

Coordinated Services for English Learners with Disabilities

Ashby Evergreen recognizes that some students qualify for both English Learner and special education services. The licensed ESL teacher, special educators, general educators, and related-service providers will coordinate instruction and scheduling so that neither service replaces the other. When disability is suspected, evaluations will use culturally and linguistically responsive procedures, including assessment in the student's native language or other mode of communication unless clearly not feasible. Limited English proficiency alone will not be the basis for disability identification. Teams will consider language proficiency, educational history, family input, classroom evidence, and evaluation findings; families will receive meaningful language access throughout the process.

English Learner Enrollment Projections and Staffing

Ashby Evergreen Charter School anticipates that approximately 16% of its students (about 25 students, within a range of 20 to 30 in Year 1 based on a projected enrollment of 154) will qualify for English Learner services. This projection reflects regional demographics, including English learner rates of approximately 27% in Fitchburg elementary schools and 5% in North Middlesex (DESE, 2025–26), assuming an even enrollment split. Actual staffing will be tailored to student needs and proficiency levels.

In Year 1, the school will hire one full-time (1.0 FTE) licensed ESL teacher to deliver direct language instruction, co-plan and collaborate with classroom teachers on Sheltered English Immersion (SEI) strategies, conduct assessments, monitor progress, and engage families. Hourly or contracted support will supplement services as needed.

To ensure English Learners receive timely, compliant, and individualized support alongside full academic access, staffing will expand with enrollment growth. The budget plans for 1.5 FTE in Year 3 and 2.0 FTE in Years 4 and 5, with adjustments made as student data and service requirements demand.

The school recognizes that the sufficiency of projected ESL staffing cannot be determined solely by the number of identified English Learners. Actual staffing requirements will depend on students' English proficiency levels, grade-level distribution, individual language development needs, and the frequency and duration of appropriate ESL instruction. Prior to opening, the school will review available student language proficiency data and develop a comprehensive instructional schedule aligned with current Massachusetts DESE guidance and the WIDA English Language Development Standards. This process will account for direct instructional time, appropriate student groupings, assessment responsibilities, collaboration, and progress monitoring.

If the resulting service schedule exceeds the instructional capacity of ESL staffing in any given year, the school will secure additional appropriately licensed ESL personnel, through increased staffing or contracted services, before the additional services are required. The school will maintain sufficient staffing flexibility to ensure that all identified English Learners receive appropriate language development instruction while maintaining equitable access to grade-level academics, interdisciplinary learning, and the school's outdoor and experiential educational program.

Recognizing the linguistic diversity of the anticipated student population, Ashby Evergreen will prioritize the hiring of educators who hold Sheltered English Immersion (SEI) endorsement and who have experience supporting multilingual learners. All classroom teachers will either hold SEI endorsement upon hire or complete the required endorsement within their first year of employment. The school will provide professional development and support to ensure that educators have the knowledge and skills necessary to meet the needs of English Learners across all content areas.

The founding group views multilingualism as a strength that enriches the entire Ashby Evergreen community. Students will bring a wide range of linguistic, cultural, and lived experiences to the school, and these perspectives will be recognized as valuable contributions to the learning environment. The school is committed to creating classrooms where English Learners feel welcomed, respected, and fully included while ensuring that all students benefit from learning alongside peers with diverse backgrounds and perspectives.

Inspired by the Finnish educational tradition, where multilingualism and language learning are viewed as valuable components of every child's education, Ashby Evergreen Charter School embraces linguistic diversity as a community asset. The school will support students in developing academic English proficiency while honoring and celebrating the languages and cultures they bring with them.

Special Education Program

The Ashby Evergreen Charter School is committed to providing an inclusive, individualized, and legally compliant special education program that ensures every student with a disability receives a free appropriate public education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Massachusetts special education regulations, and all applicable requirements of the Massachusetts Department of Elementary and Secondary Education (DESE).

The special education program will be evaluated annually by the Head of School and the Special Education Coordinator using five indicators: (1) IEP goal progress data aggregated across students; (2) MCAS and internal benchmark performance of students with IEPs compared with peers; (3) the proportion of students served in the least restrictive environment; (4) timelines for evaluation, IEP development, and service delivery; and (5) special education family satisfaction survey results. Evaluation findings will be reported to the Board's Academic Accountability Committee annually and will inform staffing, service-delivery, and professional-development decisions.

Ashby Evergreen will fully comply with all state and federal special education requirements and will implement each student's Individualized Education Program (IEP), Section 504 Plan, and other legally required educational plans with fidelity. The school will ensure that eligible students receive appropriate evaluations, services, accommodations, modifications, and supports necessary to make meaningful progress in the least restrictive environment appropriate to their individual needs.

The school's educational model is intentionally designed around the belief that students learn in different ways and at different rates. Many of the instructional practices embedded within the Ashby Evergreen model naturally support students with disabilities and neurodiverse learners, including flexible movement opportunities, sensory regulation supports, structured routines, predictable learning environments, opportunities for reflection and self-regulation, multiple pathways for demonstrating understanding, and individualized pacing.

These practices are not separate interventions, but foundational elements of the school's daily learning environment. By designing classrooms around accessibility and flexibility from the beginning, Ashby Evergreen reduces barriers to learning and creates a supportive environment that benefits all students. Universal supports, however, do not replace specialized instruction or services required through an IEP or Section 504 Plan. When students require specialized services, those services will be provided by appropriately qualified professionals in accordance with their individual plans.

The school is committed to ensuring that every student with a disability has full access to the academic, social, and experiential opportunities of the Ashby Evergreen community. Through collaboration among special educators, classroom teachers, specialists, families, and students, the school will provide the individualized supports necessary for each learner to access rigorous instruction, participate meaningfully in the life of the school, and achieve measurable educational progress.

Child Find, Referral, and Evaluation

The Ashby Evergreen Charter School is committed to identifying students who may have disabilities and ensuring that eligible students receive timely access to appropriate supports and services. The school will conduct ongoing Child Find activities in accordance with the Individuals with Disabilities Education Act (IDEA), Massachusetts special education regulations, and DESE requirements.

Child Find is an ongoing responsibility shared across the school community. Efforts will include clear communication with families regarding the referral and evaluation process, professional development for staff on recognizing indicators of disability, regular review of student progress data, and collaboration among classroom teachers, administrators, specialists, and the Student Support Team. Through these systems, the school will work proactively to identify students who may require additional evaluation or support.

A referral for a special education evaluation may be initiated by a parent or guardian, teacher, administrator, or the Student Support Team when concerns arise regarding a student's academic progress, development, communication, behavior, or ability to access the educational program. Ashby Evergreen's tiered support systems, including documented interventions and progress monitoring through the Multi-Tiered System of Support (MTSS) framework, will provide valuable information to guide decision-making and support students; however, these interventions will never be used to delay or deny a timely evaluation when a disability is suspected.

Requests for evaluation from parents or guardians will be addressed promptly and in accordance with Massachusetts special education regulations. The school will ensure that families understand their rights, receive required notices in a language and format they can understand, and are active participants throughout the evaluation process.

Consistent with 603 CMR 28.00, the school will obtain informed parental consent for evaluations within required timelines, complete comprehensive evaluations, and convene a Team meeting to determine eligibility and develop an Individualized Education Program (IEP) when appropriate.

The IEP Team will include the student's parent or guardian, general education teacher(s), special education teacher(s), related service providers as appropriate, and a school representative with the authority to commit school resources. The Team will consider multiple sources of information, including evaluation results, classroom performance, student strengths, areas of need, progress monitoring data, and information contained within the student's Individual Learning Plan (ILP).

Ashby Evergreen believes that effective special education begins with knowing each student well. By combining proactive identification, collaborative decision-making, timely evaluation, and individualized planning, the school will ensure that students with disabilities receive the supports necessary to participate fully and make meaningful progress within the school community.

Inclusive Educational Model and Continuum of Services

The Ashby Evergreen Charter School will operate from a full-inclusion philosophy while maintaining the complete continuum of special education services required under Massachusetts law. The school believes that students with disabilities are valued members of the learning community and should have meaningful access to all aspects of school life, including academic

instruction, social experiences, community partnerships, and the outdoor and experiential learning opportunities that are central to the school's mission.

Inclusion at Ashby Evergreen is not simply a placement decision; it is a foundational element of the school's design. The school will create learning environments that anticipate learner variability, reduce barriers, and provide multiple pathways for students to access, engage with, and demonstrate understanding of rigorous academic content. At the same time, the school recognizes that some students require specialized instruction and related services beyond universal supports and is committed to providing all services identified through the Individualized Education Program (IEP) process.
Special education supports may include:

- Universal Design for Learning (UDL) supports embedded within general education classrooms, including visual supports, structured routines, flexible grouping, sensory supports, movement opportunities, alternative methods of communication, and multiple ways for students to engage with and demonstrate learning.
- Collaboration and co-planning between general and special educators to ensure that instruction is accessible, responsive, and aligned with individual student goals and accommodations.
- Specialized instruction delivered through a range of models, including push-in support during classroom instruction, targeted skill-based instruction, and pull-out services in dedicated instructional spaces when required by student needs.
- Related services including speech-language therapy, occupational therapy, physical therapy, counseling, and other services identified through the IEP process
  .

Whenever appropriate, related services will be integrated into the student's natural learning environment. For example, occupational therapy goals related to motor planning, sensory regulation, executive functioning, or fine and gross motor development may be incorporated into outdoor learning experiences, hands-on projects, or forest-based activities when those settings support the student's individual goals. When a service requires a quieter, more structured, or individualized environment, appropriate dedicated service spaces will be available.

Out-of-district placement will be considered only when the IEP Team determines, after careful review and in accordance with all required procedures, that Ashby Evergreen Charter School cannot provide the student with a free appropriate public education (FAPE) in the least restrictive environment. The school will make every effort to provide students with disabilities meaningful access to the full school program before considering a more restrictive placement.

Accessibility Within the Ashby Evergreen Educational Model

Ashby Evergreen's outdoor, project-based, and interdisciplinary learning model will be intentionally designed to be accessible to students with disabilities. The school recognizes that meaningful inclusion requires more than physical access; it requires thoughtful planning so that students receiving special education services can fully participate in the experiences that define the school.

Before opening and before using a new site, the special education lead, nurse, facilities lead and relevant providers will complete a documented outdoor access and emergency review with students/families as appropriate. The plan will identify firm and stable routes, gradients, accessible toilets and shelter, wheelchair/tool access and an accessible evacuation location; medication, allergy, temperature and medical-response procedures; sensory supports and a supervised quieter option; communication/AAC access and reliable field communications; individualized behavioral supports and safe staffing; and adapted instructions, tools and data-recording methods. Each activity will have a named leader, participant-specific supports, weather and site go/no-go criteria, and an emergency communication plan. IEP/504 teams will determine individualized access and services; equivalent accessible participation will preserve the learning objective and peer inclusion to the maximum appropriate extent, not function as automatic exclusion from outdoors. Required modifications must be completed or a genuinely accessible location selected before the activity occurs. Annual review supplements, but does not replace, these activity-level checks.

The school will provide appropriate accommodations, modifications, and supports to ensure that students with disabilities participate alongside their peers in outdoor investigations, interdisciplinary projects, community-based learning, and collaborative experiences whenever appropriate.

Accessibility supports may include:

- Accessible pathways, outdoor seating, and learning spaces;
- Visual schedules, routines, and task sequences;
- Sensory supports and regulation tools;
- Assistive technology and communication supports;
- Modified instructional materials, assignments, and data collection methods;
- Flexible participation options based on individual student needs.

The goal is for IEP services and accommodations to be integrated into the Ashby Evergreen educational model whenever possible, allowing students to benefit fully from outdoor learning, inquiry-based projects, hands-on exploration, and collaborative instruction while receiving the individualized supports they require.

Progress toward IEP goals will be monitored with the same intentionality and rigor applied to academic progress for all students. Special educators, classroom teachers, related service providers, and families will collaborate to review student progress, adjust supports as needed, and ensure that services remain responsive to student growth. Families will receive regular progress reports regarding progress toward IEP goals in accordance with Massachusetts requirements.

Through a combination of inclusive design, specialized services, and collaborative support, Ashby Evergreen Charter School will create a learning environment where students with disabilities are not simply accommodated, but fully recognized as essential members of the school community.

Scheduling of Special Education Services

Specialized instruction and related services will be thoughtfully scheduled within the school day by the Special Education Coordinator in collaboration with classroom teachers, special educators, and related service providers. Scheduling decisions will be guided by each student's Individualized Education Program (IEP), ensuring that all required services, accommodations, and supports are provided with fidelity while also preserving meaningful access to the full Ashby Evergreen educational experience.

Whenever possible, services will be scheduled during flexible skill-group periods, intervention blocks, or other designated learning times so that students do not routinely miss core academic instruction, interdisciplinary projects, community-based learning, or the outdoor learning experiences that are central to the school's mission. When services must occur during another instructional period, the school will carefully consider the impact on the student's learning and coordinate with classroom teachers to ensure continuity of instruction.
The scheduling process will balance legal requirements with the school's commitment to inclusion. Through intentional planning, ongoing communication among educators and service providers, and regular review of student needs, Ashby Evergreen will ensure that students with disabilities receive the specialized support they require while remaining fully engaged members of the school community.

The goal is not simply to deliver services, but to integrate those services in a way that allows every student to participate, grow, and experience the full benefits of an inclusive, personalized, and place-based education.

Special Education Staffing and Service Delivery Model

The Ashby Evergreen Charter School anticipates serving students with disabilities at a rate consistent with the demographics of its sending districts. Students with disabilities make up about 23 percent of Fitchburg's elementary enrollment and 22 percent of North Middlesex's (DESE, 2025–26), so the school plans for about 23 percent. In Year 1, with projected enrollment of approximately 154 students, the school anticipates serving approximately 35 students with IEPs (a planning range of 30 to 38). This estimate will be verified against grade-specific enrollment data from anticipated sending districts and is for budgeting purposes only, not an enrollment target or limit. Staffing and services will be determined by actual enrollment and each student’s IEP.

The school will employ two licensed special education teachers, one of whom will also serve as the Special Education Coordinator. This position will combine direct service responsibilities with program coordination and oversight responsibilities. The anticipated allocation is approximately 0.7 FTE for direct special education instruction and student services and 0.3 FTE for coordination responsibilities, including IEP management, compliance oversight, collaboration with families and service providers, staff consultation, progress monitoring, and coordination of the school's special education program.

Ashby Evergreen will begin with a strong inclusion model supported by appropriately trained classroom staff. Kindergarten through Grade 2 classrooms will include paraprofessional support to strengthen inclusive practices, assist with implementation of accommodations, support student regulation and independence, and help ensure that students with diverse learning needs can fully participate in classroom and outdoor learning experiences. Paraprofessionals will receive training

in supporting diverse learners, Universal Design for Learning (UDL), positive behavioral supports, accessibility practices, and strategies that promote student independence rather than dependence.

Related services, including speech-language therapy, occupational therapy, physical therapy, and counseling required by IEP and 504 plans, will be provided by qualified contracted providers, scheduled according to student needs and IEP requirements. The Year 1 budget holds $236,133 for these contracts until provider quotes are received. Anticipated Year 1 service levels include:

- 0.2–0.4 FTE Speech-Language Pathologist
- 0.1–0.2 FTE Occupational Therapist
- 0.5 FTE School Counselor/Social Worker delivering counseling services required by IEP/504 plans

The School Counselor/Social Worker will hold a current Massachusetts professional license from the appropriate licensing board (the Board of Registration of Social Work or the Board of Registration of Allied Mental Health and Human Services Professions), consistent with the qualifications required of student support personnel in Commonwealth charter schools.

The school recognizes that staffing must remain responsive as enrollment grows and student needs become clearer. Ashby Evergreen will adjust staffing levels, contracted services, and program resources as necessary to ensure timely, individualized, and compliant service delivery.

During Years 2–3, as enrollment increases, the school anticipates adding 0.5 FTE of special education teaching in Year 3, for 2.5 FTE including the coordinator, based on student enrollment and service requirements. Contracted speech-language services are expected to increase to approximately 0.4–0.6 FTE, with occupational therapy and other related services adjusted as required by student needs and IEPs.

By Years 4–5, when enrollment is projected to reach approximately 268 students, the school anticipates staffing approximately:

- 3.0–3.5 FTE special education teachers, including the coordinator (3.0 in Year 4 and 3.5 in Year 5)
- 0.6–0.8 FTE of contracted speech-language services
- 0.2–0.4 FTE of contracted occupational therapy
- 1.0 FTE of contracted counseling services required by IEP/504 plans
- Additional related service providers as required by student needs and IEP requirements

At full enrollment, Ashby Evergreen anticipates establishing a designated administrative role responsible for special education leadership and oversight. The structure of this role will be determined based on enrollment, program complexity, staffing needs, and budget considerations. Options may include hiring a dedicated Administrator of Special Education, assigning special education administrative responsibilities to a properly licensed Head of School or administrator, or utilizing a shared or contracted administrative model that meets all Massachusetts licensure and compliance requirements.

Regardless of the administrative structure selected, the school is committed to ensuring that special education leadership remains clearly assigned, appropriately licensed, and capable of providing effective oversight of services. The ultimate goal is to maintain a responsive, legally compliant, and student-centered special education program that allows every learner to access the full Ashby Evergreen experience and make meaningful progress.

Service Capacity and Corrective Action

Before opening, the Special Education Coordinator will review available enrolled-student IEPs and develop a service-delivery matrix that documents each required service, frequency, duration, setting, provider, and schedule. The Head of School will confirm that staff and contracted-provider capacity is sufficient to deliver all services from the first day of enrollment. The school will monitor delivery monthly, promptly investigate missed services, notify families as required, and determine corrective or compensatory action through the appropriate process. Staffing adjustments will be made when needed rather than waiting for annual review.

II-E. Culture and Family Engagement

School Culture: Belonging, Responsibility, and Growth

At Ashby Evergreen Charter School, culture is not something that develops by chance; it is intentionally designed, explicitly taught, and consistently practiced from the first day of school. The school believes that a strong learning community is built through shared values, predictable routines, meaningful relationships, and a collective commitment to caring for one another and the world around us.

From the beginning, every classroom will establish daily community-building practices. Each classroom will open and close with community meetings that provide opportunities for students to connect, reflect, set intentions, celebrate growth, address challenges, and strengthen relationships. These gatherings will create a consistent rhythm across the school and reinforce the belief that every student is a valued member of the community.

Social-emotional learning will be explicitly taught, practiced, and embedded throughout the school experience. Students will develop shared language around self-awareness, perseverance, identity, well-being, collaboration, and responsible decision-making through the CARES learner profile and CASEL-aligned SEL competencies. Mixed-age “forest family” groups will provide additional opportunities for students to build relationships across grade levels, practice leadership, support younger students, and develop a sense of belonging beyond their classroom.

A defining feature of the Ashby Evergreen culture will be stewardship. Every classroom community will take responsibility for caring for a specific area of the campus, creating a direct connection between students and the natural environment they share. Through these responsibilities, students will experience themselves not simply as visitors to the campus, but as active contributors and caretakers of their community.

Adults at Ashby Evergreen will model the same values and behaviors they seek to cultivate in students. Faculty, staff, and school leaders will demonstrate respect, curiosity, kindness, responsibility, and a commitment to lifelong learning in their daily interactions. Students learn culture not only through lessons, but through the examples set by the adults around them.

Culture-building will begin before the first day of school. During the pre-opening institute, faculty and staff will collaboratively develop the school's shared norms, routines, expectations, and common language to ensure consistency across classrooms and learning environments. This collective process will allow educators to begin the school year aligned around the school's mission and prepared to create a cohesive student experience.

Students and families will be introduced to the Ashby Evergreen culture through pre-opening family orientations, community gatherings, and shared celebrations. From the beginning, families will understand that they are not simply enrolling in a school, but joining a learning community built around connection, curiosity, responsibility, and growth.

The goal is for every student who enters Ashby Evergreen to know: I belong here. I am capable of growth. I have something meaningful to contribute.

Meeting Physical, Social, Emotional, and Health Needs

Student Wellness and Health Services

Ashby Evergreen Charter School recognizes that student well-being is not a precondition for academic achievement but part of the same thing. The conditions under which children learn well (time outdoors, movement, unhurried play, meaningful work, and small communities where every child is known by trusted adults) are the same conditions that protect children's overall well-being and mental health. Social-emotional, behavioral, and health supports are therefore designed into the educational program rather than delivered alongside it.

The school approaches well-being at three levels. First, the school day itself is the universal support: daily nature, movement, play, small stable communities, meaningful work, and unhurried time constitute the school's Tier 1 well-being strategy, grounded in the evidence base described in II-A. Second, a full-time Mental Health Professional works at the whole-school level to keep that design accountable and to support students, staff, and families as whole people. Third, students who need more receive it: tiered supports through the MTSS process, counseling services required by IEPs and Section 504 plans delivered by appropriately licensed personnel, and warm, coordinated referrals to licensed community providers when clinical care is warranted.

When a student may be at risk of suicide or self-harm, an adult stays with the student while a trained staff member completes a brief, structured risk screening the same day, and the family is contacted the same day. When risk is imminent, the school contacts mobile crisis services or calls 911. Before the student returns, the family and school hold a re-entry meeting to plan supports, and the Student Support Team reviews the school conditions involved. All staff complete the suicide awareness and prevention training required by Massachusetts law (G.L. c. 71, § 95); the school provides it during the pre-opening institute.

Mental Health Professional

A full-time, Massachusetts-licensed mental health professional will serve the whole school community. The role is deliberately preventative and systems-level rather than clinical. The Mental Health Professional does not diagnose or treat mental illness and does not carry a therapy caseload. Instead, this professional maintains a whole-person, bio-psycho-social, systems perspective on the needs of students, staff, families, and community members. Responsibilities include:

- Participating in trimester Individual Learning Plan review for students whose plans include social-emotional, behavioral, or well-being goals, and available to any teacher or family on request for any other student;
- Standing membership on the Student Support Team, with involvement at the earliest stage whenever a pattern of behavioral concern emerges, so that teachers are helped to understand what is driving a behavior and to respond well before it escalates;
- Co-authoring the school's schoolwide and classroom behavioral expectations with faculty during the pre-opening institute, and leading their review with faculty each year before students arrive;

- Designing classroom-level behavioral support plans together with teachers when a Student Support Team review shows a repeating pattern;
- Supporting faculty in implementing the school's SEL framework, including classroom-based social-emotional learning instruction delivered by teachers;
- Preparing with teachers in advance of difficult family conversations, and attending those conversations when either the teacher or the family requests it;
- Convening a structured debrief for students and staff affected within two school days of a significant incident in the school or the wider community;
- Responding to a crisis involving any student, with or without an IEP or Section 504 plan: providing immediate safety and stabilization (not ongoing treatment), contacting the family, and calling the Massachusetts Behavioral Health Help Line for mobile crisis services, or 911, when needed;
- Holding a scheduled, non-evaluative check-in with every staff member at every level at least once per trimester, so that staff well-being and the emotional climate of the school are tended throughout the year; these conversations are confidential, except where safety, mandated reporting or the law requires otherwise, and the Mental Health Professional shares only themes, without names, with the Head of School.

Every intervention follows the principle of the least restrictive environment: support is provided within the child's natural settings (classroom, forest, community) before more intensive or separate responses are considered. When a student's needs indicate clinical care, the Mental Health Professional works with the Family Engagement Lead to help the family connect with licensed community providers and, with family consent, coordinates with those providers so that outside treatment and the school's daily supports reinforce one another.

Counseling and Related Services

The school will contract or employ appropriately licensed school counselors, school adjustment counselors, school social workers, or school psychologists in sufficient numbers to deliver all counseling and related services required by students' IEPs and Section 504 plans, with staffing scaling to enrollment and identified need as the school grows. Staffing levels for these positions are detailed in II-D and III-C.

Why the school separates these functions

The Mental Health Professional role is distinct from, and complements, the counseling positions described above. The school deliberately separates these functions rather than combining them in one position, and the division protects both. Services legally required under a student's IEP or 504 plan are delivered by dedicated, appropriately licensed providers with defined caseloads. The Mental Health Professional remains free to serve the whole community: students; staff, and families, without a caseload that would consume the systems-level work. Combining them would in practice mean the compliance caseload absorbing the preventative role, and the school considers that preventative role central to its design rather than supplementary to it. Consistent with this division, the Mental Health Professional's contribution to students with IEPs or 504 plans remains consultative and schoolwide.

School Nurse

A school nurse will provide essential health services in accordance with Massachusetts requirements, including health screenings, medication administration, first aid, management of student health plans, communication with families and healthcare providers, and support for students with medical needs. The nurse will collaborate with educators and administrators to ensure that health considerations are appropriately integrated into classroom instruction, outdoor learning, field experiences, and school operations.

Because outdoor and experiential learning are central components of the Ashby Evergreen model, the school nurse will play an important role in developing and maintaining comprehensive outdoor health and safety practices. These protocols will address weather-related safety guidelines, tick prevention and response, allergy management, hydration and sun protection, outdoor injury prevention, emergency response procedures, and health considerations associated with extended time in natural environments.

Staff preparation will be an important component of maintaining a safe outdoor learning environment. The school will provide appropriate training, including emergency response procedures, first aid preparedness, and wilderness first aid training for designated staff members who participate in outdoor programming and field experiences. Emergency procedures and safety protocols will be practiced regularly through drills and ongoing review to ensure readiness for both on-campus learning and off-campus experiences.

Together, student support professionals, educators, families, and school leadership will create a coordinated system of care that ensures Ashby Evergreen remains a safe, inclusive, and responsive learning environment. By attending to students' academic, social-emotional, and physical well-being, the school will support every learner in developing the confidence, resilience, and skills needed to succeed.

Student Discipline Philosophy and Restorative Practices

The Ashby Evergreen Charter School will approach student discipline through a restorative, relationship-centered framework that prioritizes belonging, accountability, safety, and the development of lifelong self-regulation skills. The school believes that discipline is fundamentally an opportunity for learning. Just as students receive support to grow academically, they must also be taught and supported in developing the social-emotional skills necessary to navigate challenges, repair relationships, and make responsible decisions. Staff use Collaborative and Proactive Solutions (CPS), Dr. Ross Greene's model, which holds that children do well when they can: when a behavior repeats, adults identify the skill the child is still building or the expectation the child cannot yet meet, and solve the problem together with the child (Plan B).

To proactively address the needs of a diverse student population, the school will implement a three-tiered behavior support system aligned to the MTSS framework. Tier 1 (universal) comprises clearly taught, positively stated behavioral expectations for each setting (classroom, outdoors, transitions, community afternoons), daily community meetings, explicit social-emotional instruction using the CARES learner profile, and predictable routines and visual supports. Tier 2 (targeted) comprises small-group skill instruction, check-in/check-out systems, and classroom-level, function-based adjustments that teachers develop in consultation with the

Mental Health Professional when a student's behavior data indicates a repeating pattern. Classroom teachers, floating teachers and paraprofessionals deliver check-in/check-out and skill groups, trained and coached by the Mental Health Professional. Tier 3 (intensive) comprises individualized behavior intervention plans developed with families and, where applicable, integrated into IEPs. Behavior data, including office referrals, classroom-managed incidents, and restorative-conference outcomes, will be reviewed monthly by the Student Support Team and disaggregated by student group each trimester to identify and address disparities.

A strong school culture begins with prevention. Student expectations will be clear, explicitly taught, consistently reinforced, and embedded within the school's daily routines and community practices. Through classroom meetings, SEL instruction, the CARES learner profile, mixed-age community structures, and strong relationships between students and adults, students will learn what it means to contribute positively to a community.

When conflicts or harm occur, the school's primary goal will be restoration and growth. The Mental Health Professional will work with teachers through the Student Support Team so that emerging patterns of behavior are understood and addressed as early as possible. Responses will focus on understanding what happened, recognizing the impact of actions, repairing harm, rebuilding relationships, and helping students develop the skills needed to make more positive choices in the future. Restorative conversations, problem-solving processes, reflection, and other supportive interventions will be used whenever appropriate. While the school will maintain clear behavioral expectations and appropriate consequences when necessary, exclusionary discipline will not be the primary response to student behavior.

The school's discipline policies will fully comply with Massachusetts law, including **G.L. c. 71, §§ 37H, 37H½, and 37H¾**, and **603 CMR 53.00**. Policies will include all required due-process protections, procedures for disciplinary removals, opportunities for students to receive notice and participate in appropriate processes, and safeguards to ensure that disciplinary responses are fair, consistent, and educationally appropriate. Suspension and expulsion will be used only as G.L. c. 71, §§ 37H, 37H½ and 37H¾ and 603 CMR 53.00 allow: before any suspension, school leaders will consider alternatives to removal; families will receive written notice and a hearing in their primary language; and any student who is suspended or expelled will have the opportunity to make academic progress under the school-wide education service plan. The Board will adopt the full suspension and expulsion policy before the school opens.
Physical restraint is used only in an emergency, as a last resort, when needed to protect a student or others from assault or imminent serious physical harm, and in full compliance with 603 CMR 46.00; seclusion is never used. All staff complete restraint prevention and de-escalation training each year, designated staff complete in-depth training, and families and the Department receive every required notice and report.
Before opening, the school will adopt a bullying prevention and intervention plan under G.L. c. 71, §37O, developed with staff and families and reviewed at least every two years. The plan includes age-appropriate instruction for students, annual staff training, a clear process for reporting and investigating incidents, and annual reporting to the Department.

When a student is removed from the classroom or school setting, Ashby Evergreen will ensure that the student continues to have meaningful access to educational programming. Supports may

include access to assignments, academic assistance, tutoring, and education service plans for longer-term removals as required by law. The school will work to maintain students' connection to learning and the school community whenever possible.

The school will provide all required protections for students with disabilities. When disciplinary action involves a student with an IEP or Section 504 Plan, the school will follow all applicable state and federal requirements, including consideration of whether the behavior was related to the student's disability through the manifestation determination review process. When appropriate, the school will conduct functional behavioral assessments and develop or revise behavioral supports through the IEP process to address underlying needs and promote student success.

Ashby Evergreen is committed to ensuring that discipline practices reflect the school's values of equity, inclusion, and belonging. Discipline data will be reviewed regularly, at least each trimester, and analyzed by student subgroup, including race, disability status, English Learner status, and other relevant indicators. If patterns of disproportionality are identified, the school will begin by examining adult practices, policies, systems, and environmental factors to understand contributing causes and determine appropriate improvements.

Prior to opening, the school's discipline policies and procedures will be reviewed to ensure compliance with all applicable legal requirements. Final policies will be included in the student and family handbook and communicated in clear, accessible language so that students, families, and staff understand expectations, procedures, rights, and available supports.

At Ashby Evergreen, discipline is viewed as part of the educational mission. The goal is not simply to respond to mistakes, but to help students develop the resilience, responsibility, empathy, and self-awareness necessary to become thoughtful members of their school and broader community.

Family Engagement and Community Partnership

The Ashby Evergreen Charter School views families as essential partners in each student's educational journey. The school recognizes that families possess deep knowledge of their children (their strengths, interests, experiences, cultures, and aspirations) and that meaningful collaboration between families and educators is essential to student success. Family engagement will not be limited to occasional events; it will be embedded throughout the academic program, school culture, and decision-making processes.

The school’s family and community engagement plan will specifically address all four communities in the proposed region (Ashby, Townsend, Pepperell, and Fitchburg) and will target engagement and recruitment strategies toward multilingual families, low-income families, and families of students with disabilities. Specific strategies include: (1) hosting at least two enrollment and engagement events per year in Fitchburg, in addition to events in the North Middlesex communities; (2) translating all enrollment and family-communication materials into Spanish, Portuguese, and Haitian Creole and providing interpretation at all family conferences and events; (3) partnering with Fitchburg family resource organizations and community-based organizations to reach families who may not otherwise encounter the school; (4) offering enrollment application assistance; (5) establishing a standing Family Advisory Council,

organized by the Family Engagement Lead, with representation from each of the four communities and from each targeted group, which meets quarterly with the Head of School and reports annually to the Board; and (6) measuring engagement through annual climate surveys with results disaggregated by community and by targeted group. Before the charter is awarded, the school will publish a community engagement calendar identifying specific opportunities for families and community members in all four communities to shape the school's vision and design. From March through August 2027, a half-time Family Engagement Lead will lead this outreach and the enrollment assistance. Once the school opens, the leadership team shares this work until the position returns in Year 4.

Families will be active partners in the development and ongoing review of each student's Individual Learning Plan (ILP). Through trimester goal reviews, twice-yearly student-led conferences, access to student portfolios, and regular communication with educators, families will have meaningful opportunities to understand their child's progress, celebrate growth, and contribute insight into goals and supports. When screening data, progress monitoring, or classroom observations indicate that a student may need additional support, families will receive timely, clear, and accessible communication outlining concerns, next steps, and available resources.

Ashby Evergreen will create opportunities for families to participate in the life of the school community beyond traditional family events. The school's place-based and community-centered model recognizes families as valuable contributors whose knowledge, skills, traditions, and experiences enrich student learning. Community gatherings, including a harvest festival, winter concert, spring research symposium, and exhibitions of student learning, will provide opportunities for families and community members to connect, celebrate accomplishments, and engage with the work of students.

Family partnership extends to family well-being. The school, through the Family Engagement Lead, will offer parent education that supports children's growing independence and resilience. This is consistent with the school's homework philosophy, which explicitly asks families not to do children's work for them, relieving a pressure many parents feel acutely. The Family Engagement Lead will also facilitate community play groups, modeled on the Let Grow project, in which children engage in child-directed play while parents and caregivers connect informally with one another and with school staff. These groups build children's self-efficacy, strengthen neighborhood ties beyond the school's own enrollment, and give staff a grounded understanding of the communities they serve.

Community Afternoons, piloted as occasional offerings in Year 1, will provide additional opportunities for family and community involvement. Families may contribute as skill-share leaders, garden volunteers, field experience partners, guest speakers, project mentors, or participants in campus stewardship activities. These opportunities reflect the school's belief that education is strengthened when students learn alongside and from the broader community.

The school is committed to ensuring that communication with families is accessible, respectful, and responsive. School communications will be provided in families' preferred languages whenever possible, and the school will use multiple methods of communication to ensure families have meaningful access to important information. Translation and interpretation support will be provided as required to ensure that language is not a barrier to participation.

Ashby Evergreen will actively seek feedback from students, families, and staff through annual climate and satisfaction surveys designed to measure sense of belonging, communication effectiveness, school culture, and opportunities for improvement. Survey results, along with other stakeholder feedback, will inform the school's continuous improvement process, be included in annual reporting, and be reviewed by the Board of Trustees as part of its governance responsibilities.

Through these practices, Ashby Evergreen Charter School seeks to build a genuine partnership with families, one founded on trust, communication, shared responsibility, and mutual respect. The school believes that every family brings valuable knowledge, perspectives, and strengths, and that students thrive when families, educators, and community members work together as partners in learning.

Community partnerships

Community partnerships are essential to the educational model of Ashby Evergreen Charter School. Because place-based learning begins with the belief that students learn best when they are connected to the people, history, environment, and resources of their own community, local partnerships will be woven into the instructional program rather than treated as occasional enrichment opportunities. Five partners have provided letters of commitment (Attachment 12): the Ashby Free Public Library, the Ashby Historical Society, the Townsend Historical Society and Rainbows End Apiary. In addition, 21 community members and organizations have submitted partnership interest forms offering nature-based learning, the trades, crafts and handwork, local history, media and writing, and health and wellness; they are summarized in Attachment 13.

Community Afternoons will provide a structure for students to engage with community partners through hands-on learning experiences, mentorship, skill sharing, and authentic projects. These experiences will allow students to learn from individuals with expertise, lived experience, and knowledge of the region while contributing meaningfully to the community around them. Ashby Evergreen will cultivate partnerships with a wide range of local organizations, community members, and professionals, including:

- **Local Council on Aging volunteers** will share their knowledge, experiences, and skills with students through intergenerational learning opportunities, oral history projects, mentoring, and community conversations.
- **Ashby Historical Society volunteers** will guide students in examining primary historical documents, exploring local history, visiting historic sites, conducting research, and participating in preservation and restoration projects that connect students directly to the history of their community.
- **Local land trusts and conservation organizations**, which will support student exploration of regional ecology, conservation practices, local landscapes, geology, and stewardship of natural resources. Students may participate in field studies of protected lands, watershed investigations, and projects focused on understanding and caring for the natural environment.
- **Water resource partners**, who will support student learning around wetlands, streams, watersheds, conservation, and the relationship between human communities and local water systems.

- **Regional artists**, who will connect students with local artwork, craft traditions, artistic processes, and opportunities to study how creativity reflects culture, history, and place.
- **Local artisans and craftspeople**, who will share traditional and contemporary skills through demonstrations, workshops, apprenticeships, and project-based learning experiences.
- **Local farms and farmers**, who will support learning connected to agriculture, food systems, environmental stewardship, plant science, entrepreneurship, and the relationship between land and community.
- **Local vocational and skilled trades professionals**, who will introduce students to real-world applications of mathematics, science, engineering, craftsmanship, and problem-solving through authentic demonstrations and projects.
- **Local musicians and cultural contributors**, who will enrich the arts curriculum through performance, instruction, storytelling, and exploration of music as a form of community expression.

These partnerships will support trimester-long projects, field investigations, student exhibitions, and community-based problem solving. Students may contribute to projects such as maintaining community gardens, restoring historic spaces, documenting local history, studying watershed health, creating public art, developing conservation recommendations, or improving the Ashby Evergreen campus itself.

Community partners will serve as mentors, experts, and collaborators; however, all educational activities will remain under the supervision and direction of licensed Ashby Evergreen educators. Volunteers will enhance and extend learning opportunities but will not replace certified instructional staff.

Through these partnerships, students will develop a deeper understanding of their community while practicing critical academic skills such as research, communication, collaboration, problem-solving, scientific inquiry, creativity, and civic responsibility. Ashby Evergreen believes that the community itself is one of the school's greatest learning resources, and that students who understand and contribute to their community become engaged citizens prepared to shape its future.

School Nutrition Program

The Ashby Evergreen Charter School will provide a comprehensive school nutrition program in compliance with all applicable Massachusetts and federal requirements, including **G.L. c. 69, § 1C** and United States Department of Agriculture (USDA) school meal program standards. The school will provide nutritious breakfast and lunch options for students and will participate in applicable federal meal programs to ensure that eligible students have equitable access to healthy meals regardless of family income.

During the planning year, the school will conduct a thorough review of food service options and select an approach that best meets the needs of students, families, and the school's educational model. The school will evaluate both contracted food service and in-house preparation options through a competitive and responsible decision-making process, considering factors including

cost, nutritional quality, operational capacity, student needs, and alignment with the school's Farm to Table and place-based learning initiatives. Until that review is complete, the operating budget assumes a contracted vendor at $10 per student per day (III-E) for planning purposes.

The school will ensure that meal service is adequately staffed, financially sustainable, and fully compliant with all required nutritional guidelines. Budget planning will include sufficient resources to support a high-quality nutrition program that can grow alongside student enrollment and respond to changing needs.

Food and nutrition will be integrated into the Ashby Evergreen curriculum whenever possible. The school's garden and Farm to Table program will provide authentic opportunities for students to explore connections among agriculture, environmental stewardship, nutrition, science, and community. Students may participate in growing food, studying food systems, learning about local agriculture, and understanding the relationship between healthy communities and healthy environments.

When weather permits, students will have opportunities to enjoy meals and snacks outdoors as part of the school's broader commitment to outdoor learning and connection with the natural environment. Outdoor dining will be supported by appropriate health and safety procedures and will complement, rather than replace, access to indoor meal spaces.

The school will seek opportunities to incorporate locally sourced foods when feasible and appropriate, building partnerships with regional farms and food producers. Through these efforts, the nutrition program will serve not only as a means of providing healthy meals but also as an extension of the school's mission to connect students with their community, environment, and the real-world systems that sustain them.

III. How Will the School Demonstrate Organizational Viability?

III-A. Capacity

Origin of the Founding Group and Development of the Charter Proposal

The Ashby Evergreen Charter School proposal grew from a grassroots community conversation that began following the closure of Ashby Elementary School by the North Middlesex Regional School District. The closure created an important community question: how could the vacant school building continue to serve as a center for children, families, and community life? Rather than allowing the building to become disconnected from the community it had served for generations, residents came together to imagine new possibilities for its future.

Community members gathered at the Ashby Free Public Library to discuss how the building could continue its educational mission and remain a place where children could learn, grow, and connect with one another. Inspired by the successful community conversations hosted by the Library during the Smithsonian *Voices and Votes* exhibition, Library Director Heather Brodie Perry, with assistance from Stephanie Hopkins and Rose Smith, organized a broader community dialogue to explore what kinds of educational opportunities residents hoped to see in Ashby's future.

Through this community process, a shared vision began to emerge: Ashby needed an educational option that reflected the strengths of the community, its forests, farms, history, natural resources, and strong tradition of volunteerism, while preparing students for the future. A public charter school model centered on place-based learning, outdoor education, hands-on inquiry, and Finnish-inspired educational practices emerged as a compelling opportunity to create a new kind of public education option for Ashby and surrounding communities.

The founding group formed from residents and community members who shared a commitment to reimagining education and creating an innovative public school that could serve children and families for generations. The group represents a range of professional experiences, educational backgrounds, and community perspectives. Members have met regularly throughout the planning process, engaging in collaborative research, discussion, writing, review, and refinement of the charter proposal.

Heather Brodie Perry has served as the primary coordinator and author of the charter application, working closely with founding group members and subject-area contributors to develop each section of the proposal. The application has been shaped through a collaborative process that reflects the expertise, questions, concerns, and aspirations of the broader community.

The planning process has included extensive research, consultation, and learning from experienced educators and charter school leaders. The founding group has sought guidance from organizations and individuals with expertise in charter school development, educational innovation, curriculum design, and place-based learning. The group contacted the Massachusetts Charter Public School Association for guidance and received feedback from Erica Brown. The group also consulted with leaders from established charter schools, including representatives from Worcester Academy Charter School, Sturbridge Village Charter School, Parker Charter School, Sizer School, and Coopers Island Charter School in Michigan's Upper Peninsula, a Finnish-inspired charter school.

The founding group has also engaged with current and former educational leaders and community stakeholders, including North Middlesex school board members, principals, superintendents, higher education researchers, and educational specialists. These conversations have helped the group better understand the operational, academic, governance, and accountability requirements necessary to create a successful Massachusetts charter school.

A significant component of the planning process has been consultation with experts in place-based and outdoor education. The founding group engaged Dr. David Sobel, a nationally recognized leader in place-based education, who presented at the Ashby Free Public Library and participated in community discussion about the educational philosophy underlying the proposal. Additional expertise has been gathered through conversations with researchers and educators from institutions including Harvard University, Boston University, Stonehill College, and Fitchburg State University, as well as through extensive study of Finnish education, outdoor learning models, environmental education, and place-based educational practices.

The founding group has approached the development of Ashby Evergreen Charter School as a process of continuous learning, evaluation, and improvement. The group has sought to balance innovation with responsibility by grounding the proposal in research-based practices while ensuring that the school reflects the unique needs, assets, and aspirations of the Ashby community.

As the proposal moves through the charter application and planning process, the founding group will continue to seek specialized expertise in areas including curriculum alignment, special education, school operations, governance, finance, and implementation planning. The goal is to build a strong foundation for a public charter school that is academically rigorous, inclusive, financially responsible, and deeply connected to the community it serves.

The founding group formed in Ashby in response to a specific local event, and its current membership reflects that origin. The school proposed here serves a wider region, and the applicant group includes proposed trustees from each of the catchment communities. Our board does not yet fully reflect the diversity of the communities we intend to serve, particularly families whose first language is not English and those whose perspectives have historically been underrepresented in educational leadership. We recognize that meaningful representation requires intentional outreach, relationship-building, and the removal of barriers to participation. As we move toward opening Ashby Evergreen Charter School, we will actively recruit board members and advisors from the communities we hope to serve, seek input from multilingual families and other underrepresented groups, and develop accessible opportunities for families to participate in school governance. Our goal is to build a board that reflects the strengths, experiences, and perspectives of our community and ensures that the voices of the families we serve help shape the school's policies, priorities, and educational practices. The group treats this as a gap to be closed before the school opens, not as a feature of the design. A board that does not include members from the communities supplying most of its students is less equipped to make sound decisions about transportation, enrollment outreach, language access, and family engagement. Since the initial application, the group's outreach in Fitchburg and Townsend has identified three proposed trustees, two from Fitchburg and one from Townsend. Recruitment standards and timeline are described in III-B.

The applicant group’s experience and qualifications, by member (resumes in Attachment 4; roles per the letter of intent and planning records):

Dr. Heather Brodie Perry, Ph.D., Proposed Board Member

Dr. Heather Brodie Perry is Director of the Ashby Free Public Library and has more than 35 years of experience in librarianship, higher education and research, including two decades as a reference librarian and assistant professor teaching information literacy, research methods and public policy. Her Ph.D. research at Simmons University focused on disinformation. She organized the community conversations that formed the founding group and is the application's primary author.

Rose Smith, Proposed Board Member

Rose Smith is a children's librarian, small business owner and homeschooling parent of neurodiverse children who has provided long-term foster care for medically fragile children. An experienced community organizer, she brings a practical understanding of how differently children learn and of what families need from an inclusive school. She resides in Ashby.

Kristel Bennett, Proposed Board Member

Kristel Bennett is Director of Public Health for the Town of Billerica, where she manages budgets and staff, leads data-driven initiatives and ensures compliance with local, state and federal regulations. One of the first members of the founding team and an Ashby parent of three, she holds a Master in Public Administration and a certificate in local government leadership from Suffolk University and a B.S. in biology.

Dr. Christopher Chew, Ed.D., Proposed Board Member

Dr. Christopher Chew is Superintendent of the Westford Public Schools (about 4,500 students in nine schools, with a budget of about $70 million), where he leads fiscal planning, collective bargaining and building projects with the Massachusetts School Building Authority, and launched universal full-day preschool. A longtime Ashby resident, he also serves on the Massachusetts Commission for LGBTQ Youth.

Clifton Hamilton, Proposed Board Member

Clifton Hamilton, an Ashby resident and parent of a young child, is a pharmaceutical development leader with more than 15 years of experience building technical teams and taking complex programs from discovery through manufacturing. He brings strategic planning, quality systems and problem-solving experience and a careful, analytical voice to the founding team.

June McNeil, Proposed Board Member

June McNeil was Ashby's elected representative to the North Middlesex Regional School Committee from 2019 to 2025, serving on its Policy and Start Time subcommittees, and chaired

the Ashby Elementary School Building Subcommittee. A longtime Ashby resident and parent, she brings decades of business leadership and operations experience and long service with local organizations.

Nolan Kaldenberg, Esq., Proposed Board Member

Nolan Kaldenberg is a Massachusetts attorney with experience in contracts, administrative law, compliance, employment matters and risk management, including complex commercial and government contracts. A former U.S. Air Force Staff Sergeant who provided legal assistance to service members and families, he has longstanding family ties to Ashby.

Christina Willey, Proposed Board Member

Christina Willey owns TerraFlora Landscapes and has more than 25 years of experience in landscape design and horticulture. A parent of three children in the North Middlesex schools, she has navigated the IEP process and homeschooled for five years with a nature-based curriculum, and she will help design the school's outdoor learning environments. She resides in Pepperell with her family.

Danielle Blais, M.A., LMHC, Proposed Mental Health Professional

Danielle Blais is a licensed mental health counselor with an M.A. in Expressive Therapies from Lesley University and more than thirteen years of practice across various settings, including schools, nature-based settings, and in-home therapy in Fitchburg. Since 2019 she has been a consultative Mental Health Professional for Camp Kesem, and she helped build the day treatment program at Cultivate Care Farms during its founding period. An Ashby resident and North Middlesex graduate, she shapes the school's whole-community well-being design.

Anne Cromwell Gapp M.Ed., CAGS, Consultant

Anne Cromwell Gapp is a former longtime principal of Ashby Elementary School. She has advised the founding group on the school's history, its students and families, and the building and its operations.

Dr. Vanessa Larkin, Ed.D., Consultant

Dr. Vanessa Larkin has more than 28 years of experience as a teacher, school founder, Head of School and college professor and holds a doctorate in educational leadership. She founded an independent school serving infants through grade 8 and has led curriculum development, faculty recruitment, financial management and regulatory compliance. She developed the school's weekly schedules.

Cecile Tousignant, M.S., Proposed board Member

Cecile Tousignant has more than 30 years of experience in early childhood education. She owned and directed an NAEYC-accredited child care center, founded Child Tools Consulting, and serves on Fitchburg's Commonwealth Preschool Partnership Initiative and the Monty Tech Early Childhood Advisory Committee and represents North Worcester County in the Common Start Coalition. She previously served on the board of a proposed Fitchburg K–8 charter school.

Kathryn Moore, M.S., CCC-SLP; Proposed Board Member

Kathryn Moore is a school-based speech-language pathologist (M.S., Emerson College) at a local educational collaborative, working with students who have significant emotional and communication disabilities; her expertise includes AAC, IEPs and evaluations. She previously worked at a Colorado charter school serving many English learners. She lives in Fitchburg and is the parent of two young children.

Randee Rusch, Proposed Board Member

Randee Rusch, a Townsend resident, served 16 years on the North Middlesex Regional School Committee, in every leadership role, with experience in policy, collective bargaining, budgeting, building projects with the Massachusetts School Building Authority, and superintendent searches and evaluation. She is business administrator for the UMass Lowell Recreation Center, overseeing a budget of about $1 million.

Cecile R. Auguste, Consultant

Cecile R. Auguste holds an MBA in Healthcare Administration and a Bachelor of Science in Physical Therapy. Her professional background includes healthcare administration, pediatric rehabilitation, community program leadership, and youth violence prevention. She brings valuable multilingual communication and translation skills, including proficiency in Haitian Creole, that support outreach to linguistically diverse families and help strengthen communication between schools and communities. Her experience in community engagement and program coordination will be an asset in building an inclusive, welcoming school environment.

III-B. Governance

Structure, roles, and oversight

Board of Trustees Governance and Accountability

The Ashby Evergreen Charter School will be governed by a Board of Trustees consisting of nine to twelve members. The draft bylaws are Attachment 5. The Board of Trustees will hold the charter and serve as the governing authority of the school. The Board's role is to provide strategic oversight, ensure accountability, maintain financial and legal compliance, and protect the mission of the school. The board will maintain a clear separation between governance and management, with the Head of School responsible for day-to-day operations.

The Head of School will serve as the Board's sole direct report and will be responsible for the day-to-day leadership and operation of the school, including academic programming, personnel management, implementation of policies, and operational decision-making. The Board will support and evaluate the Head of School while maintaining appropriate governance boundaries. The Head of School serves on the Board as its only ex-officio member, without a vote; all other trustees are voting members.

Board Officers and Leadership Structure

The Board will elect officers who will provide leadership and ensure effective governance:

- **Chair:** The Chair will lead Board meetings, work collaboratively with the Head of School to establish meeting agendas, facilitate effective Board discussion, and serve as the primary spokesperson for the Board.
- **Vice Chair:** The Vice Chair will support the Chair, assist with special projects, and assume leadership responsibilities when the Chair is unavailable. The Vice Chair will serve as a liaison to the faculty.
- **Treasurer:** The Treasurer will lead the Finance Committee, review monthly financial reports, monitor fiscal health, and oversee the relationship with the school's independent auditor.
- **Secretary:** The Secretary will ensure accurate meeting minutes, maintain Board records, and support compliance with Open Meeting Law and other governance documentation requirements.

Standing Committees

The Board will establish standing committees to support effective oversight and informed decision-making. Committees will conduct analysis, prepare recommendations, and support Board work; however, all official decisions will remain the responsibility of the full Board. The full Board and the Finance Committee will meet monthly, and the other standing committees at least quarterly, consistent with the bylaws' requirement that the Board meet at least quarterly.

Finance Committee

- Develops and reviews the annual budget;
- Reviews monthly financial reports;
- Monitors financial performance and long-term sustainability;
- Oversees the annual audit process.

Governance Committee

- Maintains bylaws and governance policies;
- Leads Board recruitment and succession planning;
- Provides trustee orientation and ongoing training;
- Conducts Board self-evaluation;
- Reviews governance-related concerns and complaints.

Academic Accountability Committee

- Reviews academic dashboards and student outcome data;
- Monitors progress toward Accountability Plan goals;
- Reviews academic performance trends and subgroup outcomes;
- Supports continuous improvement efforts.

Facilities Committee

- Provides oversight of campus development and facilities planning;
- Reviews safety, maintenance, and long-term capital needs;
- Supports responsible stewardship of school facilities and grounds.

Board Responsibilities and Core Governance Processes

The Board will establish clear annual priorities and goals each spring and will monitor progress throughout the year through established accountability systems, including quarterly academic dashboards and monthly financial reporting.

The Board's responsibilities will include:

- Hiring, supporting, and annually evaluating the Head of School using written goals aligned with school priorities and the Massachusetts educator evaluation framework for administrators;
- Approving the annual budget developed by the Head of School in collaboration with the Finance Committee;
- Reviewing financial performance monthly and conducting annual long-term financial and strategic planning;
- Monitoring progress toward academic goals through data dashboards and Accountability Plan measures;
- Ensuring compliance with applicable laws, regulations, and charter requirements;
- Conducting an annual written Board self-evaluation, using results to inform trustee recruitment, training, and governance improvement.

Demonstration of Governance Understanding

The Board recognizes the importance of maintaining an appropriate distinction between oversight and administration. Examples of future Board actions include:

1. **Budget Oversight:** After review and recommendation by the Finance Committee, the Board votes in public session to approve the annual budget, including enrollment assumptions, revenue projections, and major expenditures.
2. **Academic Accountability:** After reviewing trimester dashboard data that identifies a subgroup achievement gap, the Board requests that the Head of School present a remediation plan and monitors progress without directing classroom-level instructional decisions.
3. **Policy Governance:** The Board approves amendments to school policies, such as enrollment policies, following required public notice and review processes and submits required updates to the Massachusetts Department of Elementary and Secondary Education (DESE).

4. **Ethical Governance:** A trustee with a disclosed conflict of interest recuses themselves from a vendor-related vote, and the recusal is documented in meeting minutes in accordance with Massachusetts conflict-of-interest requirements, including G.L. c. 268A.

Public Accountability and Transparency

Ashby Evergreen Charter School is committed to transparent governance and meaningful public accountability. Board meetings will be posted and conducted in accordance with Massachusetts Open Meeting Law requirements. Trustees will complete all required DESE training, conflict-of-interest training, and annual financial disclosure requirements. New trustees will be submitted to DESE for approval prior to beginning service.

Board decision-making will be transparent and accessible to the public. Meeting agendas and relevant materials will be provided in advance whenever possible. Each meeting will include an opportunity for public comment, and Board decisions, deliberations, and rationales will be documented through publicly available meeting minutes.

Complaints and Stakeholder Concerns

The Board will adopt a written complaint policy based on DESE guidance that provides a clear and accessible process for addressing concerns. The policy will encourage concerns to be addressed first at the appropriate level:

1. Responsible staff member or program leader;
2. Head of School;
3. Board Governance Committee, when appropriate.

The policy will establish clear timelines for acknowledgement, review, response, and resolution. The Board will monitor complaint trends and include information regarding complaints received and resolved in the school's annual reporting process as required.

Through this governance structure, Ashby Evergreen Charter School will maintain a Board that is accountable, strategic, and mission-focused while empowering school leadership and educators to manage the daily work of creating an exceptional educational experience for students.

Policy Development and Adoption

The Ashby Evergreen Charter School Board of Trustees will establish a thoughtful and transparent process for developing, reviewing, and adopting school policies. Policies will be developed collaboratively by the appropriate Board committee in partnership with the Head of School and will be informed by Massachusetts Department of Elementary and Secondary Education (DESE) model policies, applicable state and federal requirements, best practices from established charter schools, and legal counsel when appropriate.

Draft policies will be reviewed carefully to ensure they reflect the school's mission, comply with all applicable regulations, and are practical for implementation. The school will seek meaningful stakeholder input before final adoption of significant policies. For example, the discipline policy will be reviewed with staff and family representatives to ensure that expectations and procedures

are clear, equitable, and aligned with the school's restorative approach. Enrollment policies will be reviewed with legal counsel using DESE requirements and applicable enrollment guidance as a framework to ensure compliance, fairness, and transparency.

Following review and stakeholder input, policies will be formally adopted by the Board of Trustees in public session. Adopted policies will be communicated clearly to staff, families, and the broader community and will be reviewed periodically to ensure continued effectiveness and compliance.

Board Recruitment, Development, and Succession Planning

The Board of Trustees recognizes that effective governance requires a diverse range of skills, experiences, and perspectives. Board recruitment will be guided by the results of the annual Board self-evaluation and will intentionally seek to address identified gaps in expertise, including areas such as education, finance, law, facilities, community partnerships, fundraising, governance, and organizational leadership.

Board recruitment will apply two standards together: the expertise the board requires to govern, and the communities the school serves. The bylaws require that no fewer than one trustee reside in each sending community. The proposed board now includes trustees from each sending community, including two Fitchburg residents. Because Fitchburg is expected to supply the largest single share of enrolled students, the board will keep recruiting Fitchburg trustees so that its makeup reflects the families the school serves. The annual board self-evaluation will assess geographic and community representation alongside skills, and the results will direct the following year's recruitment.

The Board will establish a voting family representative seat, filled by a parent or guardian of an enrolled student, beginning in the first year of operation. Board meeting notices and trustee recruitment materials will be available in Spanish and English, with Portuguese and Haitian Creole available upon request, and interpretation will be provided at meetings on request, so that participation in governance is not limited by language.

Since July 2026, the founding group has conducted outreach in Fitchburg, Pepperell, and Townsend to build relationships with families, community organizations, and prospective trustees. This work includes information sessions held virtually and in each community, meetings with Fitchburg State University, and presentations to area groups. Through this process, the group identified three proposed trustees who now join the founding board: Cecile Tousignant and Katy Moore of Fitchburg and Randee Rusch of Townsend.

Prospective trustees will participate in a thoughtful recruitment and orientation process designed to ensure that candidates understand the responsibilities of charter school governance before joining the Board.

Prior to appointment, prospective trustees will:

- Observe at least two Board meetings;
- Review the charter application, bylaws, governance policies, and school mission;

- Receive orientation regarding school finances, Open Meeting Law, ethics requirements, and Board responsibilities;
- Participate in a campus experience to better understand the school's educational model and place-based mission;
- Be paired with an experienced trustee mentor during their initial period of service.

The Board will maintain a structured succession plan to support leadership continuity. The Vice Chair will be intentionally developed as the presumptive successor to the Board Chair, and committee vice-chairs will similarly be developed to support future committee leadership. Trustee terms will be staggered, with terms and renewal limits established in the bylaws, to ensure continuity of institutional knowledge while allowing for thoughtful renewal of Board membership. Trustees serve three-year terms, limited to two consecutive terms, staggered so that approximately one-third of the Board turns over in any given year.

Management Contracts and External Relationships

The Ashby Evergreen Charter School will not enter into a management contract for substantially all educational or management services. The Board of Trustees will retain full authority and responsibility for governance, fiscal oversight, academic accountability, personnel decisions, and school operations.

The school's relationship with Ashby Community Collaborative, Inc. is disclosed here. The Collaborative is a Massachusetts nonprofit corporation formed on June 16, 2026 by community members who wanted to support the development of the school, so that it could raise funds for early outreach; so far it has set up a website and Google Workspace and paid for posters, yard signs and flyers. It has applied to the Internal Revenue Service for recognition as a 501(c)(3) organization, and the determination is pending. After the charter is granted, it will lead fundraising for enrichment (III-E). The Collaborative has no governance or management authority over the school and no contract with it. Three proposed trustees are officers of the Collaborative: Heather Brodie Perry is its clerk, Rose Smith is the vice president, and Clifton Hamilton is its treasurer. They will disclose these roles as required by G.L. c. 268A and recuse themselves from any vote involving the Collaborative, and any future agreement between the school and the Collaborative will be negotiated at arm's length, approved by the Board in public session, and disclosed to the Department.

The school will establish programmatic partnerships that support its place-based educational model, including relationships with organizations such as area libraries and Historical Societies, Fitchburg State University, The Nashoba River Watershed, The Ashby Land Trust, local land and conservation organizations, and the local Councils on Aging. These partnerships will provide opportunities for mentorship, expertise, community-based learning, and authentic student experiences; however, none of these organizations will have governance authority, management responsibility, or control over school operations.

Letters of commitment from five community partners are Attachment 12, and a summary of community partnership interest forms is Attachment 13. Additional partnerships will be formed as the school matures. These relationships reflect Ashby Evergreen's commitment to community-

connected learning while maintaining clear boundaries between educational partnerships and the governance responsibilities held exclusively by the Board of Trustees and school leadership.

III-C. Management

School Leadership Structure and Organizational Responsibilities

The Ashby Evergreen Charter School will establish a clear organizational structure that ensures accountability, effective communication, and alignment between governance, leadership, and daily operations. The Head of School will serve as the chief executive and instructional leader of the school and will report directly to the Board of Trustees. All school employees, including teachers, student-support staff, and operational staff, will report to the Head of School.

The Head of School will be responsible for implementing the school's mission, overseeing daily operations, managing personnel, ensuring compliance with state and federal requirements, supporting instructional excellence, and creating a strong culture of collaboration and continuous improvement. Teachers and student-support staff will be supported through instructional leadership structures.

The school's organizational charts for Year 1 and full enrollment demonstrate the planned reporting structure and growth of leadership capacity as the school expands (Attachment 1).

Decision-Making Responsibilities

Ashby Evergreen Charter School will maintain clear decision-making structures that balance distributed leadership with appropriate accountability.

Curriculum and Instruction:
The Head of School will hold final responsibility for curriculum implementation and instructional quality, working collaboratively with teacher teams, instructional leaders, and curriculum partners. Teachers will play an active role in unit design, refinement, assessment, and instructional decision-making within the established curriculum framework.

Student Achievement and Academic Improvement:
Student achievement decisions will be guided by the school's data cycle, including weekly teacher collaboration, Student Support Team review, and trimester data summits. The Head of School and instructional team will use evidence from assessments, portfolios, ILPs, and other measures to identify student needs and determine appropriate supports.

Professional Development:
The Head of School will develop the annual professional development plan based on four primary sources of information: classroom observations and coaching trends, student screening and benchmark data, educator evaluation goals, and annual staff feedback. Professional learning will be aligned with school priorities and responsive to identified needs.

School Culture:
The Head of School is responsible for developing and maintaining the school's culture, ensuring that the school's values of belonging, curiosity, stewardship, resilience, and respect are reflected throughout the student experience. This is accomplished with the support of the Mental Health Professional, whose schoolwide, non-evaluative work in classrooms, with staff, and with families keeps the culture tended throughout the year.

Staffing:
The Board of Trustees will establish a hiring team for the founding year of the school. After that, the Head of School will be responsible for hiring, supervising, and evaluating school employees within the personnel structure and budget approved by the Board of Trustees. Hiring decisions will prioritize educators who demonstrate alignment with the school's mission, instructional philosophy, and commitment to serving diverse learners.

Fiscal Planning:
The Head of School will develop annual budgets in collaboration with the Finance Committee and present recommendations to the Board of Trustees for approval. The Head of School will manage daily financial operations within the approved budget, while the Board maintains fiduciary oversight.

Operations and Facilities:
The Head of School will oversee school operations in partnership with facilities and operational staff. As the campus develops, facilities management responsibilities will expand through collaboration between school leadership and designated facilities personnel.

Head of School Search and Selection
The Board has begun its search for a Head of School and has already been approached by two highly qualified candidates. The search remains open, and those candidates will be considered alongside all other applicants. The school recognizes that selecting the right leader will be one of the most important decisions in establishing a successful charter school and is seeking a leader who combines strong instructional expertise with the ability to build a new organization.
The desired Head of School profile includes:

- Massachusetts licensure or eligibility for appropriate school leadership licensure;
- Demonstrated success in elementary instructional leadership;
- Experience with progressive, project-based, experiential, or outdoor learning models;
- Experience supporting students with disabilities and English Learners;
- Strong operational, organizational, and budget-management skills;
- The ability to build and lead a founding faculty and establish systems from the ground up;
- A collaborative leadership style consistent with Ashby Evergreen's community-centered mission;
- Cultural competency for the populations served.

The founding Board began its search after the Department's invitation to submit a final application. The Board plans to be ready to make an offer, contingent on the charter, by the Board of Elementary and Secondary Education’s vote on February 23, 2027, so that the Head of School can begin as soon as the charter is granted. The search will include outreach through

charter school networks, progressive education organizations, and outdoor education networks to identify candidates with relevant experience and strong mission alignment.

Candidates will be reviewed by a Board search committee using a structured process that includes review of qualifications, leadership experience, references, and alignment with the school's educational philosophy. Faculty and community representatives will participate in the finalist stage through activities such as a teaching-community exercise, collaborative discussion, and a campus walk to assess candidates' understanding of place-based education.

The selected Head of School will be responsible for building the founding team, establishing school systems, and leading implementation of the approved charter.

Evaluation and Accountability

The Head of School will be evaluated annually by the Board of Trustees using written goals aligned with school priorities and the Massachusetts Educator Evaluation Framework for administrators. Evaluation will consider progress toward academic goals, school culture, operational effectiveness, financial stewardship, staff development, and implementation of the school's mission.

All other administrators and instructional leaders will be evaluated by the Head of School using established performance expectations aligned with their roles and responsibilities.

Through this leadership structure, Ashby Evergreen Charter School will ensure that authority is clearly assigned, accountability is maintained, and the school has the leadership capacity necessary to successfully launch and sustain an innovative, high-quality public charter school.

Human Resources

Faculty Recruitment, Qualifications, Compensation, and Professional Responsibilities

The Ashby Evergreen Charter School recognizes that the quality of its faculty will be central to successfully implementing its innovative educational model. The school seeks educators who combine strong instructional practice with a commitment to student-centered, experiential, and place-based learning. Faculty members will serve not only as instructors, but as mentors, facilitators of inquiry, and members of a collaborative professional community dedicated to the growth of every student.

Teacher Profile and Recruitment

The ideal Ashby Evergreen teacher will:

- Hold or be eligible for appropriate Massachusetts educator licensure;
- Demonstrate strong instructional practice and commitment to Massachusetts Curriculum Frameworks;
- Embrace student-centered, inquiry-based, experiential, and interdisciplinary learning;
- Have experience with, or a strong interest in, outdoor and place-based education;

- Demonstrate cultural competency and a commitment to serving diverse learners, including students with disabilities and English Learners;
- Value collaboration, reflection, and continuous professional growth;
- Be willing to participate actively in the broader life of the school community.

Recruitment efforts will intentionally seek educators who are aligned with the school's mission and educational philosophy. Recruitment channels will include partnerships with teacher preparation programs, including Fitchburg State University and other regional institutions of higher education; progressive and outdoor education networks; educator job boards; professional conferences; and referrals from educators and community partners.

The school will prioritize recruiting educators who reflect a range of experiences, perspectives, and backgrounds and who understand the importance of creating an inclusive school community where every student feels valued and supported.

Hiring and Selection Process

Founding Faculty Selection Process

During the initial planning and launch year, the selection of the founding staff will be a collaborative process designed to ensure that the school builds a faculty fully aligned with the mission, educational philosophy, and operational needs of Ashby Evergreen Charter School. Because the founding Head of School will be establishing a new organization and building a new educational community, the Board of Trustees and founding group recognize the importance of providing strong support during this critical phase. To assist the Head of School in this significant undertaking, the initial staff selection process will include a hiring committee composed of representatives from the founding group, members of the Board of Trustees, and the Head of School. This committee will support the identification and selection of candidates who possess the skills, experience, and shared commitment necessary to successfully implement the school's charter.

The purpose of the hiring committee is to provide additional perspective, mission alignment, and community insight during the founding phase while ensuring that the school attracts exceptional educators and staff members. The committee will help evaluate candidates for the wide range of roles required to launch a successful charter school, including instructional, student support, and operational positions.

The selection process will include:

- Application and credential review;
- Structured interviews focused on instructional practice, collaboration, student-centered learning, and alignment with the Ashby Evergreen mission;
- Teaching demonstrations or role-specific performance activities;
- Professional reference checks;
- A school or campus visit to experience the Ashby Evergreen learning environment and understand the place-based educational model.

The Head of School, in collaboration with the hiring committee, will retain final hiring authority and responsibility for building the founding faculty, ensuring clear accountability for personnel decisions and the creation of a cohesive, highly qualified team. As the school grows beyond the founding year, the Head of School will oversee the hiring process with input from instructional leaders, faculty members, and other appropriate stakeholders.

Licensure and Personnel Compliance

Ashby Evergreen Charter School will comply fully with all Massachusetts educator licensure requirements. The school will actively recruit exceptional educators with expertise in areas such as Forest School education, environmental education, child development, outdoor leadership, the arts, world languages, STEM, and other specialized fields. Classroom teachers will either hold the appropriate Massachusetts educator license or be eligible to teach under Massachusetts charter school regulations while actively pursuing licensure. Candidates who have successfully passed the required Massachusetts Tests for Educator Licensure (MTEL) examinations and are making satisfactory progress toward meeting all licensure requirements will be supported through mentoring, professional development, and individualized licensure plans to obtain the appropriate Massachusetts license within the timelines established by state law and regulation.

Teachers providing English Learner (EL) instruction and special education services will meet all qualifications and credentialing requirements outlined in the school's English Learner Education and Special Education plans, as well as all applicable Massachusetts laws and regulations. Prior to employment, the school will verify educator licenses, Sheltered English Immersion (SEI) Teacher or Administrator Endorsements, and any other required certifications or credentials necessary for the position.

The school is committed to recruiting educators with demonstrated expertise in serving diverse learners and will prioritize candidates who possess strong backgrounds in evidence-based instructional practices, inclusive education, language acquisition, differentiated instruction, and culturally and linguistically responsive teaching. English Learner educators will be knowledgeable in second-language acquisition, WIDA English Language Development Standards, and strategies for integrating language development across all content areas. Special education teachers and related service providers will possess the knowledge and skills necessary to develop and implement Individualized Education Programs (IEPs), provide specially designed instruction, collaborate effectively with general education teachers, and ensure compliance with federal and state special education requirements.

Recognizing that exceptional educators may be entering Massachusetts from other states or professional settings, Ashby Evergreen Charter School will also consider candidates who are eligible for appropriate Massachusetts licensure and are actively completing any remaining state-specific credentialing requirements. The school will provide mentoring, professional development, and individualized support to ensure these educators attain all required endorsements and licensure within the timelines established by Massachusetts law.

All educators will participate in ongoing professional learning focused on effective instruction for multilingual learners and students with disabilities. Professional development will include topics such as Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS),

evidence-based literacy instruction, differentiated instruction, inclusive classroom practices, progress monitoring, culturally responsive teaching, and collaborative service delivery. This commitment ensures that all students—including English Learners and students with disabilities—receive high-quality instruction from well-prepared educators in inclusive learning environments.

All employees and volunteers with unsupervised access to students will complete all required state and federal background checks prior to beginning service at Ashby Evergreen Charter School. These screenings will include Criminal Offender Record Information (CORI) checks, Sex Offender Registry Information (SORI) checks, and fingerprint-based national criminal history checks, as required by Massachusetts law. The school will maintain documentation verifying completion of all required screenings and will ensure that no employee or volunteer begins unsupervised work with students until all applicable clearances have been received.

In addition, all employees and volunteers will complete required training on child abuse and neglect reporting responsibilities, student safety, professional boundaries, confidentiality, and other mandatory compliance topics before working with students and will participate in annual refresher training as required by state law and school policy.

Teacher Responsibilities and Professional Collaboration

Ashby Evergreen teachers will have dedicated time built into the schedule for planning, collaboration, assessment review, professional learning, and student support. Classroom teachers will balance direct instruction with the collaborative responsibilities required by the school's interdisciplinary model.

Teachers will:

- Provide high-quality standards-aligned instruction;
- Participate in weekly grade-band collaboration meetings focused on student learning, assessment, and instructional planning;
- Collaborate on Community Afternoon programming and place-based learning experiences;
- Participate in professional development and instructional coaching;
- Engage in assessment cycles, ILP development, and family communication;
- Support schoolwide culture through shared responsibilities such as arrival/dismissal, outdoor learning supervision, and community events.

Each teacher will also contribute to the broader life of the school through a community role connected to the school's mission, such as supporting the garden program, outdoor learning resources, forest-family activities, student exhibitions, or other schoolwide initiatives.
The school will design schedules to ensure teachers have protected planning time and opportunities for collaboration. Specials, instructional support structures, and shared responsibilities will be intentionally scheduled to preserve meaningful preparation time.

Compensation and Benefits

Ashby Evergreen Charter School is committed to attracting and retaining highly qualified educators by offering compensation and benefits that are competitive with regional public school systems.

The school will establish a transparent salary schedule based on education level and years of relevant experience. The salary structure will be applied consistently across employees, with placement determined by documented qualifications and experience. Leadership may provide appropriate placement consideration for candidates whose experience directly aligns with the school's mission and needs.

The founding budget uses the following tentative planning figures. Actual offers will reflect each candidate's qualifications and the circumstances of each hire, and the Board will adopt and publish the full tiered salary schedule before teachers are hired:

- A Head of School salary of $135,000 and a Director of Curriculum and Instruction salary of $95,000 in Year 1;
- Classroom teachers on a tiered salary schedule, averaging $74,909 in Year 1, offering advancement based on experience and education;
- Paraprofessionals at an average planning salary of about $42,000, with advancement based on experience and responsibilities;
- Additional stipends for designated leadership roles, specialized responsibilities, or significant program coordination.

Final compensation schedules will be reviewed against comparable regional districts, including surrounding public school systems, to ensure that Ashby Evergreen remains competitive in recruiting and retaining exceptional educators.

Benefits will include:

- Health insurance;
- Retirement benefits, including participation in the Massachusetts Teachers' Retirement System (MTRS) for eligible educators as required;
- Paid leave;
- Professional development funding;

Through intentional recruitment, competitive compensation, and a strong professional culture, Ashby Evergreen Charter School will build a faculty capable of delivering a rigorous, inclusive, and transformative educational experience for students.

Staffing chart by year (narrative plan)

Position	Y1	Y2	Y3	Y4	Y5
Head of School	1.0	1.0	1.0	1.0	1.0
Director of Curriculum and Instruction	1.0	1.0	1.0	1.0	1.0

Classroom teachers (Year 1: 8 homerooms + 3 floating teachers who teach specials)	11	13	15	18	21
Paraprofessionals (classroom and IEP support; lunch and recess supervision; added as needs grow)	6.0	6.0	7.0	7.0	8.0
Spanish teacher (from grade 6)	0	0	1.0	1.0	1.0
Special education teachers (II-D)	2.0	2.0	2.5	3.0	3.5
ESL teacher (II-D)	1.0	1.0	1.5	2.0	2.0
Related services (speech, OT, PT, counseling): contracted	–	–	–	–	–
Mental Health Professional	1.0	1.0	1.0	1.0	1.0
Family Engagement Lead (0.5 FTE from March to August 2027, before opening; the leadership team covers this work in Years 1–3)	–	–	–	0.5	0.5
School nurse	1.0	1.0	1.0	1.0	1.0
Office manager	1.0	1.0	1.0	1.0	1.0
Custodian/groundskeeper and night custodian	2.0	2.0	2.0	2.0	2.0
Cafeteria aide (part-time meal server)	0.8	0.8	0.8	0.8	0.8
Business/back-office (contracted provider; not counted in staff FTE)	0.2	0.5	0.5	0.5	0.5

How classroom staffing is derived. Year 1 has eight multi-age homerooms (three K/1, two grade 1/2 and three grade 3/4) of about 18 to 20 students, within the class-size caps in II-A, plus three floating teachers who teach the integrated specials rotation in every grade and cover Learning Studio push-in, intervention and absences. Each year a new grade of 30 students adds two homeroom teachers. In Year 4, two more floating teachers join to teach the grades 6–8 specials, for 16 homeroom and 5 floating teachers (21) at full enrollment. Two Year 1 teachers are lead teachers (K–2 and 3–4), rising to three (K–2, 3–5 and 6–8) when grades 5 and 6 open. The Spanish teacher joins in Year 3 for grades 6–8, and special education teaching grows by 0.5 FTE a year from Year 3 as IEP caseloads grow.

Several roles named in the Action Plan and this application, such as the Family Engagement Lead, the Community Partnerships Coordinator and the workstream leads for enrollment, facilities, safety, technology, health and student services, describe responsibilities rather than separate positions. In the planning period, from charter award to opening day, the budget pays the Head of School from March, the Director of Curriculum and Instruction, the office manager and a half-time custodian and groundskeeper from May, a half-time Family Engagement Lead, and a $25,000 fund for pre-opening project work, all from the federal start-up grant. The Head of School assigns each workstream to a budgeted staff member, a consultant paid from the fund, or a future staff member hired early. After opening, each responsibility ends, becomes part of a regular job (for example, enrollment to the office manager and health procedures to the school nurse), or continues as a coordinator role with a stipend (a planning figure of $3,000 a year); the budget holds three such stipends each year. The Board kept this flexibility on purpose: during the years of low staffing, the Head of School can assign these responsibilities to the people best suited to them. The Family Engagement Lead's duties are absorbed by the leadership team in Years 1–3, and the half-time position returns in Year 4.

III-D. Facilities and Student Transportation

School Facility

The Ashby Evergreen Charter School will be located in the former Ashby Elementary School, a facility that served generations of Ashby students and families. The building remains a valued community asset and represents a rare opportunity to preserve an existing educational facility while creating a new public school option for families in the region.

The building is owned by the Town of Ashby. At a Special Town Meeting on December 1, 2026, the Town will ask voters to authorize the Select Board to lease the former Ashby Elementary School for educational use, and the Town has issued a request for proposals, with proposals due December 7, 2026. Ashby Evergreen Charter School will respond to the request for proposals and expects to lease the building for $1 a year. The Town Administrator's letter describing this process is Attachment 11. The applicant group will update the Department on the Town Meeting vote and the request for proposals.

The closure of Ashby Elementary School in June 2025 was not the result of deficiencies with the building itself. Rather, the North Middlesex Regional School District made a strategic decision to consolidate operations and educate Ashby students in other district facilities. While the decision reflected the district's broader facilities planning priorities, it was deeply felt by the Ashby community, which had a strong attachment to having a neighborhood school located within the town. The loss of the school created a strong desire among residents to find a way to preserve the building as a center for education and community life.

The former Ashby Elementary School is well suited to serve as the home of the Ashby Evergreen Charter School. The facility is structurally sound and has many of the features necessary to support a high-quality educational program, including:

- A newer classroom wing designed for modern instructional needs;
- A functioning elevator and accessible classrooms provide accessibility throughout the active portions of the building;
- A recently installed boiler system;
- Existing solar panels that significantly offset the building's electricity needs;
- A septic system with sufficient capacity to support the anticipated enrollment;
- 44,000 square-feet of indoor space with capacity for 300 students, including 19 classrooms, a library, a full-size gymnasium with a stage, a cafeteria, a music room, a computer lab and various office spaces
- A campus with varied habitats (forest, wetlands, meadows and fields), a playground, sports fields and a small pavilion, bordered by undeveloped land, well suited for outdoor instruction.

The town's building inspector has found the building in good condition and in need of no major work, so no capital renovation or construction is planned. Furthermore, the school is committed to an independent assessment of the facilities' accessibility of indoor and outdoor spaces upon award of the charter. The budget sets aside $50,000 in the planning period, paid from the start-up grant, for minor interior and exterior repairs and safety items identified as the building reopens.

The school does not anticipate needing to use all portions of the existing building for instructional purposes at launch. Areas of the older section of the building that are not required for the initial program have been closed off and can remain unused while the school focuses resources on maintaining and improving the spaces most appropriate for students and staff.

Beyond its physical suitability, the facility holds significant community value. The former Ashby Elementary School is more than a building; it represents decades of memories, relationships, and community identity. The possibility of returning the building to active educational use has generated substantial enthusiasm and support throughout the region. Community members have consistently expressed that preserving the site as a place for children to learn is an important opportunity for Ashby's future.

The Ashby Evergreen Charter School views this facility as a foundational strength of the proposal. Rather than requiring the construction of a new school building, the school can revitalize an existing educational facility, steward a valuable community resource, and create a place where students from Ashby and surrounding communities can once again learn, grow, and build connections.

Resilience, perseverance, and inner strength are central to the Ashby Evergreen Charter School mission. The renewal of the former Ashby Elementary School reflects that same resilience in our community: the determination to transform loss into opportunity and restore a beloved place of learning. Bringing this school back to life is not simply the reuse of a building; it is the renewal of the heart and soul of Ashby.

Student Transportation

Ashby Evergreen Charter School is committed to ensuring that transportation is accessible and equitable for all enrolled students. The school anticipates using a regional transportation model designed to efficiently serve students while recognizing the geographic distribution of families across the region.

For students residing in Fitchburg, the school plans to establish designated group bus stops located throughout the community. These stops will be determined after enrollment information is available so that routes can be designed around the actual locations of enrolled students and provide reasonable access for families. Rather than providing individual home-to-school transportation, the group-stop model will allow the school to provide reliable transportation while maintaining operational efficiency.

For students residing within the North Middlesex Regional School District, transportation to the Ashby Evergreen Charter School campus will be provided through the district in accordance with applicable transportation requirements.

Final transportation plans, including routes, schedules, bus stop locations, and transportation providers, will be developed during the planning year based on enrollment data, family needs, and applicable Massachusetts requirements. The school will ensure that transportation arrangements support equitable access to the school regardless of a student's community of residence.

III-E. School Finances

Budget development process

The Ashby Evergreen Charter School draft budget was developed by the applicant group with guidance from experienced educational leaders, including Dr. Christopher Chew, a sitting superintendent with extensive experience in district budgeting, financial planning, and school operations. The budget development process has been informed by the proposed staffing model, enrollment projections, educational program design, and operational requirements necessary to successfully launch and sustain the school.

The budget was developed and reviewed internally by the applicant group, and the board discussed and agreed to the salary planning figures it uses. Before submission, the budget was also reviewed by an independent reviewer who is not part of the applicant group and has no stake in the school, covering the budget assumptions, revenue projections, expense estimates, and long-term sustainability.

This final application includes the required five-year operating budget and Year 1 cash-flow projection on the Massachusetts Department of Elementary and Secondary Education (DESE) budget templates (Attachment 3, submitted as a separate Excel file). All financial projections are reconciled with the proposed staffing plan (III-C), student support service commitments (II-D), educational program requirements, facility assumptions, and enrollment projections (I-C).

The figures presented below represent the applicant group's current working budget and reflect the assumptions developed through the planning process. As the school moves through charter approval and implementation planning, these assumptions will continue to be refined based on updated enrollment projections, staffing decisions, facility planning, and additional expert review.

Revenue Assumptions and Financial Sustainability

The budget assumes charter tuition of $20,446 per student in Year 1: an even split between North Middlesex ($19,995 per student) and Fitchburg ($20,897), using DESE's FY2027 projected rates, growing 2.5% a year as DESE advised. Tuition revenue is $3,148,684 in Year 1 (154 students) and $6,048,374 in Year 5 (268 students). DESE pays charter tuition in 12 monthly installments. The even split is conservative: more Fitchburg students would add a little tuition but would also require more bus routes.

Each year the budget will be updated to the charter tuition rates DESE publishes and to the actual enrollment mix of sending districts. Because charter tuition rates vary among districts, including Fitchburg and North Middlesex Regional School District, the school will model multiple enrollment scenarios to ensure that financial planning remains conservative and sustainable.

In addition to tuition revenue, Ashby Evergreen Charter School anticipates receiving supplemental funding through a combination of federal and state entitlement programs, grants, philanthropy, and reimbursement for eligible student services. The school's financial plan is intentionally conservative and does not rely on uncertain funding sources to support core operations.

The budget incorporates anticipated federal entitlement funding, including Title I, Title II, Title IV, and Individuals with Disabilities Education Act (IDEA) funds, based on the demographics and educational needs of the students served. Year 1 entitlements are budgeted at $104,631, growing with enrollment at FY26 per-student rates. School meal reimbursement is budgeted at $220,374 in Year 1, and state transportation reimbursement for the Fitchburg routes at $124,260 (57% of bus costs). The school also projects approximately $20,000 annually in private grants and philanthropic contributions during its initial years of operation. These funds will be used to enhance educational programming, expand student opportunities, and support innovation rather than to sustain essential staffing or operating expenses.

Ashby Evergreen Charter School will enroll as a participating provider in the MassHealth School-Based Medicaid Program and will seek reimbursement for eligible health-related services provided to students under Individualized Education Programs (IEPs) and Section 504 plans. Eligible services include counseling and other reimbursable supports delivered by appropriately licensed personnel, including the licensed School Counselor/Social Worker described in Section II-D. The Mental Health Professional position is not included in Medicaid reimbursement projections because its responsibilities are preventative, consultative, and schoolwide in nature rather than clinical. Accordingly, the budget includes no Medicaid revenue; any reimbursement received will reduce the net cost of eligible services, and no staffing or program depends on it.

By diversifying revenue sources while maintaining conservative financial assumptions, the school will strengthen its long-term fiscal sustainability and ensure that core educational programs remain stable regardless of fluctuations in grant funding or reimbursement levels.

The budget includes the federal Charter Schools Program start-up grant (DESE Fund Code 0535) of up to $1,000,000. Up to $500,000 supports the planning period, and the budget draws $496,912 of it: pre-opening costs from March to June 2027 ($321,900, including the Head of School from March, the Director of Curriculum and Instruction, the office manager and a half-time custodian and groundskeeper from May, a half-time Family Engagement Lead for family outreach and enrollment, a $25,000 fund for pre-opening project work such as consultants, early part-time hires or stipends (DESE confirmed the grant may pay stipends and consultants), $70,000 of capital equipment, $50,000 of classroom technology, and $50,000 for minor repairs and safety items as the building reopens), July–August 2027 salaries of the Head of School, Director of Curriculum, office manager and custodian ($70,012), and summer purchases of curriculum, classroom technology and equipment before opening ($105,000). The rest is drawn by reimbursement in Years 1–2 for one-time costs such as pre-opening onboarding pay, the Family Engagement Lead's July–August pay, teacher stipends, and first-year administrative technology setup, assessments and recruitment; $202,849 is budgeted in Year 1 and $25,000 in Year 2.

Expense Assumptions

Year 1 (2027–28) expenses total $3,923,556 against revenue of $3,995,810, a surplus of $72,254. The main Year 1 expenses are:

- Salaries: $1,897,898 for 27.8 FTE: the Head of School and Director of Curriculum and Instruction; 11 classroom teachers (8 homerooms and 3 floating teachers who teach specials) on a tiered salary schedule that averages $74,909; one full-time ESL teacher and two special education teachers on the same schedule, one of whom serves as Special Education Coordinator (a planning figure of $100,000, with 0.3 of the position for coordination); 6 paraprofessionals; the Mental Health Professional, school nurse and office manager; a custodian and a night custodian; and a 0.8 FTE cafeteria aide. All salary figures are tentative planning figures; actual offers will depend on individual hiring circumstances;
- Benefits and payroll taxes: $480,661, including health insurance at $393,611 (the school pays 75% of premiums: $967 a month for individual and $2,466 for family coverage);
- Pre-opening onboarding pay, teacher stipends, the lead teachers' summer hours and the Family Engagement Lead's July–August pay: $120,849, paid from the start-up grant;
- Coordinator stipends after opening: $9,213 a year (three coordinators at $3,000 each, with payroll taxes), paid from the operating budget;
- Contracted special education and related services: $236,133 (about $1,533 a student), a placeholder until provider quotes are received;
- Food service: $277,200 (a vendor at $10 a student a day for 180 days), offset by $220,374 in meal reimbursement;
- Transportation: $218,000 for two Fitchburg routes at $109,000 per 72-seat bus, offset by $124,260 in state reimbursement; students from Ashby, Pepperell and Townsend ride district buses;

- Facilities: $286,001, including utilities ($126,000), building and grounds maintenance ($115,000), equipment maintenance ($45,000) and a $1-a-year lease from the Town of Ashby (Attachment 11);
- Insurance: $72,000, based on broker ranges and paid monthly;
- Curriculum, instructional supplies, technology and equipment: $175,800;
- Professional development, audit, legal, other professional services, testing and other operating costs: $149,800.

Year-by-year assumptions. Each year adds one grade as each class moves up; each class keeps its entering size through grade 8, and new kindergarten classes enroll 29 students in Years 2 and 3 and 28 in Years 4 and 5. Tuition grows 2.5% a year; teacher salaries grow 5% a year (cost of living plus raises as teachers move up the salary tiers) and other salaries 2.5%; health premiums 7%, fuel 10% and other costs 3%. The three coordinator stipends of $3,000 each ($9,213 with payroll taxes) stay flat every year.

- Year 1 (2027–28), K–4, 154 students: 8 homerooms and 3 floating teachers who teach specials. Revenue $3,995,810; expenses $3,923,556; surplus $72,254; 27.8 FTE.
- Year 2 (2028–29), K–5, 183 students: adds 2 classroom teachers. Revenue $4,391,822; expenses $4,232,760; surplus $159,061; 29.8 FTE.
- Year 3 (2029–30), K–6, 212 students: adds 2 classroom teachers, a Spanish teacher, 0.5 FTE ESL teacher, 0.5 FTE special education teacher and a paraprofessional. Revenue $5,149,459; expenses $5,017,786; surplus $131,673; 34.8 FTE.
- Year 4 (2030–31), K–7, 240 students: adds 3 classroom teachers (including a floating teacher who also teaches grades 6–8 specials), 0.5 FTE ESL teacher, 0.5 FTE special education teacher and a half-time Family Engagement Lead. Revenue $5,941,044; expenses $5,781,898; surplus $159,146; 39.3 FTE.
- Year 5 (2031–32), K–8, 268 students: adds 3 classroom teachers (including a second floating teacher for grades 6–8 specials), 0.5 FTE special education teacher and a paraprofessional. Revenue $6,766,419; expenses $6,616,895; surplus $149,524; 43.8 FTE.

Year 1 cash flow. The school opens with no cash on hand. July and August carry onboarding and setup costs; insurance is paid monthly; tuition arrives in 12 equal monthly payments; and federal grants, meal reimbursement and the Years 1–2 start-up grant are reimbursed from October. The lowest month-end balance is ($117,746) at the end of October. Cash turns positive in April and ends the year at $72,254.

Long-Term Financial Sustainability

As enrollment grows, the school expects revenue and expenses to scale together while maintaining responsible fiscal management. The budget shows a surplus every year, from $72,254 in Year 1 to $149,524 in Year 5, with cumulative cash of $362,988 by the end of Year 3 and $671,657 by the end of Year 5.

The financial goal of Ashby Evergreen Charter School is not to maximize surplus, but to maintain responsible reserves, ensure operational stability, invest appropriately in student services and educational quality, and build a sustainable public institution capable of serving students for generations.

Financial Management, Oversight, and Contingency Planning

Ashby Evergreen Charter School will maintain rigorous financial management systems consistent with generally accepted governmental accounting principles and Massachusetts charter school requirements. The school will establish clear internal controls, including segregation of duties, documented approval procedures, board-approved procurement policies, competitive bidding processes for major purchases, monthly account reconciliations, regular financial reporting, and ongoing budget monitoring.

The Board of Trustees will receive monthly financial reports and will conduct quarterly budget-to-actual reviews to monitor financial performance, identify emerging trends, and ensure responsible stewardship of public funds. An annual independent financial audit will be completed and submitted to the Massachusetts Department of Elementary and Secondary Education and the Massachusetts State Auditor by the required November 1 deadline. During the early years of operation, the school anticipates utilizing a contracted charter school back-office provider to provide financial management expertise, accounting support, payroll services, compliance assistance, and operational guidance. As enrollment grows and the organization develops additional capacity, the school may transition these responsibilities to an in-house business manager while maintaining the same standards of financial oversight and accountability.

The Head of School will serve as the primary operational approving authority within the policies established by the Board of Trustees. The Treasurer and Finance Committee will provide board-level oversight by reviewing financial reports, monitoring fiscal health, supporting budget development, and ensuring that financial decisions align with the school's strategic priorities. Daily cash management will follow the approved cash-flow plan and will include a rolling 13-week cash-flow forecast reviewed regularly by the Finance Committee. This approach will allow the school to proactively identify potential challenges and make informed decisions regarding expenditures, staffing, and resource allocation.

Enrollment and Financial Contingency Planning

The school will engage in proactive financial planning by stress-testing the budget against enrollment scenarios below the initial projection. The Year 1 budget is built at 154 students, the top of the Year 1 enrollment range discussed in I-C (135 to 154), and with staffing held constant it remains balanced down to about 150 students. If Year 1 enrollment falls below about 150 students, the school will reduce costs to match: with fewer Fitchburg riders it would likely not require the second Fitchburg bus route ($109,000 a year), and it may delay hires and keep the Director of Curriculum and Instruction part-time during the planning period, along with the steps below.

If enrollment falls below projections, the school will implement a defined sequence of financial adjustments designed to protect the quality and integrity of the educational program:

1. Delay planned expansion positions, such as additional instructional leadership or staffing growth beyond the initial launch model;
2. Reduce discretionary operating expenditures while protecting essential instructional resources;
3. Use the operating surplus and the steps above;

4. As a final measure, adjust staffing allocations while maintaining legally required services and the core elements of the educational model.

The school will prioritize protection of essential student supports, including class-size commitments, special education services, English Learner services, student safety requirements, and legally mandated staffing obligations. No reductions will be made that would prevent the school from meeting state and federal requirements or providing students with the services outlined in their educational plans. Extended school year services and special education transportation that a student's IEP requires are not in the operating budget; if they are needed, or if any other required student services exceed the allocated funding, the school will fund them first from the operating surplus and then through the steps above.

Fundraising activities will be viewed as an opportunity to enhance programming, support innovation, and strengthen community engagement; however, fundraising revenue will not be relied upon to support core operating expenses. The school does not plan to borrow. Fundraising will be led by the Ashby Community Collaborative.

If enrollment exceeds projections within the approved enrollment range, additional tuition revenue will first be directed toward strengthening financial reserves and long-term sustainability. The Board's goal is an operating reserve of two months of expenses, built steadily over the first and second charter terms, so that Ashby Evergreen Charter School can continue to serve students well through changing circumstances. The Finance Committee will recommend a written reserve policy for Board adoption in Year 1. Once the needs described above are covered (lower-than-projected enrollment, and IEP services not in the operating budget), each year's surplus goes first to the reserve. The school will prioritize investing in staff salaries with surplus that exceeds reserves. The five-year budget shows reserves growing every year, reaching about 1.2 months of expenses by Year 5.

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III-F. Action Plan

Ashby Evergreen Charter School

Action Plan for School Opening

Proposed opening: Fall 2027

Planning period: January 1, 2027, through the first day of school. Tasks that start before the Board of Elementary and Secondary Education votes on the charter on February 23, 2027 are preparation by the founding group; hiring, contracts and spending take effect only after the charter is granted. The Board of Trustees will establish a hiring team for the founding year of the school. After that, the Head of School will be responsible for hiring, supervising, and evaluating school employees within the personnel structure and budget approved by the Board of Trustees. Hiring decisions will prioritize educators who demonstrate alignment with the school's mission, instructional philosophy, and commitment to serving diverse learners.

Proposed initial enrollment: Approximately 154 students in grades K–4, with a long-term plan to expand through grade 8, subject to charter approval.

Purpose: This Action Plan identifies the major tasks, responsible personnel, and deadlines necessary to open Ashby Evergreen Charter School successfully. It aligns with the school's proposed educational model, including rigorous Massachusetts standards-based instruction, Finnish-inspired whole-child development, play-based and inquiry-driven learning, daily outdoor education, individualized student support, and community partnerships.

A "Lead" or "Coordinator" named in this chart is the person responsible for a workstream, not a separate position. Section III-C of the application explains who carries each responsibility before and after opening, and the budget's $25,000 pre-opening project fund pays for consultants or early part-time hires where needed.

Action Plan Chart

Specific action or task	Responsible point person	Start date	Projected completion date
1. Governance and charter implementation			
Convene the Board of Trustees to establish the opening-year governance calendar, confirm committee assignments, and assign a lead for every action-plan workstream.	Board Chair	Jan. 1, 2027	Jan. 15, 2027
Review the charter award, approved application, conditions of approval, and DESE Opening Procedures Handbook. Create a compliance	Board Chair and Head of School	Jan. 1, 2027	Mar. 15, 2027

tracker with required documents, deadlines, and responsible individuals.			
Finalize board policies, conflict-of-interest procedures, financial controls, procurement procedures, records management, and required governance practices.	Governance Committee	Jan. 15, 2027	Apr. 30, 2027
Establish a regular DESE communication schedule and submit required opening documentation according to the Department's timeline.	Head of School and Board Chair	Feb. 1, 2027	Aug. 31, 2027
2. Facilities, safety, and operational readiness			
Confirm the legal and practical arrangements for use of the former Ashby Elementary School campus, including site access, occupancy, maintenance responsibilities, costs, and any required agreements or approvals.	Board Chair and Facilities Lead	Jan. 1, 2027	Mar. 31, 2027
Conduct a comprehensive facility assessment covering building condition, accessibility, fire and life safety, environmental health, utilities, sanitation, security, and instructional suitability.	Facilities Lead and Qualified Consultants	Jan. 15, 2027	Mar. 31, 2027
Develop a prioritized facilities work plan and budget; obtain necessary estimates, approvals, permits, and qualified contractors for required work.	Facilities Lead and Treasurer	Feb. 1, 2027	Apr. 30, 2027
Complete required facility improvements and obtain applicable inspections, certificates, approvals, and authorizations before occupancy and student use.	Facilities Lead	Mar. 1, 2027	Aug. 13, 2027
Establish emergency response, evacuation, reunification, health, medication, visitor management, student release, and incident-reporting procedures. Coordinate with relevant local public safety and health officials.	Head of School and Safety Lead	Apr. 1, 2027	Aug. 13, 2027
Establish cleaning, maintenance, pest management, drinking water, sanitation, building access, and daily opening and closing procedures.	Facilities Lead	May 1, 2027	Aug. 20, 2027
3. Finance and administrative systems			

Finalize the opening-year operating budget and cash-flow plan, incorporating projected enrollment, tuition revenue, staffing, benefits, facilities, transportation, curriculum, student services, equipment, and contingency costs.	Treasurer and Finance Committee	Jan. 15, 2027	Mar. 31, 2027
Establish accounting, payroll, purchasing, banking, financial reporting, insurance, and internal-control systems.	Treasurer and Head of School	Feb. 1, 2027	May 31, 2027
Confirm required insurance coverage, contractual arrangements, and financial documentation before operations begin.	Treasurer and Board Chair	Mar. 1, 2027	July 31, 2027
Establish student information, attendance, enrollment, recordkeeping, data privacy, cybersecurity, and required state reporting systems.	Head of School and Data/Technology Lead	Apr. 1, 2027	Aug. 13, 2027
4. Staffing and professional preparation			
Finalize the organizational chart, staffing plan, job descriptions, salary ranges, and recruitment schedule based on the approved budget and proposed grade span.	Head of School and Board Chair	Jan. 15, 2027	Mar. 15, 2027
Continue the open search for the Head of School (already begun) and be ready to make an offer, contingent on the charter, by the Feb. 23 vote, so the Head of School can start as soon as the charter is granted.	Board Chair and Board search committee	Feb. 1, 2027	Feb. 23, 2027
After the charter is granted, recruit and hire the Director of Curriculum and Instruction, full-time by May 1, 2027, to lead curriculum planning and teacher onboarding.	Head of School, with the Board Chair	Mar. 1, 2027	May 1, 2027
Recruit and hire qualified homeroom and floating teachers, special education and ESL teachers, and other student-support staff.	Head of School	Mar. 1, 2027	June 30, 2027
Verify required qualifications, licensure where applicable, background checks, references, and other employment clearances before staff begin duties or have access to students.	Head of School and Personnel Lead	May 1, 2027	Aug. 1, 2027

Bring the two lead teachers (K–2 and 3–4) on part-time from July 1 (about 10 hours a week for the first two weeks, rising to 15–20 hours a week) to build the onboarding modules (published by July 30) and then plan the pre-opening institute (through Aug. 6).	Director of Curriculum and Instruction	July 1, 2027	Aug. 6, 2027
Develop asynchronous onboarding modules on the school's mission, Massachusetts standards, Science of Reading, assessment, inclusion, understanding behavior as communication and the school's SEL, restorative and Collaborative and Proactive Solutions practices, student safeguarding, emergency procedures, and family communication. Teachers complete them over the summer for a stipend. Modules are finalized and published by July 30, giving staff about ten days to complete them before the institute begins Aug. 9.	Director of Curriculum and Instruction, lead teachers, Mental Health Professional	July 1, 2027	July 30, 2027
Hold the two-week, in-person pre-opening institute (full time, 40 hours a week) for all faculty, building on the onboarding modules: rehearse routines, co-author schoolwide and classroom behavioral expectations with the Mental Health Professional, complete the state-required suicide awareness and prevention training, plan the first units, and prepare classrooms and outdoor learning spaces.	Director of Curriculum and Instruction, lead teachers, Head of School, and Mental Health Professional	Aug. 9, 2027	Aug. 20, 2027
Establish protected planning time, faculty collaboration, coaching, peer observation, and ongoing professional learning structures.	Head of School	July 15, 2027	Aug. 27, 2027
5. Curriculum and instructional readiness			
Finalize curriculum selection and documentation, including Massachusetts Curriculum Frameworks alignment, culturally and linguistically sustaining practices, and the process for evaluating instructional materials.	Head of School and Director of Curriculum and Instruction	Jan. 15, 2027	May 31, 2027
Develop grade-level curriculum maps, instructional schedules, lesson-planning	Director of Curriculum and	May 1, 2027	July 31, 2027

expectations, and an academic calendar aligned with the school's proposed model.	Instruction and Teachers		
Establish daily explicit, systematic foundational reading instruction aligned with the Science of Reading and DESE's Mass Literacy guidance, alongside writing, mathematics, inquiry, play, and project-based learning.	Director of Curriculum and Instruction	May 1, 2027	July 31, 2027
Develop the daily outdoor-learning schedule, including approximately two hours of outdoor learning, subject to the approved model, safety requirements, accessibility, and weather procedures.	Outdoor Learning Lead and Director of Curriculum and Instruction	May 1, 2027	July 31, 2027
Select academic assessments, formative assessment practices, student portfolio procedures, performance-task rubrics, and baseline assessment windows.	Director of Curriculum and Instruction and Data Lead	May 1, 2027	July 31, 2027
Prepare instructional materials, books, classroom equipment, manipulatives, technology, project supplies, and outdoor learning resources.	Head of School and Director of Curriculum and Instruction	May 1, 2027	Aug. 20, 2027
6. Student enrollment and family engagement			
Establish the enrollment process, application and lottery procedures where applicable, required notices, records, timelines, and family communications consistent with charter requirements.	Head of School and Enrollment Lead	Jan. 15, 2027	Feb. 15, 2027
Conduct outreach to Ashby, Townsend, Pepperell, Fitchburg, and other eligible communities; provide accessible, multilingual information about the school's model and enrollment process.	Founding group (January–February), then the Family Engagement Lead (half-time position, March–August 2027)	Jan. 15, 2027	Ongoing through Aug. 31, 2027
Complete enrollment and registration procedures, verify required records, collect necessary information, and prepare class rosters and student files.	Enrollment Lead and Head of School	Mar. 1, 2027	Aug. 13, 2027

Establish family orientation, communication channels, school handbook distribution, attendance procedures, complaint-resolution processes, and opportunities for family participation.	Head of School and Family Engagement Lead	May 1, 2027	Aug. 20, 2027
Provide families with information about school routines, outdoor clothing, transportation, meals, health requirements, accessibility, and the first day of school.	Family Engagement Lead	June 1, 2027	Aug. 20, 2027
7. Student services and inclusive practices			
Develop procedures for identifying and meeting the needs of students with disabilities, English learners, and students requiring additional academic, behavioral, communication, or accessibility supports.	Head of School and Student Services Lead	Mar. 1, 2027	June 30, 2027
Establish required special education, English learner, accommodation, referral, service coordination, and family communication procedures in accordance with applicable law and DESE requirements.	Student Services Lead	Apr. 1, 2027	July 31, 2027
Prepare accessible instructional materials, flexible learning arrangements, sensory and movement supports, and appropriate adaptations for outdoor and community-based learning.	Student Services Lead and Director of Curriculum and Instruction	May 1, 2027	Aug. 13, 2027
Establish the Individual Learning Plan process, including student strengths, learning goals, progress monitoring, family participation, and trimester reviews.	Director of Curriculum and Instruction and Student Services Lead	May 1, 2027	Aug. 13, 2027
Confirm staffing, referral pathways, and procedures for student well-being and mental health support.	Head of School and Student Services Lead	Apr. 1, 2027	Aug. 13, 2027
8. Outdoor learning and community partnerships			
Assess proposed outdoor learning areas and field-study locations, including accessibility,	Outdoor Learning Lead	Mar. 1, 2027	May 31, 2027

supervision, hazards, emergency access, and educational uses.	and Facilities Lead		
Develop weather, clothing, supervision, first aid, emergency communication, field-trip, and indoor-alternative procedures for outdoor learning.	Outdoor Learning Lead and Safety Lead	Apr. 1, 2027	July 31, 2027
Establish the community-supported outdoor gear library, including collection, storage, maintenance, sizing, and distribution procedures.	Outdoor Learning Lead and Family Engagement Lead	May 1, 2027	Aug. 1, 2027
Formalize appropriate partnerships with the Ashby Free Public Library, Ashby Historical Society, town government, local farms, and other community organizations.	Community Partnerships Coordinator	Apr. 1, 2027	Aug. 20, 2027
Establish Community Afternoons and cross-age Forest Family procedures, including volunteer screening where required, supervision, student safeguarding, and clear educational objectives.	Head of School and Community Partnerships Coordinator	May 1, 2027	Aug. 20, 2027
9. Transportation, meals, health, and technology			
Determine transportation arrangements, routes, schedules, vendor or district agreements where applicable, student safety procedures, and family communications.	Operations Lead	Mar. 1, 2027	July 31, 2027
Give the North Middlesex Regional School District the school's projected transportation needs, then updated needs based on pre-enrollment data (603 CMR 1.07(3)(b); Technical Advisory 23-1).	Board Chair, then Head of School	Jan. 15, 2027	Feb. 1 and Apr. 1, 2027
Establish food service arrangements, drinking water access, meal procedures, and any required food safety and nutrition compliance.	Operations Lead	Apr. 1, 2027	July 31, 2027
Establish school health procedures, including required health records, medication management, emergency response, health staffing or coverage, and coordination with families and health officials.	Head of School and Health Lead	Apr. 1, 2027	Aug. 13, 2027

Install and test internet access, devices, classroom technology, communications systems, secure accounts, and backup procedures.	Technology Lead	May 1, 2027	Aug. 13, 2027
10. Final readiness and opening			
Conduct a comprehensive readiness review covering staffing, enrollment, curriculum, student services, facilities, safety, finances, transportation, food service, technology, and required DESE documentation.	Head of School and Board Chair	July 15, 2027	Aug. 13, 2027
Resolve outstanding readiness issues and document completion of required approvals, inspections, staffing, and operational procedures.	Assigned Workstream Leads	Aug. 1, 2027	Aug. 20, 2027
Conduct staff walkthroughs, emergency drills as appropriate, classroom setup, schedule rehearsals, and final checks of student records and communication systems. This final week before students arrive is reserved for classroom setup, instructional preparation and schoolwide readiness; staff hired late complete the onboarding modules this week.	Head of School and Staff	Aug. 23, 2027	Aug. 27, 2027
Hold family orientation and communicate final arrival, dismissal, transportation, clothing, meal, attendance, and emergency procedures.	Head of School and Family Engagement Lead	Aug. 16, 2027	Aug. 27, 2027
Confirm that all required authorizations are in place and that the school is prepared to serve students safely and in accordance with its charter and applicable requirements.	Board Chair and Head of School	Aug. 23, 2027	Aug. 27, 2027
FIRST DAY OF SCHOOL: Proposed August 30, 2027 (grades K–4). Welcome students and begin instruction under the approved curriculum, staffing, student support, and safety plans.	Head of School and All Staff	Aug. 30, 2027	Aug. 30, 2027

Monitoring and Accountability

The Board of Trustees will review the Action Plan at each regular board meeting during the opening period. The Head of School or designated project lead will maintain a readiness tracker showing each task's status, evidence of completion, outstanding issues, and corrective actions.

Any task that falls behind schedule, threatens student safety, affects legal compliance, or places the opening date at risk will be escalated promptly to the Board Chair and relevant committee. The board will adjust staffing, resources, deadlines, or implementation plans as necessary while preserving the school's approved mission and educational model.

The school will complete all DESE opening procedures and required approvals according to the Department's current schedule. The proposed first day of school is contingent on satisfactory completion of all applicable requirements.

IV. Required Attachments for Initial Application and Final Application

The required attachments are numbered in the order they appear in Sections IV and V:

Attachment 1: Organizational Chart, Year 1 and full enrollment

Attachment 2: Weekly Student and Teacher Schedules

Attachment 3: Operating Budget and Year 1 Cash Flow Projection (separate Excel file)

Attachment 4: Resumes of Applicant Group Members

Attachment 5: Bylaws

Attachment 6: Recruitment and Retention Plan

Attachment 7: Enrollment Policy and Application for Admission

Attachment 8: Accountability Plan

Attachment 9: School Calendar, 2027–28

Attachment 10: English Language Education Program Proposal

Each applicant group member submits the questionnaire through DESE's electronic survey. Not applicable to this application: Proven Provider request, management contract, memoranda of understanding.

Attachment 11: Letter from the Town of Ashby regarding the former Ashby Elementary School

Attachment 12: Letters of commitment from community partners

Attachment 13: Summary of community partnership interest forms

Attachment 1: Organizational Chart

The organizational charts below show the reporting and functional structure of Ashby Evergreen Charter School in Year 1 (2027–28) and at full enrollment in Year 5 (2031–32). The Board of Trustees governs the school and hires, supervises and evaluates the Head of School. The Head of School is the only employee who reports to the Board; all other staff report to the Head of School, who oversees three areas: Academics, Student and Family Support, and Operations.

Academics is led by the Director of Curriculum and Instruction and includes the homeroom teachers (two of them lead teachers in Year 1 and three at full enrollment), the floating teachers who teach all specials, the special education teachers (one serves as Special Education Coordinator: 0.3 coordination and 0.7 teaching), the ESL teacher, the paraprofessionals and, from Year 3, the Spanish teacher. Student and Family Support includes the Mental Health Professional and the School Nurse, and from Year 4 a half-time Family Engagement Lead. Operations includes the office manager, the custodial staff and the cafeteria aide who serves meals. The charts show the Board and employees only. Related services (speech-language, occupational and physical therapy, and counseling), back-office bookkeeping and payroll, and food service are contracted.

The charts reflect a **collaborative organizational model rather than a highly hierarchical one.** While the Head of School retains overall administrative accountability, staff members will work across functional areas to support students and families. As enrollment and staffing increase, the school will add capacity within these functional areas while maintaining clear lines of responsibility and communication.

Year 1 (2027–28): 154 students in grades K–4, 27.8 FTE

Board of Trustees 9–12 trustees, including a voting family seat; the Head of School is its only ex-officio member, without a vote		
Head of School (1.0)		
Academics	**Student and Family Support**	**Operations**
Director of Curriculum and Instruction (1.0) Homeroom teachers (8.0), including 2 lead teachers Floating teachers who teach all specials (3.0) Special education teachers (2.0), including the Special Education Coordinator ESL teacher (1.0) Paraprofessionals (6.0)	Mental Health Professional (1.0) School Nurse (1.0)	Office Manager (1.0) Custodian and Groundskeeper (1.0) Night Custodian (1.0) Cafeteria Aide, meal server (0.8)

Year 5 (2031–32), full enrollment: 268 students in grades K–8, 43.8 FTE

Board of Trustees 9–12 trustees, including a voting family seat; the Head of School is its only ex-officio member, without a vote		
Head of School (1.0)		
Academics	**Student and Family Support**	**Operations**
Director of Curriculum and Instruction (1.0) Homeroom teachers (16.0), including 3 lead teachers Floating teachers who teach all specials (5.0) Spanish teacher, grades 6–8 (1.0) Special education teachers (3.5), including the Special Education Coordinator ESL teacher (2.0) Paraprofessionals (8.0)	Mental Health Professional (1.0) School Nurse (1.0) Family Engagement Lead (0.5)	Office Manager (1.0) Custodian and Groundskeeper (1.0) Night Custodian (1.0) Cafeteria Aide, meal server (0.8)

Attachment 2: Weekly Schedules

The school's weekly student and teacher schedules follow: the Year 1 (K–4) homeroom schedules and master coverage grid, the integrated specials rotation, the planned grades 6–8 schedule, the Learning Studio design, teacher planning, lunch and coverage schedules, lunch and recess supervision, outdoor learning and Community Afternoons, and the annual instructional time check.

These schedules bring together the school's core instruction, outdoor learning and Learning Studio. Teachers will use the daily blocks to plan responsive groups, local investigations and projects while maintaining a complete grade-level curriculum. This reflects the Board's Year 1 budget and decisions: 154 students in grades K–4 in eight mixed-age homerooms; integrated specials taught by rotating floating teachers, each homeroom staying together as one group; protected 60-minute planning block and 30-minute duty-free lunch for all teachers; Community Afternoons piloted as occasional offerings.

Area	Resources
Literacy	Amplify CKLA K–5; Amplify ELA 6–8
Mathematics	Illustrative Mathematics K–5; IM 6–8 proposed
Science	FOSS; editions and grade-level modules to confirm
Outdoor inquiry	Project Learning Tree: Explore Your Environment K–8
Social studies/History and arts	Teacher-developed Massachusetts-framework units

Grade expansion

Year	Grades served	Schedule pages that apply
Year 1	K–4 (154 students)	K–1 and Grades 1–2 homerooms; Grades 3–5 (grades 3–4)
Year 2	K–5 (183 students)	Grade 5 joins the Grades 3–5 schedule
Year 3	K–6 (212 students)	Grades 6–8 schedule begins with Grade 6
Year 4	K–7 (240 students)	Grade 7 added
Year 5	K–8 (268 students)	Grade 8 added; full K–8 schedule

Enrollment, homerooms and staffing for Years 2–5 follow the five-year enrollment matrix and budget. Each year the master schedule is rebuilt using the same rules: specials next to lunch and recess, a 60-minute planning block and a duty-free lunch for every teacher.

Year 1 staffing (K–4)

Role	FTE	Schedule responsibility
Homeroom teachers	8	Core instruction, Learning Studio, morning community and closing meeting for one mixed-age homeroom
Floating teachers	3	Integrated specials (rotation blocks daily); Learning Studio push-in, intervention and absence coverage in open periods
Special education teachers	2	IEP services from a separate service roster; co-planning with grade-band teams
ESL teacher	1	ESL services from the English Learner roster; co-planning with teams
Paraprofessionals	6	Classroom and IEP-specified support; lunch, recess and outdoor-break supervision
Head of School	1	Leadership, supervision and evaluation, operations; emergency backup only
Director of Curriculum and Instruction	1	Curriculum, Learning Studio data cycle, PLC and coaching; emergency backup only
Approved lunch/recess monitors and volunteers	As available	Supplement paid supervision at lunch and recess; never the only adult responsible for a space

Homerooms and daily anchors (Year 1)

Homeroom	Grades	Est. students	Teacher free window	Duty-free lunch	Planning (60 min)
Primary 1, 2, 3	K/1 mixed	about 18 each (54)	11:25–12:55	11:25–11:55	11:55–12:55
Primary 4, 5	1/2 mixed	20 each (40)	11:25–12:55	11:25–11:55	11:55–12:55
Intermediate 1, 2, 3	3/4 mixed	about 20 each (60)	12:25–1:55	12:25–12:55	12:55–1:55
Total		154			

Year 1 enrollment by grade follows the enrollment table in Section I-C (kindergarten 36, grade 1 34, grade 2 24, grades 3 and 4 30 each). All 36 kindergartners and 18 first graders form three K/1 homerooms of about 18. The remaining 16 first graders and all 24 second graders form two Grades 1/2 homerooms of 20. Grade 1 placement should consider readiness, siblings and the balance of each room. Grades 3–4 form three homerooms of about 20. All five K–2 teachers share lunch at 11:25–11:55 and planning at 11:55–12:55, so teachers in both groups can co-plan as needed.

How to read the schedules

Each grade-band page shows one class or cohort. Shaded rows are arrival, transitions, outdoor play, lunch and dismissal; these minutes are excluded from the instructional total. Weekday descriptions show a lesson emphasis, not permission to omit recurring daily components. Specials are staggered by grade band so the floating teachers can teach every homeroom without overlap (see the master coverage grid).

Learning Studio occurs four times daily: literacy, mathematics, inquiry and individual goals. It is a way of organizing differentiated teaching, not a separate curriculum.

How planning time works

The schedule places each band's non-instructional time (lunch and recess, 50 minutes) directly beside its 40-minute specials block. That creates a 90-minute window with no teaching duties: 30 minutes of duty-free lunch and 60 minutes of planning. Paraprofessionals with approved monitors supervise the break, lunch and recess; floating teachers teach specials.

Time at a glance

Daily instruction	Other daily time	Weekly instruction	180 full days	Teacher planning	Teacher lunch
310 minutes (K–5) / 320 minutes (6–8)	70 minutes (K–5) / 60 minutes (6–8)	1,550 minutes (K–5) / 1,600 minutes (6–8)	930 instructional hours (K–5) / 960 instructional hours (6–8)	60 minutes daily, 300 weekly	30 minutes daily, duty-free

These schedules are the school's planned Year 1 timetable. Individual service schedules and curriculum lesson timing will be finalized with staff before opening.

Master coverage grid (Year 1, K–4)

The three floating teachers move between groups; each group's homeroom teachers are released together, which also gives each team shared planning hour.

Time	Homeroom Teachers (P1–P3)	Homeroom Teachers (P4–P5)	Homeroom Teachers (I1–I3)	Floating teachers 1–3	Paras / supervision
8:15–8:45	Teacher preparation; staff briefing	Teacher preparation; staff briefing	Teacher preparation; staff briefing	Teacher preparation; staff briefing	Teacher preparation; staff briefing
8:45–9:05	Arrival; morning community	Arrival; morning community	Arrival; morning community	Planning 8:45–9:45	Arrival/breakfast (rostered); morning community w/classrooms
9:05–10:15	Literacy + Literacy Studio	Literacy + Literacy Studio	Literacy + Literacy Studio	Literacy push-in 9:45–10:15	Classroom/IEP support
10:15–11:25	Math + Math Studio	Math + Math Studio	Math + Math Studio	Math push-in 10:15–10:55 Duty-free lunch 10:55–11:25	Classroom/IEP support
11:25–12:05	Duty-free lunch 11:25–11:55; then planning	Duty-free lunch 11:25–11:55; then planning	FOSS / social studies	Integrated specials P4–P5 (two floating teachers); one open for coverage	Paras 1–3 +monitor(s): P1-P3 lunch and recess Paras 4-6: Duty-free lunch 11:30-12
12:05–12:15	Planning	Planning	FOSS / social studies	Transition; collect P1-P3 from recess at 12:15	Paras 1–3 + 6: P1-P3 recess; Paras 4-5 + monitor(s): P4-P5 lunch
12:15–12:25	Planning	Planning	FOSS / social studies	Integrated specials P1-P3	Para 1-3: duty-free lunch 12:20-12:50 Paras 4-5 + monitor(s): P4-P5 lunch; Para 6: open for coverage

Time	Homeroom Teachers (P1–P3)	Homeroom Teachers (P4–P5)	Homeroom Teachers (I1–I3)	Floating teachers 1–3	Paras / supervision
12:25–12:55	Planning	Planning	Duty-free lunch	Integrated specials P1-P3	Para 1-3: duty-free lunch 12:20-12:50 Para 4 + monitor(s): P4–P5 recess; Paras 5-6 + monitor(s): I1-I3 recess
12:55–1:15	FOSS / social studies	FOSS / social studies	Planning	Open for coverage; collect I1-I3 from cafeteria at 1:15	Paras 1-4: Classroom/IEP support Paras 5–6 + monitor: I1–I3 lunch
1:15–1:55	FOSS / social studies	FOSS / social studies	Planning	Integrated Specials I1-I3	Classroom/IEP support
1:55–2:55	Project Studio; ILP Studio	Project Studio; ILP Studio	Project Studio; ILP Studio	Studio push-in / intervention	Classroom/IEP support
2:55–3:05	Closing meeting; dismissal	Closing meeting; dismissal	Closing meeting; dismissal	Dismissal duty	Dismissal/bus duty

Monitors may be any available staff member, including administrators and teachers in open coverage periods, or vetted volunteers.

Integrated Specials Rotation

Specials are taught as three integrated areas that combine related frameworks and, where it makes sense, connect to the current FOSS, PLT or social studies unit. A floating teacher leads one area. Each homeroom stays together as the same group and rotates through the three areas on a continuous A/B/C day cycle that runs across the calendar rather than by weekday, so holidays and snow days do not leave one area short.

Area	Lead	Includes	Time per homeroom
Movement and Wellness	Floating Teacher 1	Physical education and health; outdoors when possible	Every third day; about 40 hours a year
Making and Design	Floating Teacher 2	Visual arts and Käsityö (Handwork)	Every third day; about 40 hours a year
Music	Floating Teacher 3	Music	Every third day; about 40 hours a year

Block	Day A	Day B	Day C
11:25–12:05 Grades 1-2	P4: Movement | P5: Making | FT 3 open	P4: Making | P5: Music | FT 1 open	P4: Music | P5: Movement | FT 2 open
12:15–12:55 K–1	P1: Movement | P2: Making | P3: Music	P1: Making | P2: Music | P3: Movement	P1: Music | P2: Movement | P3: Making
1:15–1:55 Grades 3-4	I1: Movement | I2: Making | I3: Music	I1: Making | I2: Music | I3: Movement	I1: Music | I2: Movement | I3: Making

Rotation rules

Teachers rotate, groups do not. The floating teachers move between homerooms; students stay with their homeroom group. Floating teachers may trade areas by term where their qualifications fit. A homeroom teacher with a particular strength may co-teach a unit by choice, but the rotation is staffed so that no teacher's planning depends on it.

Floating-teacher time. Specials use up to 120 of each floating teacher's minutes a day. The rest of the day (after their own 60-minute planning and 30-minute lunch) goes to Learning Studio push-in, intervention and absence coverage, which adds adult support in classrooms.

Coverage. The open floating teacher in the 11:25-12:05 block and the floating teachers' intervention periods are the first source of absence coverage, followed by a substitute, then the Director of Curriculum and Instruction or Head of School. Whenever possible, specials are not cancelled to cover other needs. If a homeroom teacher's planning block is lost, it is made up within the same week.

Access. Students with IEPs take part in specials with their homeroom. Services are not scheduled during specials unless the IEP team decides otherwise; adapted physical education, if required by an IEP, needs a qualified provider. Health units with sensitive content follow the school's family notification procedures.

Qualifications. Floating-teacher job descriptions should name the areas each position leads; licensure and subject-matter qualifications for each area are to be confirmed against current charter-school requirements before hiring.

Kindergarten–Grade 1 | Weekly Schedule

Mixed-age K–1 homerooms Primary 1–3. For CKLA Skills and IM, kindergarten and grade 1 students work in place-level groups inside the homeroom, with the para or SPED/ESL push-in supporting one group while the teacher leads the other. Knowledge, science, social studies and Learning Studio are taught to the whole mixed-age room.

Time	Min	Monday	Tuesday	Wednesday	Thursday	Friday
8:45–8:55	10	Arrival; Breakfast	Arrival; Breakfast	Arrival; Breakfast	Arrival; Breakfast	Arrival; Breakfast
8:55–9:05	10	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)
9:05–9:45	40	Phonics and word work	Decoding and encoding	Reading and fluency	Handwriting and application	Cumulative practice
9:45–10:15	30	Learning Studio: Literacy Read-aloud and discussion	Learning Studio: Literacy Vocabulary and oral language	Learning Studio: Literacy Knowledge and writing	Learning Studio: Literacy Discussion and writing	Learning Studio: Literacy Knowledge synthesis
10:15–10:55	40	IM: launch and strategies	IM: reason and represent	IM: apply and discuss	IM: solve and explain	IM: consolidate and assess
10:55–11:25	30	Learning Studio: Math	Learning Studio: Math	Learning Studio: Math	Learning Studio: Math	Learning Studio: Math
11:25–12:15	50	Transition (11:25–11:30) / Lunch (11:30–11:55) / Recess (11:55–12:15)	Transition (11:25–11:30) / Lunch (11:30–11:55) / Recess (11:55–12:15)	Transition (11:25–11:30) / Lunch (11:30–11:55) / Recess (11:55–12:15)	Transition (11:25–11:30) / Lunch (11:30–11:55) / Recess (11:55–12:15)	Transition (11:25–11:30) / Lunch (11:30–11:55) / Recess (11:55–12:15)
12:15–12:55	40	Specials Rotation	Specials Rotation	Specials Rotation	Specials Rotation	Specials Rotation
12:55–1:55	60	FOSS: observe and question	Social Studies: community/maps	FOSS + PLT: investigate and record	Social Studies: place/belonging	FOSS: explain and share

Time	Min	Monday	Tuesday	Wednesday	Thursday	Friday
1:55–2:25	30	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry
2:25–2:55	30	Learning Studio: ILP Goals	Learning Studio: ILP Goals	Learning Studio: ILP Goals	Learning Studio: ILP Goals	Learning Studio: ILP Goals (Review and Reflection)
2:55–3:05	10	Closing Meeting; dismissal	Closing Meeting; dismissal	Closing Meeting; dismissal	Closing Meeting; dismissal	Closing Meeting; dismissal

Daily instruction: 310 minutes. Learning Studio: 120 minutes, already included in instruction. Other time: 70 minutes. Homeroom teachers: duty-free lunch 11:25–11:55 and planning 11:55–12:55. Paraprofessionals and approved monitors take the class at 11:25; floating (specials) teachers collect the class from recess at 12:15. Homeroom teachers collect class from specials at 12:55.

The core segment and subject Learning Studio form one complete lesson window. Teachers may move the Learning Studio portion within subject time when the adopted lesson requires it.

Specials Rotation includes three integrated areas on an A/B/C cycle: Movement and Wellness (PE and Health), Making and Design (Visual Arts and Käsityö), and Music.

Outdoor instruction is planned within literacy, mathematics and inquiry blocks where appropriate. Outdoor play remains separate.

Grades 1–2 | Weekly Schedule

Mixed-age 1–2 homerooms Primary 4-5. For CKLA Skills and IM, grade 1 and 2 students work in place-level groups inside the homeroom, with the para or SPED/ESL push-in supporting one group while the teacher leads the other. Knowledge, science, social studies and Learning Studio are taught to the whole mixed-age room.

Time	Min	Monday	Tuesday	Wednesday	Thursday	Friday
8:45–8:55	10	Arrival; Breakfast	Arrival; Breakfast	Arrival; Breakfast	Arrival; Breakfast	Arrival; Breakfast
8:55–9:05	10	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)
9:05–9:45	40	Phonics and word work	Decoding and encoding	Reading and fluency	Handwriting and application	Cumulative practice
9:45–10:15	30	Learning Studio: Literacy Read-aloud and discussion	Learning Studio: Literacy Vocabulary and oral language	Learning Studio: Literacy Knowledge and writing	Learning Studio: Literacy Discussion and writing	Learning Studio: Literacy Knowledge synthesis
10:15–10:55	40	IM: launch and strategies	IM: reason and represent	IM: apply and discuss	IM: solve and explain	IM: consolidate and assess
10:55–11:25	30	Learning Studio: Math	Learning Studio: Math	Learning Studio: Math	Learning Studio: Math	Learning Studio: Math
11:25–12:05	40	Specials Rotation	Specials Rotation	Specials Rotation	Specials Rotation	Specials Rotation
12:05–12:55	50	Transition (12:05–12:10) / Lunch (12:10–12:35) / Recess (12:35-12:55)	Transition (12:05–12:10) / Lunch (12:10–12:35) / Recess (12:35-12:55)	Transition (12:05–12:10) / Lunch (12:10–12:35) / Recess (12:35-12:55)	Transition (12:05–12:10) / Lunch (12:10–12:35) / Recess (12:35-12:55)	Transition (12:05–12:10) / Lunch (12:10–12:35) / Recess (12:35-12:55)
12:55-1:55	60	FOSS: observe and question	Social Studies: community/maps	FOSS + PLT: investigate and record	Social Studies: place/belonging	FOSS: explain and share
1:55–2:25	30	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry

Time	Min	Monday	Tuesday	Wednesday	Thursday	Friday
2:25–2:55	30	Learning Studio: ILP Goals	Learning Studio: ILP Goals	Learning Studio: ILP Goals	Learning Studio: ILP Goals	Learning Studio: ILP Goals (Review and Reflection)
2:55–3:05	10	Closing Meeting; dismissal	Closing Meeting; dismissal	Closing Meeting; dismissal	Closing Meeting; dismissal	Closing Meeting; dismissal

Daily instruction: 310 minutes. Learning Studio: 120 minutes. Other time: 70 minutes. Homeroom teachers: duty-free lunch 11:25-11:55 and planning 11:55-12:55. Floating (specials) teachers collect the class at 11:25. Paraprofessionals and approved monitors take the class at 12:05; Homeroom teachers collect the class at 12:55 from recess.

The K–2 curriculum and outdoor audit that follows applies to both the K/1 and Grades 1/2 homerooms.

Kindergarten–Grade 2 | Curriculum and Outdoor Audit (P1-P5)

Primary allocation	Weekly minutes
ELA	350
Mathematics	350
Science / engineering	270
History, social studies and civics	180
Integrated specials: Making and Design (visual art, Käsityö)	40-80 (depending on rotation)
Integrated specials: Music	40-80 (depending on rotation)
Integrated specials: Movement and Wellness (PE / health)	40-80 (depending on rotation)
Morning Outdoor and Community (Pre-Teaching) / Individual-goal Studio	200
Total	1550

Specials total 200 minutes a week. Each integrated special runs for 40 minutes/class across a rotating A/B/C cycle.

Learning Studio overlay: literacy 150 + mathematics 150 + inquiry/project 150 + individualized goals 150 = 600 weekly minutes. The first 450 are subsets of ELA/math/project totals. The last 150, plus 50 minutes of morning Outdoor and Community (pre-teaching activity), make up the separate 200-minute allocation shown above. These figures must not be added again to the 1,550-minute weekly total.

Every minute is assigned to one primary allocation. Integrated writing, SEL, digital skills, engineering and outdoor learning may overlap educationally, but do not generate extra instructional minutes. Targeted instruction is additional practice/enrichment; it does not replace the core program. FOSS is the selected science resource; PLT activities supplement outdoor inquiry rather than replace complete science content. Social studies and arts use teacher-developed framework-aligned units. Curriculum-based SEL is embedded in lessons, not a relabeled homeroom.

CKLA Skills: explicit phonemic awareness, phonics, decoding, encoding and supported reading. Knowledge: read-alouds, vocabulary, oral language and writing. The visible 40-minute core segment plus 30-minute subject Studio form one complete 70-minute lesson window. Studio is differentiated subject instruction and application, not permission to shorten the full adopted lesson. If lesson guidance needs more whole-group time, the teacher may move the 30-minute Studio portion within that day's subject instruction and record the change.

Mixed-age homerooms. Literacy and mathematics follow grade-level CKLA and IM units. Within each 70-minute window the teacher teaches place-level groups in turn while the other groups work on taught Studio tasks; paraprofessionals, special education, ESL and floating teachers push in during these windows. Science and social studies are taught to the whole homeroom on a multi-year unit cycle, mapped so every student meets each grade-level standard before leaving the band.

Kindergarten: short teaching episodes, guided play, oral language and manipulatives within the blocks. Grade 1: systematic decoding/encoding and supported writing. Grade 2: increasing fluency, text discussion, written explanations and independence. Free play, eating, toileting and rest are not counted as instruction; any additional noninstructional time must be subtracted and the annual calculation rerun.

Daily target: 30 minutes of oral-language/knowledge instruction outdoors + 30 minutes of mathematical application outdoors + the 60-minute outdoor project = 120 structured outdoor minutes. These minutes are subsets of existing blocks, not additional or separately credited instruction.

Outdoor target: 120 minutes/day, 600 minutes/week (10 hours), plus about 100 minutes/week of unstructured outdoor play (20-minute daily recess). The school commits to at least 10 hours a week of outdoor learning, averaged over the school year, to allow for severe weather and individual learning needs. Teachers may move instruction indoors for safety or access; record actual outdoor minutes without relabeling indoor work as outdoor learning.

Lesson-level access: provide accessible surfaces and routes, seated work options, assistive communication, visual schedules, sensory supports, alternative tools and equivalent participation. Gear changes and travel must fit the excluded transition allowance; remote field trips require a separate travel-time deduction.

Grades 3–5 | Weekly Schedule

Year 1 serves grades 3–4 only; Grade 5 joins this schedule in Year 2.

CKLA; IM K–5; FOSS and PLT; teacher-developed social studies and arts. Mixed-age homerooms Intermediate 1-3 (grades 3–4 in Year 1).

Time	Mi	Monday	Tuesday	Wednesday	Thursday	Friday
8:45–8:55	10	Arrival; Breakfast	Arrival; Breakfast	Arrival; Breakfast	Arrival; Breakfast	Arrival; Breakfast
8:55–9:05	10	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)
9:05–9:45	40	Reading and word study	Reading and discussion	Text analysis and fluency	Reading and response	Reading synthesis
9:45–10:15	30	Learning Studio: Literacy Knowledge and writing	Learning Studio: Literacy Sources and vocabulary	Learning Studio: Literacy Knowledge and writing	Learning Studio: Literacy Discussion and explanation	Learning Studio: Literacy Writing and revision
10:15–10:55	40	IM K–5: launch and strategies	IM K–5: reason and represent	IM K–5: apply and discuss	IM K–5: solve and explain	IM K–5: consolidate and assess
10:55–11:25	30	Learning Studio: Math	Learning Studio: Math	Learning Studio: Math	Learning Studio: Math	Learning Studio: Math
11:25–12:25	60	FOSS: launch a phenomenon	H/SS unit: sources/geography	FOSS + PLT: field data/models	H/SS unit: investigate/explain	FOSS: engineering/explanation
12:25–1:15	50	Transition 12:25-12:30 / Recess (12:30–12:50) / Lunch (12:50–1:15)	Transition 12:25-12:30 / Recess (12:30–12:50) / Lunch (12:50–1:15)	Transition 12:25-12:30 / Recess (12:30–12:50) / Lunch (12:50–1:15)	Transition 12:25-12:30 / Recess (12:30–12:50) / Lunch (12:50–1:15)	Transition 12:25-12:30 / Recess (12:30–12:50) / Lunch (12:50–1:15)
1:15–1:55	40	Specials Rotation	Specials Rotation	Specials Rotation	Specials Rotation	Specials Rotation
1:55–2:25	30	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry

Time	Mi	Monday	Tuesday	Wednesday	Thursday	Friday
2:25–2:55	30	Learning Studio: ILP Goals	Learning Studio: ILP Goals	Learning Studio: ILP Goals	Learning Studio: ILP Goals	Learning Studio: ILP Goals (Review and Reflection)
2:55–3:05	10	Closing Meeting; dismissal	Closing Meeting; dismissal	Closing Meeting; dismissal	Closing Meeting; dismissal	Closing Meeting; dismissal

Daily instruction: 310 minutes. Learning Studio: 120 minutes, already included in instruction. Other time: 70 minutes. Homeroom teachers: duty-free lunch 12:25–12:55 and planning 12:55–1:55. Paraprofessionals and approved monitors take the class at 12:25 (recess first, then lunch); floating teachers collect the class from the cafeteria at 1:15.

The core segment and subject Learning Studio form one complete lesson window. Teachers may move the Learning Studio portion within subject time when the adopted lesson requires it.

Specials Rotation includes three integrated areas on an A/B/C cycle: Movement and Wellness (PE and Health), Making and Design (Visual Arts and Käsityö), and Music.

Outdoor instruction is planned within literacy, mathematics and inquiry blocks where appropriate. Outdoor play remains separate.

Grades 3–5 | Curriculum and Outdoor Audit

Primary allocation	Weekly minutes
ELA	350
Mathematics	350
Science / engineering	270
History, social studies and civics	180
Integrated specials: Making and Design (visual art, Käsityö)	40-80 (depending on rotation)
Integrated specials: Music	40-80 (depending on rotation)
Integrated specials: Movement and Wellness (PE / health)	40-80 (depending on rotation)
Morning Outdoor and Community (Pre-Teaching) / Individual-goal Studio	200
Total	1550

Specials total 200 minutes a week. Each integrated special runs for 40 minutes/class across a rotating A/B/C cycle.

Learning Studio overlay: literacy 150 + mathematics 150 + inquiry/project 150 + individualized goals 150 = 600 weekly minutes. The first 450 are subsets of ELA/math/project totals. The last 150, plus 50 minutes of morning Outdoor and Community (pre-teaching activity), make up the separate 200-minute allocation shown above. These figures must not be added again to the 1,550-minute weekly total.

Every minute is assigned to one primary allocation. Integrated writing, SEL, digital skills, engineering and outdoor learning may overlap educationally, but do not generate extra instructional minutes. Targeted instruction is additional practice/enrichment; it does not replace the core program. FOSS is the selected science resource; PLT activities supplement outdoor inquiry rather than replace complete science content.

Mixed-age homerooms. Literacy and mathematics follow grade-level CKLA and IM units, with the teacher teaching place-level groups in turn during each 70-minute window. Science and Massachusetts history/geography units run on a mapped multi-year cycle so each student meets every grade-level standard.

Daily target: 30 minutes of field-based literacy outdoors + 30 minutes of mathematical application outdoors + the 60-minute science or social-studies project outdoors = 120 structured outdoor minutes. A local-history investigation can be outdoor history instruction, not necessarily science.

Outdoor target: 120 minutes/day, 600 minutes/week (10 hours), plus about 100 minutes/week of unstructured outdoor play (20-minute daily recess). The school commits to at least 10 hours a week of outdoor learning, averaged over the school year, to allow for severe weather and individual learning needs. Teachers may move instruction indoors for safety or access; record actual outdoor minutes without relabeling indoor work as outdoor learning.

Lesson-level access: provide accessible surfaces and routes, seated work options, assistive communication, visual schedules, sensory supports, alternative tools and equivalent participation. Gear changes and travel must fit the excluded transition allowance; remote field trips require a separate travel-time deduction.

Grades 6–8 | Weekly Schedule (begins Year 3)

Grade 6 is added in Year 3, Grade 7 in Year 4 and Grade 8 in Year 5. This page shows the planned middle-school day; clock times and staffing will be reset in that year's master schedule using the same rules for specials, planning and lunch.

Amplify ELA; proposed IM 6–8; FOSS and PLT; teacher-developed social studies and arts.

Time	Min.	Monday	Tuesday	Wednesday	Thursday	Friday
8:45–8:50	5	Arrival; Breakfast (grab-and-go)	Arrival; Breakfast (grab-and-go)	Arrival; Breakfast (grab-and-go)	Arrival; Breakfast (grab-and-go)	Arrival; Breakfast (grab-and-go)
8:50–9:00	10	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)	Outdoor and Community (Daily Pre-Teaching Activity)
9:00–9:40	40	Reading and evidence	Writing and language	Literature and discussion	Writing and revision	Synthesis and conferencing
9:40–10:10	30	Learning Studio: Literacy	Learning Studio: Literacy	Learning Studio: Literacy	Learning Studio: Literacy	Learning Studio: Literacy
10:10–10:50	40	IM 6–8: launch and strategies	IM 6–8: reason and represent	IM 6–8: apply and discuss	IM 6–8: solve and explain	IM 6–8: consolidate and assess
10:50–11:20	30	Learning Studio: Math	Learning Studio: Math	Learning Studio: Math	Learning Studio: Math	Learning Studio: Math
11:20–12:00	40	FOSS: phenomenon	FOSS + PLT: field investigation	FOSS: models/explanation	FOSS: engineering	FOSS: evidence/reflection
12:00–12:30	30	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry	Learning Studio: Project Inquiry
12:30–1:20	50	Transition / Lunch (12:30–12:55) / Recess (12:55–1:20)	Transition / Lunch (12:30–12:55) / Recess (12:55–1:20)	Transition / Lunch (12:30–12:55) / Recess (12:55–1:20)	Transition / Lunch (12:30–12:55) / Recess (12:55–1:20)	Transition / Lunch (12:30–12:55) / Recess (12:55–1:20)
1:20–2:00	40	Specials Rotation	Specials Rotation	Specials Rotation	Specials Rotation	Specials Rotation

Time	Min.	Monday	Tuesday	Wednesday	Thursday	Friday
2:00–2:40	40	Social studies: inquiry/sources	Social studies: geography/context	Social studies: interpretation	Social studies: argument	Civics: application
2:40–3:00	20	Learning Studio: ILP Goals	Learning Studio: ILP Goals	Learning Studio: ILP Goals	Learning Studio: ILP Goals	Learning Studio: ILP Goals
3:00–3:05	5	Closing Meeting; dismissal	Closing Meeting; dismissal	Closing Meeting; dismissal	Closing Meeting; dismissal	Closing Meeting; dismissal

Daily instruction: 320 minutes. Learning Studio: 110 minutes, already included in instruction. Other time: 60 minutes. Planned teacher anchors: duty-free lunch 12:30–1:00 and planning 1:00–2:00. Arrival is shortened to 5 minutes so lunch and recess can sit next to specials; breakfast is grab-and-go into community time.

The core segment and subject Learning Studio form one complete lesson window. Teachers may move the Learning Studio portion within subject time when the adopted lesson requires it.

Specials Rotation includes three integrated areas on an A/B/C cycle: Movement and Wellness, Making and Design, and Music.

Outdoor instruction is planned within literacy, mathematics and inquiry blocks where appropriate. Outdoor play remains separate.

Grades 6–8 | Curriculum and Outdoor Audit

Primary allocation	Weekly minutes
ELA	350
Mathematics	350
Science / engineering	350
History, social studies and civics	200
Integrated specials: Making and Design (visual art, Käsityö)	40-80 (depending on rotation)
Integrated specials: Music	40-80 (depending on rotation)
Integrated specials: Movement and Wellness (PE / health)	40-80 (depending on rotation)
Pre-Teaching /Learning Studio: individualized goals	150
Total	1600

Learning Studio overlay: literacy 150 + mathematics 150 + inquiry/project 150 + individualized goals 100 = 550 weekly minutes. The first 450 are subsets of ELA/math/project totals. The last 100, plus 50 minutes of morning Outdoor and Community time, make up the separate 150-minute allocation shown above. These figures must not be added again to the 1,600-minute weekly total.

Every minute is assigned to one primary allocation. Integrated writing, SEL, digital skills, engineering and outdoor learning may overlap educationally, but do not generate extra instructional minutes. Targeted instruction is additional practice/enrichment; it does not replace the core program. FOSS is the selected science resource; PLT activities supplement outdoor inquiry rather than replace complete science content. Social studies and arts use teacher-developed framework-aligned units. Curriculum-based SEL is embedded in lessons, not a relabeled homeroom.

Amplify ELA has 70 minutes daily. IM 6–8 is the proposed middle-school mathematics resource, not adopted or "DESE-approved"; its 70-minute window includes 40 minutes of core instruction and 30 of mathematics Studio. The visible 40-minute core segment plus 30-minute subject Learning Studio form one complete 70-minute lesson window. Studio is differentiated subject instruction and application, not permission to shorten the full adopted lesson. If lesson guidance needs more whole-group time, the teacher may move the 30-minute Studio portion within that day's subject instruction and record the change.

Grouping. Students regroup by grade for ELA and mathematics so each grade follows its own Amplify and IM course.

Grade 6: world geography/ancient civilizations I; Grade 7: world geography/ancient civilizations II; Grade 8: full-year civics and a student-led civic action project embedded within history/civics time. Do not pull students from core instruction simply to create teacher planning time.

Daily target: 60-minute science investigation outdoors + 30 minutes of mathematical application outdoors + 30 minutes of history/geography fieldwork outdoors = 120 structured outdoor

minutes. Site access, lesson purpose and weather determine the actual location; maintain an actual outdoor-learning log.

Outdoor target: 120 minutes/day, 600 minutes/week (10 hours), plus about 125 minutes/week of unstructured outdoor play (25-minute daily recess). The school commits to at least 10 hours a week of outdoor learning, averaged over the school year, to allow for severe weather and individual learning needs. Teachers may move instruction indoors for safety or access; record actual outdoor minutes without relabeling indoor work as outdoor learning.

Lesson-level access: provide accessible surfaces and routes, seated work options, assistive communication, visual schedules, sensory supports, alternative tools and equivalent participation. Gear changes and travel must fit the excluded transition allowance; remote field trips require a separate travel-time deduction.

Learning Studio | Individualized Learning Throughout the Day

Design proposal: A recurring instructional structure, not a separate purchased curriculum, mandatory screen-based program or permanent ability track. It can operate in classrooms, accessible outdoor learning areas or a staffed shared space. No additional room or employee is assumed in the baseline timetable.

Window	K–2 and 3–5 (Year 1: K–4)	Grades 6–8 (from Year 3)	Primary accounting
9:45–10:15 (K–5) / 9:40–10:10 (6–8), 30 min	Literacy Studio: guided reading, decoding/encoding practice, language support or extension	Literacy Studio: writing/reading conferences, feedback, practice or extension	ELA; 150 min/week
10:55–11:25 (K–5) / 10:50–11:20 (6–8), 30 min	Math Studio: manipulatives, teacher-led strategy group, practice or challenge	Math Studio: prerequisite support, problem-solving conference or extension	Mathematics; 150 min/week
1:55–2:25 (K–5) / 12:00–12:30 (6–8), 30 min	Project Studio: supported investigation, documentation, design and explanation	Science Studio: investigation, modeling, lab feedback or advanced application	Project/science; 150 min/week
2:25–2:55 (K–5), 30 min / 2:40–3:00 (6–8), 20 min	Personal Studio: ILP goals, reteaching, enrichment and progress checks	Personal Studio: goal conference, targeted support, enrichment and project coaching	ILP Studio; 150 min/week (K-5) / 100 min/week (6-8)

All learners participate. A teacher may lead one small group or several brief conferences while other learners engage in taught, supervised independent or collaborative tasks. Groups change with current evidence, not permanent labels. Advanced learners receive substantive extension; multilingual learners receive language scaffolds and rich interaction; students with disabilities receive accessible materials and IEP-aligned instruction. In mixed-age homerooms, Studio is also when the teacher works with one place-level group while others practice.

K–2: predictable visual stations, short tasks, oral language, guided play and hands-on work. Grades 3–5: increasing choice, goal cards, purposeful practice and project coaching. Grades 6–8: student-led goal setting, subject conferences, feedback cycles and guided independence. No requirement for students to spend all four windows at a screen or alone.

Evidence cycle: teachers use CKLA K–5, Amplify ELA 6–8, IM K–5 and proposed IM 6–8, FOSS, PLT tasks and teacher-developed-unit rubrics, plus conferences and existing DIBELS 8/Acadience Math windows where grade-appropriate. Review the proposed IM 6–8 edition's lesson evidence, assessments, accessibility and Massachusetts coverage before implementation. Weekly data meetings update short-cycle goals. Keep a simple Studio log: learner/group; goal; task; teacher contact; evidence; next step. Use a proposed 4–6-week goal review plus existing ILP reviews; avoid unnecessary daily testing.

Teacher autonomy: teachers choose grouping, tasks, location and scaffolds within agreed goals and the core scope/sequence. Outdoor Studio is encouraged when suitable, but individualized needs, safety and accessibility govern location. A student needing a quiet indoor setting must have an equally rigorous supervised option.

Studio time is teaching time, not teacher planning or a blanket substitute for ESL/IEP services. Dedicated services require qualified providers, sufficient minutes and a separate service roster. Sending pupils to a shared Studio does not release their teacher unless another approved educator assumes instructional and supervisory responsibility. Floating teachers push in to Studio windows outside their specials blocks; this adds adult support but does not release the homeroom teacher.

Teacher Weekly Schedule | Planning, Lunch and Coverage

Proposed staff workday: 8:15 a.m.–3:45 p.m., subject to Board approval, employment agreements and workload review. This schedule is built on the Year 1 budget allocation of 8 homeroom, 3 floating, 2 special education and 1 ESL teachers, 6 paraprofessionals, the Head of School and the Director of Curriculum and Instruction.

Homeroom teachers

Time	K–1 teacher (Primary 1–3)	Grades 1–2 teacher (Primary 4–5)	Grades 3–4 teacher (Intermediate 1–3)
8:15–8:40	Independent preparation (25 min)	Independent preparation (25 min)	Independent preparation (25 min)
8:40–8:45	Daily staff briefing (5 min)	Daily staff briefing (5 min)	Daily staff briefing (5 min)
Teaching	8:45–11:25; 12:55–3:05	8:45–11:25; 12:55–3:05	8:45–12:25; 1:55–3:05
Duty-free lunch	11:25–11:55	11:25–11:55	12:25–12:55
Planning (60 min, duty-free)	11:55–12:55 (recess, then specials)	11:55–12:55 (specials, then lunch and recess)	12:55–1:55 (lunch, then specials)
3:05–3:10	Safe handoff / family contact	Safe handoff / family contact	Safe handoff / family contact
3:10–3:45	See weekly agenda below	See weekly agenda below	See weekly agenda below

Floating, special education and ESL teachers

Time	Floating teachers 1–3	Special education teacher A (K/1)	Special education teacher B (Grades 1/2 and 3/4)	ESL teacher (K–4)
8:45–9:45	Planning (60 min)	Services per IEP roster	Services per IEP roster	ESL services
9:45–10:15	Literacy Studio push-in; intervention	Services per IEP roster	Services per IEP roster	ESL services
10:15–11:25	Math push-in (IM core) 10:15–10:55 / Duty-free lunch 10:55–11:25;	Services per IEP roster	Services per IEP roster	ESL services
11:25–12:05	Two teach P4–P5 Specials rotation; one open for coverage or intervention	Duty-free Lunch (11:25–11:55); planning from 11:55	Services per IEP roster	ESL services

Time	Floating teachers 1–3	Special education teacher A (K/1)	Special education teacher B (Grades 1/2 and 3/4)	ESL teacher (K–4)
12:15–12:55	P1-P3 Specials Rotation	Planning	Duty-free Lunch (12:25–12:55)	Duty-free Lunch (12:25–12:55)
12:55–1:15	Intervention / open for coverage	Services per IEP roster	Planning	Planning
1:15–1:55	I1-I3 Specials Rotation	Services per IEP roster	Planning (continued)	Planning (continued)
1:55–2:55	Project / ILP Studio push-in	Services (Studio windows)	Services (Studio windows)	ESL services (Studio windows)
2:55–3:10	Dismissal duty	Dismissal; family contact	Dismissal; family contact	Dismissal; family contact

Special education and ESL schedules show the planning and lunch anchors only; actual service times come from IEPs and the English Learner roster. The caseload split between the two special education teachers is a placeholder until enrollment is known.

Weekly after-school agenda (3:10–3:45)

Monday	Tuesday	Wednesday	Thursday	Friday
Independent planning / families	Grade-team data and co-planning	Independent planning / families	PLC / instructional design	Documentation / assessment review

Protected per teacher: 125 minutes/week morning preparation; 300 minutes/week duty-free planning (60 daily, inside each group's specials, lunch and recess window); 150 minutes/week duty-free lunch (30 daily); 105 minutes/week independent post-school work; 70 minutes/week collaborative meetings. Student Support Team meets Friday 3:10–3:45 for designated members, replacing that period's documentation time rather than adding fictitious release. No duty-free lunch is counted as planning. Planning time is teacher-directed. Because a whole grade band is released together, teams may choose to co-plan, but meetings are not scheduled into this hour.

Lunch and Recess Supervision

Year 1. Because teacher lunch is duty-free and part of each teacher's planning hour falls during recess, each group's 50-minute break, lunch and recess is supervised by paraprofessionals with an approved monitor or additional volunteer(s). Lunch periods are staggered so only one group is in the cafeteria at a time. Grades 3–4 take recess first and eat at 12:50, which leaves 15 minutes to reset the cafeteria after Grades 1–2. From 12:35 to 12:50 Grades 1–2 and Grades 3–4 are both outside, in separate zones, each with its own paras and monitor. One monitor can cover K–1 and then move to Grades 1–2 at 12:05, but a second monitor or volunteer is needed for Grades 3–4 from 12:25 to 1:15.

Group	Supervised window	Cafeteria	Outdoors	Supervision
K–1 (54)	11:25–12:15	11:30–11:55	Recess 11:55–12:15	Paras 1–3 (Para 6 joins for recess 12:05–12:15) + 1 monitor and/or volunteer
Grades 1–2 (36)	12:05–12:55	12:10–12:35	Recess 12:35–12:55	Paras 4–5 (Para 4 only from 12:25) + 1 monitor and/or volunteer
Grades 3–4 (60)	12:25–1:15	12:50–1:15	Recess 12:30–12:50 (before lunch)	Paras 5–6 + 1 monitor and/or volunteer

Paraprofessional rotation

Paraprofessional	Main assignment	Lunch/recess duty	Own duty-free lunch
Paras 1–3	K–1	11:25–12:15	12:20–12:50
Para 4	Grades 1-2; flex / IEP support	12:05–12:55	11:30–12:00
Paras 5–6	Grades 3–4	12:25–1:15 (also Para 5: Grades 1–2 lunch 12:05–12:25; Para 6: K–1 recess 12:05–12:15)	11:30–12:00

Paraprofessional assignments that are written into a student's IEP take priority; if a para must stay with a student at lunch, an approved monitor fills the duty slot. The Head of School or Director of Curriculum and Instruction is on call during all lunch periods.

Monitors and volunteers

Lunch/recess monitors and volunteers are approved by the Head of School before working with students, complete the background checks required under Massachusetts law and school policy (CORI and, where required, fingerprint-based checks), and receive training on supervision, allergies and emergency procedures. At least one paid staff member is responsible for each space at all times; volunteers add adult presence but never replace staff. If monitors or volunteers are short on a given day, the Head of School, the Director of Curriculum and Instruction or an open floating teacher fills in, and teacher lunch and planning are not reduced.

Outdoor learning and Community Afternoons (Pilot)

Outdoor learning

The plan is 120 structured outdoor minutes daily, or 10 hours weekly (at least 10 hours a week averaged over the school year), plus about 20 minutes of outdoor play each day (25 minutes in grades 6–8). These instructional minutes are already within the subject totals. Actual outdoor time will depend on lesson purpose, access, site conditions and weather.

Band	Planned outdoor instruction within the day
K–2	30 minutes of knowledge/oral language; 30 minutes of mathematics; 60 minutes of science or social-studies project work
3–5	30 minutes of field-based literacy; 30 minutes of mathematics; 60 minutes of science or social-studies investigation
6–8 (from Year 3)	60 minutes of science; 30 minutes of mathematics; 30 minutes of history/geography fieldwork
All bands	Movement and Wellness specials outdoors when weather allows

Use FOSS and appropriate PLT activities for local investigations. Teachers may take instruction indoors when needed; log actual outdoor minutes rather than relabeling indoor work. Provide accessible routes, surfaces, tools, communication supports and equivalent participation.

Community Afternoons (Year 1 pilot)

In Year 1, Community Afternoons will be piloted as several offerings across the year, scheduled when a suitable partner, project or event is available rather than on a fixed cycle.

Each offering is approved by the Community Partnerships Coordinator, connected to a current unit with stated learning goals, and announced to families at least two weeks ahead. The minutes count as instruction only when they are structured learning led or co-led by school educators.

Classroom teachers retain supervision alongside vetted partners. Team release is optional and requires a funded, written roster of qualified educators, safe group sizes and emergency arrangements. Volunteers do not replace staff. If coverage is unavailable, regular instruction continues. At the end of Year 1 the Head of School and Director of Curriculum and Instruction report to the Board on participation, learning evidence and staffing, and recommend whether to expand the schedule.

Grade-level planning

Kindergarten needs short teaching episodes, guided play, oral language and hands-on work. Grades 1–2 increase reading, writing and independent-task routines. Grades 3–5 maintain grade-specific science and Massachusetts history/geography content. Grades 6–7 include world geography and ancient civilizations; Grade 8 includes a complete civics sequence and the student-led project.

Teacher-developed social studies and arts need full scope/sequences, sources/materials, assessments and access review. Learning Studio offers differentiated support and feedback; it does not remove grade-level content or required arts domains. In mixed-age homerooms, these scope/sequences also need a multi-year unit cycle showing when each grade's standards are taught.

Annual time check and adoption notes

The calendar will schedule at least 185 school days and operate at least 180. The figures below credit 180 fully delivered instructional days as per the audited grade-band schedules; closure provisions are not automatically additional instruction (Massachusetts DESE, 603 CMR 27.00, https://www.doe.mass.edu/lawsregs/603cmr27.html?section=all).

Calendar scenario	Hours	Margin above minimum
180 full days, grades 1–5	930	30
2027–28 calendar counted on 180 days: 7 early releases and 3 late starts (-150 minutes each)	905	5
2027–28 calendar as scheduled: 181 days for grades 1–4 (last day June 13), same early releases and late starts	910.2	10.2
Kindergarten, 2027–28 calendar: 181 days (same first day as grades 1–4), same early releases and late starts	909.4	484.4 above the 425-hour kindergarten minimum

Kindergarten has its own 425-hour minimum; kindergartners start on the same day as grades 1–4.

Grades 6–8 (from Year 3) have 10 more instructional minutes a day, so their figures are 30 hours higher (938.5 hours on the 180-day calendar).

School services identified as excluded in the regulation will be reviewed student by student and will redesign delivery or add time with qualified staff and DESE guidance (Massachusetts DESE, https://www.doe.mass.edu/lawsregs/603cmr27.html?section=all).

Early-release losses above refer to lost instructional minutes, not simply elapsed bell time.

Attachment 3: Operating Budget and Year 1 Cash Flow Projection

Submitted as a separate Excel file: the DESE Five Year Budget Template and the First Year Cash Flow Projection.

Attachment 4: Resumes of Applicant Group Members

Danielle Blais, M.A., LMHC

Ashby, Massachusetts
Licensed Mental Health Counselor · Massachusetts License #9453

PROFESSIONAL SUMMARY

Licensed Mental Health Counselor with more than thirteen years of clinical experience across schools, homes, farms, community centers, and outpatient and residential settings, working with children, adolescents, adults, and families. Master's-level training in Expressive Therapies, with sustained practice delivering therapy in outdoor and land-based settings, including animal-assisted and farm-based clinical work. A resident of Ashby and a graduate of the North Middlesex Regional School District, proposed as the school's full-time Mental Health Professional beginning in the founding year, bringing direct experience embedding clinical support within a school day, supporting staff and families alongside students, and designing therapeutic programming in which the natural environment is the setting for the work, not an enrichment added to it.

EDUCATION

Lesley University — Cambridge, MA May 2012
M.A., Expressive Therapies

Boston University — Boston, MA May 2008
B.A., Linguistics, cum laude

The International Honors Program: Rethinking Globalization 2006 – 2007
Comparative field study — Washington, D.C.; Britain; Tanzania; India; New Zealand; Mexico

La Universidad San Francisco de Quito — Quito, Ecuador Jan. – May 2006

LICENSURE & CERTIFICATION

Licensed Mental Health Counselor — Commonwealth of Massachusetts, License #9453

Equine Assisted Growth and Learning Association (EAGALA) — Mental Health Specialist Nov. 2017 – Nov. 2025

Wilderness First Aid — SOLO Schools, certified April 2024 – April 2026

CLINICAL EXPERIENCE

Camp Kesem — Massachusetts and New Hampshire Aug. 2019 – Present
Mental Health Professional — Harvard chapter, western MA (Aug. 2026); MIT chapter, western MA (Aug. 2019, Aug 2022); University of Vermont chapter, NH (Oct. 2021); Volunteer in 2019; stipended thereafter.

- Serve as the designated mental health professional for a residential camp for children ages 5 to 18 affected by a parent's cancer, reporting to the camp advisor.
- Consult with the camp advisor, administrative team, unit leaders, and counselors regarding known and emerging behavioral and emotional needs of individual campers.
- Develop behavior plans that address patterns of challenging behavior early, and facilitate escalation discussions with campers and the appropriate staff.
- Participate in mandated reporting calls and lead debriefs with the staff involved.
- Check in with counselors and the administrative team throughout each session to confirm that those in caregiving roles remain well enough resourced to meet campers' needs.
- Collaborate with unit leaders and counselors to identify and address counselor needs, so that staff are supported in their caretaking roles rather than depleted by them.

Private Psychotherapy Practice — Massachusetts March 2019 – Present
Owner and Psychotherapist — sole proprietorship 2019–2024; Roots & Horizons, LLC since Oct. 2024

- Provide individual psychotherapy to adults, primarily by telehealth, carrying a full clinical caseload alongside sole responsibility for intake, scheduling, documentation, billing, insurance credentialing, and compliance.

- Maintain the practice under an LLC organized to provide educational and wellness services incorporating nature and expressive arts, and am actively developing in-person, nature-based and experiential offerings within that scope.

Spring Hill Recovery Center — Ashby, MA Jan. 2018 – Nov. 2019

Per Diem Therapist

- Facilitated group and individual therapy in a residential substance use treatment setting.

Community Healthlink — Leominster, MA Dec. 2017 – June 2019

School-Based Clinician

- Delivered individual therapy to students on site during the school day at multiple public schools in the region (including Fitchburg middle school), scheduling around instructional time and coordinating access with building staff.
- Consulted with teachers, administrators, and school support personnel regarding student functioning in the classroom, and translated clinical understanding into practical guidance educators could use.
- Partnered with caregivers to align approaches between home and school, including families with limited prior engagement in mental health services.
- Managed confidentiality, consent, documentation, and outside-referral processes within a public school environment.

Cultivate Counseling Center / Cultivate Care Farms — Acton and Bolton, MA July 2015 – Sept. 2017

Staff Clinician

- Provided individual and group therapy on a working farm, using animal care, farm tasks, and the outdoor environment as the primary medium of clinical work rather than as adjunct activity.
- Facilitated year-round therapeutic groups for children and adolescents in barn, pasture, and field settings, adapting clinical goals to weather, season, animal behavior, and group dynamics.
- Applied EAGALA-model equine-assisted practice as a member of a treatment team.
- Managed risk, supervision ratios, and physical safety for clinical work conducted outdoors and around livestock.

South Bay Mental Health Center — Leominster, MA Dec. 2012 – June 2015

In-Home Family Therapist (Sept. 2014 – June 2015); In-Home Therapist (Dec. 2012 – Sept. 2014)

- Provided therapy to children, adolescents, and families in their homes and communities throughout north central Massachusetts, including towns of Ashby and Fitchburg in the school's proposed sending region.
- Conducted intakes, treatment planning, risk assessment, and safety planning, and maintained documentation to MassHealth medical necessity standards.
- Coordinated care as part of wraparound teams alongside schools, state agencies, primary care providers, and in-home behavioral supports.
- Worked with families across a wide range of economic circumstances, housing stability, and prior experience with systems of care.

The Cambridge Community Center — Cambridge, MA Sept. 2011 – June 2012

Graduate Expressive Therapies Intern — K–12 After-School Program and Toddler Group

- Designed and facilitated non-clinical expressive arts groups for school-age children and adolescents in an after-school setting, building sessions around movement, visual art, and play.
- Co-led a developmentally attuned toddler and caregiver group, supporting early relational and regulatory development.
- Adapted group structure and expectations across a K–12 age span within a single program community.

The Dimock Center — Roxbury, MA Sept. 2010 – May 2011

Graduate Expressive Therapies Intern — Adult Outpatient Addictions and Recovery Services

- Co-facilitated expressive therapies groups in an outpatient addiction recovery program serving an urban adult population.

FACILITATION & PROGRAM DESIGN

Hawthorn Brook Middle School — Townsend, MA 2019; 2023 – 2026

Guest Facilitator, STEAM Day — Expressive Arts (volunteer)

- Invited to return across five STEAM Day programs to introduce students in grades 5 through 8 to expressive arts therapy, facilitating hands-on sessions for several classes across a range of grades over the course of each full-day program.

- Designed a distinct activity each year, including improvisational drama games and collaborative construction projects, adapting facilitation to shifting group sizes, grade levels, and energy across a long day.
- Led an outdoor whole-class challenge in 2026 in which students identified suitable trees and wove baling twine between them to build a web strong enough to hold a person's weight, combining cooperative problem-solving, simple tools, and real structural consequences.

Women's Confidence and Connection Campout — Bog Pond Farm, Maine Oct. 4–6, 2024
Co-Designer and Co-Facilitator, in collaboration with Green Button Counseling

- Designed and led a weekend wellness retreat for a group of adult women who did not know one another, structured to build confidence in participants' own agency and connection among group members.
- Built the program around shared outdoor work and physical tasks: hiking, farm chores, time with equines, trail maintenance using hand saws, camp setup, and fire building, paired with both structured and unstructured group discussion.
- Post-retreat survey responses indicated that participants felt more connected to the natural world, formed meaningful connections with one another, and surprised themselves by moving beyond their established comfort zones.

Ashby Free Public Library — Ashby, MA 2025 – 2026
Instructor, Community Food and Nutrition Workshops

- Design and teach free public workshops on practical home food preparation, including fire cider, whole-grain bowls, simple breakfasts, and cultured beverages.
- Develop curriculum, demonstration sequences, and take-home materials for mixed-age community audiences with no prior background in the subject.

OUTDOOR SKILLS

Coursework and ongoing study in wilderness first aid, wilderness survival, wild plant identification and sustainable foraging, and animal tracking.

ADDITIONAL EXPERIENCE

North Middlesex Regional High School — Townsend, MA 2021 – 2026
Volunteer, Project Graduation

- Chaperoned the overnight graduation-night event in five of the past six years, and contributed to event preparation and decoration in 2025 and 2026.

The Intergenerational Literacy Project — Chelsea, MA Feb. 2005 – May 2008
ESL Tutor for Adult Immigrants

PROFESSIONAL ASSOCIATIONS & LANGUAGES

International Expressive Arts Therapy Association · Massachusetts Mental Health Counselors Association

Languages: Conversational Spanish, oral and written

Executive Resume

DR. VANESSA LARKIN, Ed.D.

Executive Educational Leader | Head of School | Organizational Strategist

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EXECUTIVE PROFILE

Transformational educational executive with more than 28 years of progressive leadership experience spanning independent schools, nonprofit organizations, Montessori education, higher education, and organizational development. Proven expertise in strategic planning, instructional leadership, financial stewardship, enrollment growth, governance, faculty development, and organizational culture.

Recognized for building high-performing educational communities where children thrive, educators grow professionally, and families become engaged partners in learning. Combines visionary leadership with operational excellence to create sustainable organizations centered on student success.

A collaborative and mission-driven leader with a Doctorate in Educational Leadership who successfully founded and led an independent Montessori school serving infants through eighth grade, currently serves as Head of School for a nonprofit Montessori school, teaches future educators at the college level, and is launching an educational consulting organization dedicated to strengthening schools and supporting families.

EXECUTIVE VALUE PROPOSITION

- 28+ Years Educational Leadership
- Doctor of Education (Ed.D.)
- Head of School
- Founder of Independent School
- Nonprofit Executive Leadership
- Strategic Planning
- Board Governance
- Financial Stewardship
- Enrollment & Marketing
- Faculty Recruitment & Development
- Instructional Leadership
- Organizational Change Management
- Higher Education Faculty
- Educational Consultant
- Bilingual (English/Spanish)

EXECUTIVE LEADERSHIP IMPACT

School Leadership

- Provide executive leadership for all academic, operational, financial, and strategic functions of an independent nonprofit Montessori school serving children from infancy through kindergarten.
- Lead organizational vision, strategic planning, budgeting, compliance, enrollment, marketing, and community engagement while maintaining a child-centered educational mission.
- Partner closely with the Board of Directors to support governance, long-term planning, fiscal responsibility, and organizational sustainability.
- Balance educational excellence with operational efficiency to strengthen institutional effectiveness.

Instructional Leadership

- Recruit, mentor, supervise, evaluate, and coach educators through a comprehensive instructional leadership model.
- Design professional development initiatives that improve instructional practice, collaboration, and organizational culture.
- Conduct classroom observations and provide actionable feedback that supports continuous improvement.
- Lead curriculum implementation while ensuring fidelity to Montessori philosophy and best practices in early childhood education.

Organizational Leadership

- Develop policies, systems, and procedures that improve organizational effectiveness and regulatory compliance.
- Build authentic relationships with families through transparent communication and collaborative partnerships.
- Lead organizational change initiatives focused on improving school culture, operational consistency, and educational quality.
- Successfully manage competing priorities while maintaining strong stakeholder relationships.

PROFESSIONAL EXPERIENCE

Head of School & Chief Executive Officer
Wellesley Montessori School
2015–Present

Provide executive leadership for a nonprofit Montessori school serving children from infancy through kindergarten.

Selected Contributions

- Direct all academic, financial, operational, and administrative functions.
- Lead budgeting, payroll oversight, tuition administration, compliance, admissions, enrollment, and marketing.
- Develop faculty through coaching, mentoring, supervision, and evaluation.
- Design school-wide professional development focused on instructional excellence.
- Partner with the Board of Directors on governance, strategic planning, and organizational improvement.
- Strengthen relationships with families through transparent communication and community engagement.
- Oversee licensing compliance, accreditation readiness, and organizational policies.
- Guide strategic initiatives that strengthen school culture, collaboration, and operational effectiveness.

Adjunct Faculty
Holyoke Community College
2021–Present

Teach undergraduate courses in educational leadership, early childhood education, curriculum development, administration, general education, and practicum supervision.

Selected Contributions

- Prepare future educators through engaging instruction and mentorship.
- Design learning experiences grounded in current educational research.
- Designed and facilitated engaging online courses through Canvas LMS, developing digital curriculum, assessments, discussion-based learning, and accessible instructional materials to support diverse adult learners.
- Evaluate teacher candidates through meaningful coaching and feedback.
- Foster reflective practice and leadership development among future professionals.

Founder & Head of School
Waves of Wonder Montessori School
2008–2015

Founded and successfully developed a private Montessori school serving children from infancy through eighth grade.

Selected Contributions

- Created the school's educational vision and organizational framework.

- Built all operational systems, policies, and procedures.
- Directed finance, budgeting, admissions, enrollment, marketing, and human resources.
- Managed the administration and compliance of the Florida McKay Scholarship Program, ensuring accountability for public scholarship funding while expanding educational access for K–12 students with learning disabilities whose needs were not being met in traditional public school settings.
- Recruited, supervised, evaluated, and mentored faculty and administrative staff.
- Led curriculum implementation across infant, toddler, primary, elementary, and middle school programs.
- Developed parent education initiatives and community partnerships.
- Managed facilities, compliance, fundraising, and organizational sustainability.
- Established a positive school culture focused on collaboration, innovation, and student success.

ADDITIONAL LEADERSHIP EXPERIENCE

Program Director & Founder
Absorbent Minds Montessori Summer Camp

Early Childhood Director
Island Montessori Academy

Lead Primary Teacher
Montessori Bilingual Academy

Elementary Teacher • Spanish Teacher • Aftercare Director
Montessori Children's Academy of Orlando

SELECTED EXECUTIVE ACCOMPLISHMENTS

- Founded and led an independent school serving children from infancy through eighth grade.
- Successfully led nonprofit educational organizations through periods of growth, organizational change, and operational improvement.
- Built comprehensive faculty coaching and evaluation systems centered on instructional excellence.
- Developed strategic enrollment and marketing initiatives to strengthen school sustainability.
- Designed professional development programs that improved educator collaboration and instructional practice.
- Successfully balanced educational leadership with financial stewardship and nonprofit governance.
- Built strong partnerships among educators, families, governing boards, and community stakeholders.
- Prepared future educational leaders through higher education teaching and mentorship.
- Created systems that integrate educational quality, organizational effectiveness, and mission-driven leadership.

DR. VANESSA LARKIN, Ed.D.
Executive Educational Leader

EDUCATION

Doctor of Education (Ed.D.)
Educational Leadership
Northwestern University

Master of Education (M.Ed.)
Educational Administration
Concordia University

Bachelor of Arts
Early Childhood Administration
Ashford University

PROFESSIONAL EXPERTISE

Strategic Leadership • Organizational Development • School Administration • Independent School Leadership • Nonprofit Management • Financial Stewardship • Budget Development • Enrollment Strategy • Marketing & Communications • Board Governance • Faculty Recruitment • Instructional Coaching • Curriculum Leadership • Professional Development • Change Management • Family Engagement • Community Relations • Compliance • Higher Education • Educational Consulting • Canvas Course Management and Development

Dr. Christopher L. Chew

Ashby, MA 01431

[redacted]

Massachusetts Educators License #337430: Superintendent/Assistant Superintendent (Professional), Principal/Assistant Principal (9-12), Principal/Assistant Principal (5-8), English (9-12), Communications and Performing Arts (All levels)

New Hampshire Experienced Educator Certificate # 108101: Principal

Professional Experience:

Superintendent of Schools, Westford Public Schools, Westford, MA July 2021 to present. Serve as the chief executive officer for a high-achieving school district comprising nine schools, approximately 4,500 students, and a workforce exceeding 900 employees. Provide strategic leadership and direct supervision to all administrative and instructional teams, ensuring operational excellence and a culture of belonging for all learners. Facilitated the comprehensive feasibility study and initial planning for a major building project in partnership with the Massachusetts School Building Authority. Spearheaded the implementation of universal, tuition-free full-day preschool programming to expand early childhood access. Orchestrated the successful negotiation and resolution of collective bargaining agreements for 10 separate labor units. Managed all fiscal responsibilities, including the development and oversight of complex annual budgets of approximately $70 million, to ensure the sustainability of essential educational resources and services despite significant economic constraints. Represent the district in local and regional forums to advocate for the needs of students, faculty, and the Westford community. Represent the Massachusetts Association of School Superintendents as an appointed member of the Massachusetts Commission for LGBTQ Youth, currently the only commission of its kind in the United States.

Principal, Stony Brook School, Westford, MA July 2014 to June 2021. Instructional leader for an innovative public middle school serving grades 6-8 with approximately 600 students and 100 staff members within a high performing school district. Responsible for establishing a strong collaborative culture focused on developing positive relationships with students and colleagues and maintaining an environment supportive of the philosophies embedded in effective middle school education. Responsible for all fiscal planning in connection with overall operations of the school. Responsible for curriculum, instruction and assessment development and support in collaboration with district curriculum coordinators and individual teachers; where necessary, removing barriers to effective teaching and learning by working closely with faculty to provide appropriate resources and time for professional development and collaboration. Primary supervisor and evaluator of all professional staff in the building under the DESE Educator Evaluation model. Collaborate with district leadership in developing effective safety plans and protocols that are both building based and consistent with district wide expectations. Co-chair the School Advisory Council and collaborate with members to develop an annual School Improvement Plan, review annual budgets and identify additional educational needs for the Stony Brook students. Collaborate with assistant principal in issues regarding student discipline, student support services, master schedule, annual budget, team configurations and staffing patterns. Collaborate with faculty to embed 4Cs across the curriculum and establish both Project Based Learning strategies as well as maker-centered learning environments throughout the building. Establish trauma-invested practices building-wide and support expanding trauma-invested practices throughout the district. Collaborate with the Challenge Success Organization from Stanford University to assess and address the levels of student stress and develop an action plan to best support student social/emotional needs. Participate in WPS Diversity, Equity and Inclusion committee as an administration representative collaborating with staff, students and parents to review and assess policies, programs, and practices. Participate and support both

district-wide as well as building based initiatives that build anti-racist educators. Collaborate with other district leaders as a member of the district leadership team in order to address concerns and provide counsel to leadership in other buildings. Participate on the Teaching and Learning Committee in the development of three separate Learning Models mandated by MA DESE in preparation for reopening MA schools in the fall of 2020. Develop and maintain open communication and collaboration with administration from the other district middle school. Represent both the school and district in National, regional and state-wide meetings and professional development sessions as a participant and presenter. Utilize effective forms of communication to regularly connect with the parents as well as the wider community.

Academic Headmaster, North Middlesex Regional High School, Townsend, MA July 2011 to June 2014. Responsible for curriculum, instruction and assessment development and support in collaboration with department heads and individual teachers. Support the utilization of Atlas online curriculum documentation. Supervise and evaluate faculty by conducting regular classroom walk-throughs as well as occasional traditional observations. Recruit and hire new faculty positions. Analyze the effectiveness of the current bell schedule and investigate alternatives. Collaborate with the guidance department in creating the master schedule based on student interest and budgetary options. Audit all Advanced Placement courses in cooperation with the College Board. Act as the coordinator for the development of our International Baccalaureate programming as a candidate school. Organize professional development for faculty including opportunities to attend International Baccalaureate professional development throughout the country. Coordinate all visits to International Baccalaureate schools for our faculty to observe classes in session. Coordinate logistics for the consultant visit from the International Baccalaureate Organization. Oversee all MCAS assessment and analysis at the high school level within the district. Investigate and access both hybrid and online course offerings for individual students seeking additional opportunities beyond courses offered within the traditional school day. Work closely with the school-based leadership team in order to assess and develop the annual budget. Collaborate with assistant principals in matters of student discipline and services. Participate in weekly meetings with the Student Intervention Team to assess student achievement and concerns in relationship to our adoption of the Massachusetts Tiered System of Support, an RtI model. Member of the Superintendent's Advisory Council collaborating with other district leaders in order to address district concerns and provide counsel to leadership in other buildings throughout the district. Member of the district-wide Teacher Evaluation Committee in creating and assessing new district evaluation documents to align with Massachusetts' new teacher evaluation system in accordance with RTTT initiatives. Facilitate instructional rounds process with district assistant principals and special education administrators through the assistant superintendent's regular monthly meetings. Facilitate instructional rounds process with high school department heads as a model for professional development.

Assistant Principal, Hawthorne Brook Middle School, Townsend, MA 2008-2011. Attended to issues of concern in regards to culture and climate of the school environment upon entering the position at the same time as the school principal. Collaborated with principal in developing school improvement plans, annual budgets, master schedule, middle school team configurations, recruitment and hiring of new staff and faculty. Supervised and evaluated faculty by conducting regular classroom walkthroughs and traditional classroom observations. Collaborated with the principal in issues regarding student discipline and services. Participated in all curriculum committee meetings and attended regular vertical team meetings. Developed a new team structure for seventh and eighth grades that allowed for more collaboration among the faculty and embedded a looping process that established stronger student/teacher relationships over a two year cycle. Participated in the assistant superintendent's regular monthly advisory council. Collaborated with district assistant principals to develop an updated District Curriculum Accommodations Plan (DCAP).

Theater Arts Teacher, Tyngsborough High School, Tyngsborough, MA 2003-2008. Developed an entirely new course for freshmen exploration as well as advanced courses in theater for sophomores, juniors, and seniors. Created course for aspiring playwrights in addition to courses in improvisation as well as vocal techniques. Directed multiple plays and musicals in addition to collaborating with

the middle school theater teacher in both course design and extra-curricular productions. Created and coached a student improvisational theater troupe called ImprovTyngsboro.

English Teacher, Tyngsborough High School, Tyngsborough, MA 2006-2008. Taught American Literature to juniors as well as elective writing courses to juniors and seniors. Participated in department collaborations including Understanding by Design curriculum development. Faculty member of the school improvement council.

Artistic Director, Village Theatre Project, Harvard, MA 2004-2008. Co-founded a not-for-profit professional ensemble of theater artists including actors, directors, writers, designers and technicians to provide more intimate access to the arts in rural and suburban areas outside of Boston. Worked collaboratively with company artists to produce multiple fundraising events to support our annual budget. Established an Advisory Board of prominent community and business professionals to support the mission of the theater and collaborated regularly with them to produce fundraisers and secure financial support for the theater. Developed and directed a highly successful youth theater education program which included regular classes and seasonal productions. Created the Ashby Retreat which provided professional theater arts from around the country an opportunity to work on new projects with access to members of the company for support and development in the pastoral community of Ashby, MA. Oversaw the logistics of securing housing for all participants of the Ashby Retreat and public presentations of the new works at the end of the two week retreat. Produced three main stage seasons of professional productions in the town of Groton, MA. Adapted the concept of museum memberships for our audiences and established a patron membership in the company which provided access to all productions provided seats were available and patron members were invited to events giving them full access to the Company of Professional Artists.

Director of Education, Greater Boston Stage Company, Stoneham, MA 2002-2004. Developed a successful multi-level youth theater program at this professional theater just outside of Boston. Programming included age appropriate summer classes and productions for students in grades 3-12. Grew participation in the program exponentially from one summer production to three separate summer productions in rotation and an additional winter production exclusively for the teenage participants. Developed and led the Resident Youth Ensemble (RYE) which along with regular Monday night master classes, provided members opportunities to participate in the professional productions taking place on Greater Boston Stage Company (at that time still named Stoneham Theater) main stage. Collaborated with the Producing Director and Artistic Director in establishing a budget for the theater and worked closely with the development staff to secure funding for programs.

Freelance Professional Theater Artist and Educator, Boston, MA 2001 to present. Perform in professional productions throughout the greater Boston area including the Huntington Theater, North Shore Music Theater, Hanover Theater, The Lyric Stage Company of Boston, SpeakEasy Stage Company, Wheelock Family Theater and others. Performances include musicals, plays and benefits. From 2001-2004, this was a full-time endeavor until I decided to return to classroom teaching. Conducted workshops on a regular basis for various professional theaters as well as the Massachusetts High School Drama Guild.

English Teacher, Chelmsford High School, Chelmsford, MA 1997-2000. Taught junior and sophomore English Language Arts. Taught writing courses for freshmen and seniors. Advised the Theater Guild which included producing and directing the fall plays as well as the one-act festival play and producing the student directed children's play. Directed the spring musical in collaboration with the music department faculty.

Education:

Northeastern University College of Professional Studies, Ed.D., Educational Leadership, April 2013

Ed.D Dissertation: Instructional Rounds as Professional Development for Teachers

Fitchburg State University, M.A. T., English, May 1999

Carnegie Mellon University, B.F.A., Drama, May 1994

Randee Rusch

Townsend, Ma 01469

SKILLS

- Highly adaptable, quick learning, and organized.
- Works well within a group, leading a group or individually.
- Computer proficiency and advanced math skills.
- Policy development experience.
- Good communication skills and well organized.
- Project management.

EXPERIENCE

Umass Lowell Recreation Center

August 2022 – Present

- Manage financial accounting for prostaff who manage the rec center and building operations – Budget aprox $1 million dollars
    - Budget reports, purchase orders, invoice, reimbursements, refunds.
- Monitor and reconcile monthly expenses
- Assist Director with detailed accounting and monitoring of departmental budgets.
- Provide business operations training to professional and student staff
- Recommend standard operating procedures and job aides for business operations

Amanda Michaud , Ashby, Ma — *Bookkeeper/ Tax Prep*

June 2021 – April 2024

North Middlesex Regional School Committee, Townsend, Ma — *Elected member*

November 2009 – April 2026

- Chairperson position 2016-2019 - Responsible for creating an agenda and running the meetings.
- Policy subcommittee chairperson 2010-2026 - Responsible for complete overhaul of policy book (approximately 250 policies) and setting up

annual review cycle.

- Finance subcommittee member 2014-2025 - Responsible for preliminary budget review and recommendations to the full school committee on all school finance matters.
- Negotiation subcommittee 2010-2018 - Responsible for sitting at the table with the unions for contract negotiations.
- Member - Responsibilities of the school committee are to hire and manage Superintendent of schools, create, modify and upkeep of school policies, oversee all matters pertaining to finance of the school district and be a voice for the students of the district and maintain communications with parents, town administration and community members.

Census Bureau, Federal Government - Enumerator

April 2010 - August 2010 and July 2020 - October 2020

Deluxe Corporation, Groton, Ma — *Seasonal order entry*

September thru December 2018, 2019, 2020

Piseco Realty ,Piseco, NY — *Bookkeeper*

February 2003 - December 2016

- Enter monthly rent collections and reconcile bank statements using Quickbooks.

Hitchiner Manufacturing , Milford, NH —*Manufacturing/ Quality/ Process Engineer*

May 1998 - June 2002

- Wax process engineer in startup facility (automated casting facility - ACF) - Responsible for overseeing wax machine operations and quality of product.
- Manufacturing engineer - Responsible for creating and documenting the machining process for the final product including inspection of dimensions and customer relations.
- Quality engineer - Responsible for analyzing potential quality risks, creating a fixed quality process to ensure final quality of the parts, and working with the customer on quality complaints.

EDUCATION

Rensselaer Polytechnic Institute , Troy, NY — *B.S. Biomedical Engineering - Graduated May 1994*

Cecile Tousignant

Education & Certifications

- *M.S. Child Development/Early Childhood Education*
- Wheelock College, Boston, MA. 1991
- *Le Baccalauréat ès Arts Économie/Sociologie*
- Université de Moncton, Moncton, NB, Canada 1970

- MA Director II certified 1980-current
- ServSafe Certification 2001-2008
- SOMWBA (SDO) Certification Child Tools Consulting (2006-2013)
- CLASS Reliable Rater 2011

Employment

- Proprietor/Director Busy Bees Preschool Center, Inc. 1975-2006: program development, supervision including curriculum, assessment, NAEYC accreditation {1993-2006}
- Fisher College, Fitchburg, MA, Early Childhood Instructor, 1992. Infant and Toddler Development
- Mount Wachusett Community College, Gardner, MA Early Childhood Instructor, 1993-1994. Introduction to Early Childhood Education and Practicum II
- DBA Child Tools Consulting 2006
- Interim Early Childhood Fitchburg Public Schools CPC Coordinator, 4th quarter, FY2007
- MA QRIS & UPK grant writer, 2007-2018
- EECPCG Grant award ($500,000)
- Training & TA Associate 1 Instructional Coach, *Early Literacy Grant*, Project RENEW, Worcester, MA 2009-2010
- Child Care Connections (CCC) Coach/Consultant, Worcester,

  MA 2009-current

Consulting, Coaching & Training

- Child Assessment Institute Coach Aspire Institute, Spring

  2011

- IAL Federal Grant Reviewer 2014
- Child Care Connections (CCC) Resilience Coach, Worcester,

  MA 2022

Professional Development for Early Childhood Educators

- Planned and instructed each subject area using wide variety of teaching aids, motivational and implementation strategies to engage adult learners in active learning; implemented technological approaches to subject material
- Assessed/evaluated with QRIS quality measurement tools: ECERS, ITERS, FECRS, CLASS, PAS/BAS, Strengthening Families/Arnett Scale

- ***Proficiency/familiarity with screening/assessment tools: ASQ-3, ASQ-SE, ESI-R, Pre-ITP, Pre-LAS, TS Gold, Work Sampling***
- **Trainer of the following (dates furnished upon request): *Core Competencies*, *MA Guidelines for Preschool Learning Experiences*, *NAEYC Accreditation*, *Teaching Strategies Gold*, *Strengthening Families*, *Financial Literacy*, *QRIS***
- **NAEYC accreditation consultant/coach: *2006-current***
- **Worcester JCC guidance training: *September 2022***
- **Fitchburg Cultural Alliance flannel board workshops: *October 2022***

Projects & Presentations

- **Guild of St. Agnes (May 2019): QRIS for FCC providers**
- **Childcare Careers Region 2 EPS Early Educator Coach: 2006-2019**
- **Consultant/Administrator Busy Bees Preschool Center, Inc. (2006-current): *QRIS Application, Grant Project Coordinator, CACFP Program, Creative Curriculum & Teaching Strategies Gold Administrator, center documents.***
- **IAL Federal Grant Reviewer: July-August 2014**
- **Fitchburg Public Schools, Fitchburg, MA: CPC Preschool Community Consultant 2007, Interim Early Childhood Coordinator, 4th quarter, FY2007**
- **Child Assessment Institute Coach, Aspire Institute, Wheelock College Spring 2011**
- **Training & TA Coach, Project RENEW, Worcester, MA Education Development Center, Inc., Newton, MA 2009-2010**

- **Tousignant, C. Trauma & Crisis Protocol (2005): Designed and developed the protocol for Fitchburg early childhood center-based programs to implement intervention practices**

Memberships & Affiliations

- **Tousignant, C. (November, 2007). Weekly curriculum planning that incorporates the MA Guidelines for Preschool Learning Experiences and the NAEYC Curriculum standard to interface with High Scope and Creative Curriculum. Presentation at the National Association for the Education of Young Children (NAEYC) Conference, Chicago, IL.**
- **Tousignant, C. (November 2009). Connecting the NAEYC Standards of Relationships and Curriculum to Creativecurriculum.net. Presentation at the National Association for the Education of Young Children Conference, Washington, DC**

- **Filed Bill S255 "An Act relative to early education funding" Testimony before the MA Joint Committee on Education, (June 2017)**
- **Filed Bill H479 "An Act relative to early education funding" Testimony before the MA Joint Committee on Education, (July 2019)**

- **National Association for the Education of Young Children 1993-current**
- **Massachusetts Association for the Education of Young Children (MAAEYC), Accreditation and Policy Chair 2000-2016**
- **Early Childhood Advisory Council (ECAC) of Fitchburg 1992-2008**
- **Montachusett Regional Technical Vocational Early Childhood Advisory Board 1998-current**
- **Region II Educator Provider Support Steering Committee Member 2010-2019**

- **Zero to Three 2017-2020**
- **Academy for the Whole Child Charter School, Treasurer 2014- 2016**
- **Montachusett Directors Group 2016-current**
- **Common Start Coalition co-convener 2020-current**
- **Fitchburg CPPI 2024- current**

CECILE R. AUGUSTE
Massachusetts, USA | [redacted]

PROFESSIONAL SUMMARY

Healthcare operations professional with an MBA in Healthcare Administration and diverse experience across psychiatric care, pediatric rehabilitation, and community health programs. Experienced in coordinating high acuity clinical services, managing multidisciplinary workflows, and improving operational efficiency within hospital environments. Skilled in insurance authorization processes, patient access management, program coordination, and cross department collaboration. Adept at supporting physicians, nurses, administrators, and external partners to deliver efficient, compliant, and patient centered healthcare services.

CORE HEALTHCARE OPERATIONS SKILLS

Clinical Program Coordination • Clinic Operations Management • Patient Access & Scheduling Systems • Insurance Verification & Prior Authorization • Healthcare Compliance & Documentation • Multidisciplinary Team Collaboration • Operational Workflow Improvement • Quality & Process Improvement • Program Implementation & Coordination • Community Health Program Development • Stakeholder Communication

EDUCATION

Master of Business Administration (MBA), Healthcare Administration – Taipei Medical University
Bachelor of Science, Physical Therapy – National Taiwan University

PROFESSIONAL EXPERIENCE

Administrative Coordinator – Neurotherapeutics Department | McLean Hospital | May 2023–Present

• Coordinate daily administrative and operational activities for a specialized neuromodulation clinic delivering ECT and ketamine treatments for patients with complex psychiatric conditions.
• Manage patient scheduling workflows for high acuity treatments while balancing physician availability, clinical staff schedules, and treatment room capacity.
• Process insurance verification and prior authorization requests to ensure financial clearance for specialty psychiatric procedures.
• Serve as a liaison between psychiatrists, nurses, patients, and external providers to ensure seamless communication across the care continuum.
• Maintain accurate patient records and documentation while ensuring compliance with hospital policies and privacy regulations.
• Identify workflow inefficiencies and assist leadership with process improvements to optimize clinic operations and patient throughput.

Program Coordinator – Pediatric Rehabilitation Medicine | Boston Children's Hospital | March 2022 - December 2022

• Coordinate administrative and operational support for pediatric rehabilitation medicine programs including clinics, workshops, and interdisciplinary initiatives.
• Organize scheduling logistics for physicians, therapists, and program participants across multiple clinical and research activities.
• Support preparation of operational reports, program documentation, and communication materials for internal stakeholders.
• Facilitate coordination between clinical teams, administrative departments, and external partners to maintain efficient program operations.
• Assist leadership with planning educational initiatives and patient focused events that support rehabilitation services and family engagement.

Program Director – B-Peace Violence Prevention Initiative | St. Stephen's Youth Programs | Jan 2024–June 2025
• Directed day-to-day operations of a community violence prevention initiative serving youth and families.
• Recruited, trained, and supervised program staff and volunteers to support program delivery.
• Built partnerships with local community organizations, educators, and stakeholders to expand program reach.
• Managed program logistics, scheduling, and event coordination to ensure consistent service delivery.
• Monitored program progress and maintained records to support funding accountability and program evaluation.

Founder & Operations Manager | CKMJ Niche Solutions | 2025–Present
• Founded and managed a small business focused on operational management and property logistics.
• Coordinate vendor relationships, scheduling, and operational workflows to ensure efficient service delivery.
• Develop marketing strategies, partnerships, and client communication processes.
• Manage financial tracking, operational planning, and service coordination.

Physical Therapy Assistant / Rehabilitation Specialist | Various Healthcare Facilities | 2024–Present
• Support rehabilitation teams in implementing patient treatment plans and documenting progress.
• Collaborate with physical therapists and healthcare professionals to deliver patient-centered rehabilitation care.
• Assist with patient mobility exercises, therapy preparation, and clinical documentation.
• Ensure patient safety and adherence to clinical protocols within rehabilitation settings.

June McNeil
Ashby, MA 01431

EXPERIENCE

Manager of E-Commerce
March 2021 – present
PromoCentric – Newmarket NH
Management and Optimization of E-Commerce Department

- Lead E-Commerce Team to meet clear strategic goals, balanced workloads, and scalable processes
- Analysis and optimization of webstore performance
- Inventory management and profitability
- Webstore merchandising and development
- Client relations, Account Executive support

Senior Brand Director
May 2014 – July 2024
Younique - Ashby, MA
Direct to consumer sales for a premium line of makeup/skincare

- achieve and exceed monthly sales quotas
- advertising and relationship building, primarily through social media
- leading and developing a team of over 18,000 presenters
- providing exceptional customer service

Account Manager/Sales
April 2011 - October 2016
Creative Print Products - Leominster, MA
Managed all client accounts from Associated Data Concepts acquisition

- maintained and fostered B2B relationships with 300+ ADC clients
- business form and ad specialty sales and sales support
- promoted and maintained client e-commerce sites

Office Manager/Sales
September 2004 - April 2011
Associated Data Concepts, Inc - Fitchburg MA
Met client business and marketing needs in a professional environment

- forms and ad speciality sales and sales support
- handled all steps of client orders – sourcing to invoicing
- trained Sales Support staff

Restaurant Manager
April 2003 - October 2004
Oak Hill Country Club, Fitchburg MA
Providing exemplary service to club members

- delegated and trained servers
- ensured all hospitality and food quality standards were met
- oversaw club events

Restaurant General Manager and Training Manager
October 1995 - April 2003
Pizza Hut - Leominster, MA
Responsible for all aspects of restaurant management

- supervision of 25+ employees
- local marketing
- profit and loss control, payroll, scheduling
- ensuring all corporate and food standards were met
- coordinated and conducted training for shift supervisors, assistant managers and general managers
- conducted centralized orientations for all new hires in region

EDUCATION

Associate Degree: Business Administration
Mount Wachusett Community College, 2001
Fitchburg State University, Graphic Design, 1994-1996

ACHIEVEMENTS

Younique Awards

- Top Earner in 2017, 2018, 2019
- Incentive Trip Earner - 5 times
- Leadership Retreat Earner
- Over $100,000 in personal sales

Pizza Hut Awards
#1 Leader in New England
Improved 2 Pizza Hut Locations significantly
Profit and customer service scores were dramatically improved at Worcester and Leominster Pizza Hut within first year of managing each
Ensured a successful business merger
Smooth transition of several hundred clients when CPP acquired ADC
PromoCentric Core Values Award
Continuously Improving, 2026

VOLUNTEER WORK

Elected Official/Community Volunteer

- North Middlesex School Committee, Representative for Ashby, May 2019-May 2025
  - Policy Subcommittee
  - Start Time Subcommittee
  - Ashby Town Leadership Liaison
- Ashby Elementary School Building Subcommittee, Chair, August 2022-May 2025
- Keep Ashby Beautiful, Head Coordinator, April 2025-present, member since 2017
- Ashby Charitable Funding committee, Board Secretary, November 2022-April 2024
- Friends of the Ashby Public Library, Vice President, December 2017-July 2022
- Squannacook Girl Scouts, Publicity Director, October 2012-June 2015
- Communications Coordinator for Ashby Congregational Church, March 2016-June 2022

SKILLS

- Strong Leadership, Effective Communicator, Creative Marketing, Multi-tasking, Problem-solving, Data Entry, Detail Oriented, Self Motivated, Decision Maker, Exceptional Customer Service
- Microsoft Office, Google Cloud, OMG, Syncore/Facillis, Intelliform, QNet, Canva, SAGE, ASI, CRM

Clifton R. Hamilton, Ph.D.

Ashby, MA

Pharmaceutical development leader with 15+ years of experience building high-performing technical organizations across preformulation, solid-state chemistry, crystallization, and CMC development. Proven record establishing new scientific capabilities, leading multidisciplinary teams, advancing complex pharmaceutical programs from discovery through GMP manufacturing and technology transfer, and developing novel solid forms protected by multiple U.S. patents. Recognized for combining deep technical expertise with strategic leadership to improve development timelines, solve complex manufacturing challenges, and deliver successful client outcomes.

Core Technical Expertise

- Solid-state characterization
- Polymorph, salt, and cocrystal screening
- Stability testing
- Solubility testing
- Crystallization process development
- Technology transfer
- GMP manufacturing
- CDMO and vendor management
- Cross-functional scientific leadership
- Regulatory documentation
- Polymorphic patent applications

Education

Ph.D., Inorganic Chemistry and Crystallography 8/2009-6/2016
Temple University, Philadelphia, PA

B.S., Chemistry 8/2006-12/2008
Old Dominion University, Norfolk, VA
Magna Cum Laude

U.S. Patents in Solid-State Pharmaceutical Development

Hamilton, C. R. *Co-crystal forms of selinexor*. U.S. Patent 12,559,478 B2, (2026).

Hamilton, C. R. *Crystalline forms of ponatinib, compositions thereof, and methods of use*. U.S. Patent 12,030,886 B2, (2024).

Hamilton, C. R. *Solid-state forms of abemaciclib, their use and preparation*. U.S. Patent 12,011,442 B2, (2024).

Hamilton, C. R. *Pyridine or N,N-dimethyl acetamide solvated solid-state forms of solvated idelalisib, their use and preparation*. U.S. Patent 11,358,966 B2, (2022).

Professional Experience

Associate Director of Preformulations 11/2022-current
Asymchem Boston Corporation, Woburn, MA
Report directly to the Vice President of Process Technologies at the U.S. GMP and R&D site of the third largest Chinese CDMO.

- Established a preformulation and solid-state characterization department supporting early-stage small-molecule pharmaceutical development, including laboratory design, analytical instrumentation selection, SOP development, and scientist recruitment.
- Directed preformulation studies evaluating API solubility, stability, and solid-form properties to support candidate progression from discovery through GMP manufacturing.
- Led multidisciplinary teams across preformulation, process development, analytical sciences, and kilo laboratories during early-phase GMP campaigns.
- Managed technology transfer activities, ensuring successful transfer of manufacturing processes, analytical methods, and technical documentation to external GMP facilities.
- Served as scientific lead for U.S. clients, reviewing technical reports, guiding development strategy, and presenting recommendations.

Team Leader, Solid Forms Group Lead (Devens team) 8/2016-11/2022
Johnson Matthey Pharma Services (Veranova), Devens, MA
Reported to the Global Director of Solid Form Development running the solid form lab at the Devens site of a multi-national CDMO with an internal generics program

- Led polymorph, salt, cocrystal, and crystallization screening programs supporting small-molecule pharmaceutical development.
- Authored technical reports supporting pharmaceutical development and regulatory submissions.
- Designed new solid-state laboratories and created workflow for controlled substances and highly potent material.
- Coordinated with process chemistry, analytical, and QC teams, training required personnel on SFS equipment.
- Assisted on multiple synthetic projects, drastically improving yield, stability, and reliability of the crystallization process.
- Author of polymorph patents for four different APIs, including Selinexor, outlining a new cocrystal that significantly improved bioavailability.
- Established an intern program that greatly improved recruitment of quality candidates and added significant scientific data to the company database.
- Established the use of predictive technology to improve candidate selection.

Post-Doctoral Fellow and Crystallographer 1/2015-11/2015
Nalas Engineering, Centerbrook, CT
Handled operation and maintenance of Rigaku Rapid-S diffractometer. Collaborated on several pharmaceutical and energetic/military projects, specializing in crystallization and identification of new compounds. Primary researcher on energetic cocrystal project. Designed novel cocrystal proposal that resulted in $500,000 Stage 2 grant from the United States Navy.

Research Assistant 8/2009-12/2014
Temple University, Philadelphia, PA
Preparation, identification, characterization, and mechanistic studies of novel low coordinate manganese clusters. Studied and synthesized novel iron complexes as potential catalysts for the transformation of syngas. Responsible for assisting in the maintenance and operation of small molecule X-ray diffractometer and training new staff on SCXRD.

Field Technician 7/2004-8/2006
Mid Atlantic Car Wash, Charlottesville, VA
Responsible for troubleshooting, repairing, and performing routine maintenance on electronic, electrical, and mechanical equipment essential to the operation of touchless automated carwashes.

Nuclear Electronic Technician Second Class 6/2000-7/2004
United States Navy, U.S.S. Harry S Truman Honorable Discharge
Training: Two years of classroom and practical instruction at Naval Nuclear Power Training Command, Goose Creek, SC, and Naval Nuclear Power Training Unit, Ballston Spa, NY. Instruction included thermodynamics, fluid flow, physics of nuclear fission, three phase AC electrical systems, and troubleshooting electroniccircuits.
Command: Stationed on the U.S.S. Harry S Truman during Operation Iraqi Freedom. Operated and maintained electronic equipment that controlled ship's nuclear reactors. Serving as a nuclear electronic technician requires meeting mission critical maintenance deadlines, strict adherence to safety protocol, proper respectfor the chain of command, and the ability to work as one cohesive unit with a diverse group of sailors.

Skills and Proficiencies

Personnel and Project Management- Significant and successful experience recruiting new personnel, training new personnel, outfitting labs, establishing protocols, and working with customers to properly set reasonable expectations, and successfully delivering the required tech transfer, NDA, and ANDA documents required for project completion. Activities ranged from early phase R&D to NDA and ANDA submissions, all the way to submission updates on well-established GMP projects.

Instrumental Experience- Extensive experience using SCXRD instruments from Rigaku and Bruker, XRPD instruments from Malvern, Rigaku, and Bruker, Bruker NMRs, TGA, DVS, and DSC instruments from Mettler Toledo and TA Instruments, FTIR, UV-Vis, PLM instruments, and Crystal16. Limited experience with EasyMax, EPR, Distek dissolution and disintegration equipment, SEMs, HPLC/UPLCs, Malvern Mastersizer, and spray dryers.

Maintenance- Performed routine maintenance and repairs on single crystal andpowder diffractometers, performed routine maintenance and repairs on electronic equipment controlling Navy nuclear aircraft carrier, and electronic, electrical and mechanical equipment for automated touchless car washes. Continues to manage and perform maintenance, troubleshooting, and limited repairs on solid form equipment to include XRPD, TGA, DSC, and DVS instruments, as well as humidity chambers.

Publications

Nozari, M.; Addison, A. W.; Reeves, G. T.; Zeller, M.; Jasinski, J. P.; Kaur, M.; Gilbert, J. G.; **Hamilton, C. R.;** Popovitch, J. M.; Wolf, L. M.; Crist, L. E.; Bastida, N. J. "New Pyrazole- and Benzimidazole-derived Ligand Systems." *Heterocycl. Chem.* **2018**, *55(6)*, 1291-1307.

Jalil, A.; Clymer, R. N.; **Hamilton, C. R.;** Vaddypally, S.; Gau, M. R.; Zdilla, M. J. "Lithium chloride and lithium hexafluorophosphate solvates with pyridine and vinylpyridine." Acta Cryst. **2017**, C73, 264-269.

Hamilton, C. R.; Zdilla, M. J. "Structure of a pentamanganese(II)–phenoxide cluster with a central five-coordinate oxide." Acta Cryst. **2017**, C73, 270-275.

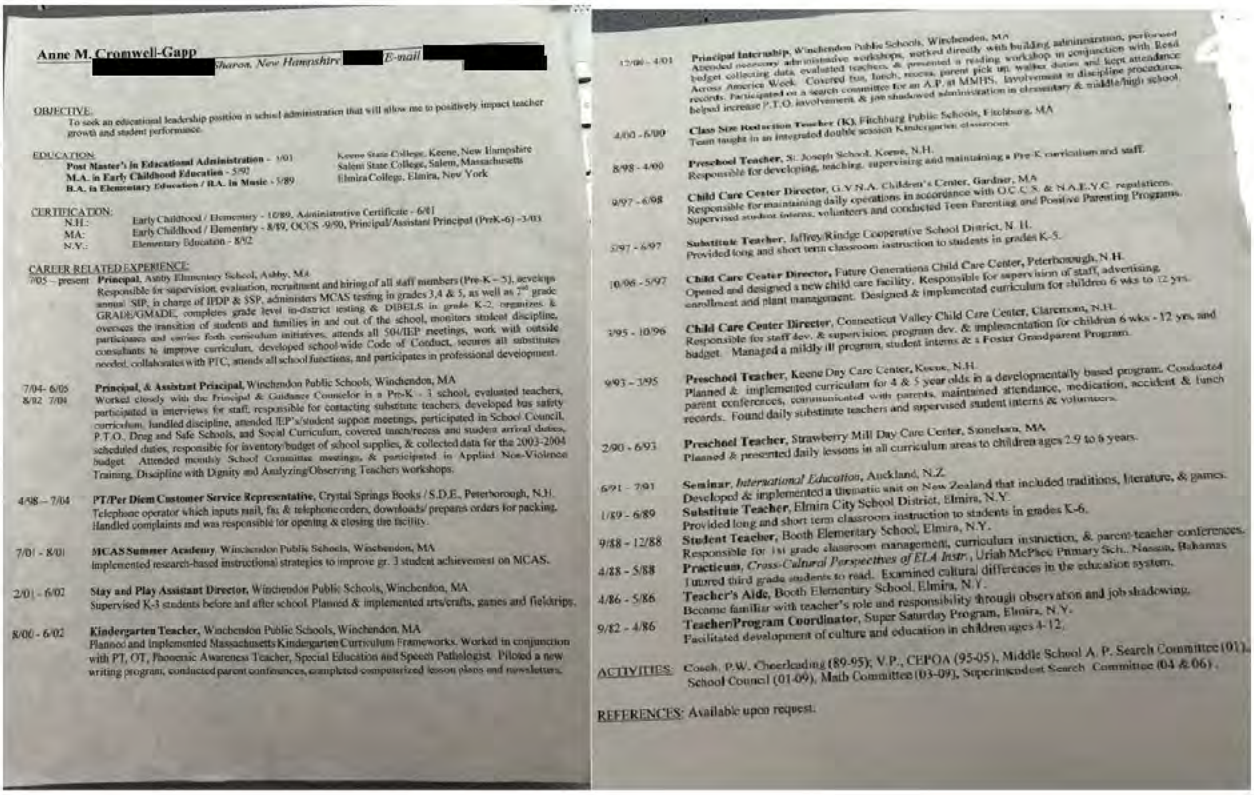
Chinnam, P. R.; Fall, B.; Dikin, D. A.; Jalil, A.; **Hamilton, C. R.;** Wunder, S. L.; Zdilla, M. J. "A Self-Binding, Melt-Castable, Crystalline Organic Electrolyte for Sodium Ion Conduction." *Angew. Chem. Int. Ed.* **2016**, 55, 15254-15257.

Krawiec, M.; Anderson, S. R.; Dubé, P.; Ford, D. D.; Salan, J. S.; Lenahan, S.; Mehta, N.; and **Hamilton, C. R.** "Hydronium Copper(II)-tris(5-nitrotetrazolate) Trihydrate A Primary Explosive." *Propellants, Explosives, Pyrotechnics*. **2015**, 40, 4, 457.

Gau, M. R.; **Hamilton, C. R.;** Zdilla, M. J. "Preparation of 'Twisted Basket' Mn_4N_8 cluster: a two-hydrogen-atom reduced analogue of the Mn_4N_8 pinned butterfly." *Chem. Comm.* **2014,** 50, 7780.

Hamilton, C. R.; Baglia, R. A.; Gau, M. R.; McWilliams, S. F.; Zdilla, M. J. "Mechanistic elucidation of the stepwise formation of a tetranuclear manganese pinned butterfly cluster via N-N bond cleavage, hydrogen atom transfer, and cluster rearrangement." *J. Am. Chem. Soc.* **2014**, 136 (52), 17974.

Hamilton, C. R.; Baglia, R. A.; Gordon, A. D.; Zdilla, M. J. "Symthesis of Tetranuclear,Four-Coordinate Manganese Clusters with 'Pinned Butterfly' Geometry Formed by Metal-Mediated N-N Bond Cleavage in Diphenylhydrazine." *J. Am. Chem. Soc.* **2011**, *133*, 4208.



Anne M. Cromwell-Gupp [redacted] *Sharon, New Hampshire* [redacted] *E-mail* [redacted]

OBJECTIVE:
To seek an educational leadership position in school administration that will allow me to positively impact teacher growth and student performance.

EDUCATION:
Post Master's in Educational Administration - 5/01 — Keene State College, Keene, New Hampshire
M.A. in Early Childhood Education - 5/92 — Salem State College, Salem, Massachusetts
B.A. in Elementary Education / B.A. in Music - 5/89 — Elmira College, Elmira, New York

CERTIFICATION:
N.H.: Early Childhood / Elementary - 10/89, Administrative Certificate - 6/01
MA: Early Childhood / Elementary - 8/89, OCCS -9/90, Principal/Assistant Principal (PreK-6) –3/03
N.Y.: Elementary Education - 8/92

CAREER RELATED EXPERIENCE:

7/05 – present **Principal**, Ashby Elementary School, Ashby, MA
Responsible for supervision, evaluation, recruitment and hiring of all staff members (Pre-K – 5), develops annual SIP, in charge of IIDP & SSP, administers MCAS testing in grades 3,4 & 5, as well as 2nd grade GRADE/GMADE, completes grade level in-district testing & DIBELS in grade K-2, organizes & oversees the transition of students and families in and out of the school, monitors student discipline, participates and carries forth curriculum initiatives, attends all 504/IEP meetings, work with outside consultants to improve curriculum, developed school-wide Code of Conduct, secures all substitutes needed, collaborates with PTC, attends all school functions, and participates in professional development.

7/04- 6/05 **Principal, & Assistant Principal**, Winchendon Public Schools, Winchendon, MA
8/02 7/04 Worked closely with the Principal & Guidance Counselor in a Pre-K – 3 school, evaluated teachers, participated in interviews for staff, responsible for contacting substitute teachers, developed bus safety curriculum, handled discipline, attended IEP's/student support meetings, participated in School Council, P.T.O., Drug and Safe Schools, and Social Curriculum, covered lunch/recess and student arrival duties, scheduled duties, responsible for inventory/budget of school supplies, & collected data for the 2003-2004 budget. Attended monthly School Committee meetings, & participated in Applied Non-Violence Training, Discipline with Dignity and Analyzing/Observing Teachers workshops.

4/98 – 7/04 **PT/Per Diem Customer Service Representative**, Crystal Springs Books / S.D.E., Peterborough, N.H.
Telephone operator which inputs mail, fax & telephone orders, downloads/ prepares orders for packing, handled complaints and was responsible for opening & closing the facility.

7/01 - 8/01 **MCAS Summer Academy**, Winchendon Public Schools, Winchendon, MA
implemented research-based instructional strategies to improve gr. 3 student achievement on MCAS.

2/01 - 6/02 **Stay and Play Assistant Director**, Winchendon Public Schools, Winchendon, MA
Supervised K-3 students before and after school. Planned & implemented arts/crafts, games and fieldtrips.

8/00 - 6/02 **Kindergarten Teacher**, Winchendon Public Schools, Winchendon, MA
Planned and implemented Massachusetts Kindergarten Curriculum Frameworks. Worked in conjunction with PT, OT, Phonemic Awareness Teacher, Special Education and Speech Pathologist. Piloted a new writing program, conducted parent conferences, completed computerized lesson plans and newsletters.

12/00 – 4/01 **Principal Internship**, Winchendon Public Schools, Winchendon, MA
Attended necessary administrative workshops, worked directly with building administration, performed budget collecting data, evaluated teachers, & presented a reading workshop in conjunction with Read Across America Week. Covered bus, lunch, recess, parent pick up, walker duties and kept attendance records. Participated on a search committee for an A.P. at MMHS. Involvement in discipline procedures, helped increase P.T.O. involvement & job shadowed administration in elementary & middle/high school.

4/00 - 6/00 **Class Size Reduction Teacher (K)**, Fitchburg Public Schools, Fitchburg, MA
Team taught in an integrated double session Kindergarten classroom.

8/98 - 4/00 **Preschool Teacher**, St. Joseph School, Keene, N.H.
Responsible for developing, teaching, supervising and maintaining a Pre-K curriculum and staff.

9/97 - 6/98 **Child Care Center Director**, G.V.N.A. Children's Center, Gardner, MA
Responsible for maintaining daily operations in accordance with O.C.C.S. & N.A.E.Y.C. regulations. Supervised student interns, volunteers and conducted Teen Parenting and Positive Parenting Programs.

5/97 - 6/97 **Substitute Teacher**, Jaffrey/Rindge Cooperative School District, N. H.
Provided long and short term classroom instruction to students in grades K-5.

10/96 - 5/97 **Child Care Center Director**, Future Generations Child Care Center, Peterborough, N.H.
Opened and designed a new child care facility. Responsible for supervision of staff, advertising, enrollment and plant management. Designed & implemented curriculum for children 6 wks to 12 yrs.

3/95 - 10/96 **Child Care Center Director**, Connecticut Valley Child Care Center, Claremont, N.H.
Responsible for staff dev. & supervision, program dev. & implementation for children 6 wks - 12 yrs, and budget. Managed a mildly ill program, student interns & a Foster Grandparent Program.

9/93 - 3/95 **Preschool Teacher**, Keene Day Care Center, Keene, N.H.
Planned & implemented curriculum for 4 & 5 year olds in a developmentally based program. Conducted parent conferences, communicated with parents, maintained attendance, medication, accident & lunch records. Found daily substitute teachers and supervised student interns & volunteers.

2/90 - 6/93 **Preschool Teacher**, Strawberry Mill Day Care Center, Swansea, MA
Planned & presented daily lessons in all curriculum areas to children ages 2.9 to 6 years.

6/91 - 7/91 **Seminar**, *International Education*, Auckland, N.Z.
Developed & implemented a thematic unit on New Zealand that included traditions, literature, & games.

1/89 - 6/89 **Substitute Teacher**, Elmira City School District, Elmira, N.Y.
Provided long and short term classroom instruction to students in grades K-6.

9/88 - 12/88 **Student Teacher**, Booth Elementary School, Elmira, N.Y.
Responsible for 1st grade classroom management, curriculum instruction, & parent-teacher conferences.

4/88 - 5/88 **Practicum**, *Cross-Cultural Perspectives of ELA Instr.*, Uriah McPhee Primary Sch., Nassau, Bahamas
Tutored third grade students to read. Examined cultural differences in the education system.

4/86 - 5/86 **Teacher's Aide**, Booth Elementary School, Elmira, N.Y.
Become familiar with teacher's role and responsibility through observation and job shadowing.

9/82 - 4/86 **Teacher/Program Coordinator**, Super Saturday Program, Elmira, N.Y.
Facilitated development of culture and education in children ages 4-12.

ACTIVITIES: Coach, P.W. Cheerleading (89-95); V.P., CEPOA (95-05), Middle School A. P. Search Committee (01), School Council (01-09), Math Committee (03-09), Superintendent Search Committee (04 & 06).

REFERENCES: Available upon request.

Heather Brodie Perry

Ashby, Massachusetts

Professional Experience

Organizer
Ashby Evergreen Charter School Initiative | Ashby, MA | 2025–Present
Provides overall leadership for the development of a proposed K–8 Commonwealth charter school, including vision, governance, educational design, community engagement, strategic planning, charter development, fundraising, and partnership building.

Director
Ashby Free Public Library | Ashby, MA | 2021–Present
Provides executive leadership for a rural public library. Responsible for strategic planning, budgeting, grant administration, personnel supervision, community partnerships, facilities management, fundraising, and educational programming. Led the library's transformation into a regional community learning center through innovative programming, environmental education, accessibility initiatives, and community engagement. Successfully secured numerous competitive grants supporting educational innovation, sustainability, and inclusive services.

Reference Librarian / Assistant Professor
Stonehill College | North Easton, MA | 2000–2021

Reference and Community Services Librarian
Framingham Public Library | Framingham, MA | 1993–1997

Education

Ph.D., Library and Information Science
Simmons University, Boston, MA, 2019

Dissertation *:Conflict of Interest in Scientific Research: Does Explicit Instruction Increase Undergraduate Knowledge and Recognition of Potential Conflict?*

Master of Library Science (M.L.S.)
University at Albany, State University of New York, 1992

Bachelor of Arts
Stonehill College, North Easton, MA, 1990

Leadership and Areas of Expertise

- Charter school founding and governance
- Educational leadership and organizational development
- Strategic planning and nonprofit management
- Place-based and experiential learning

- Community engagement and partnership development
- Grant writing, fundraising, and resource development
- Budget development and fiscal oversight
- Curriculum research and educational program design
- Board relations and stakeholder collaboration
- Public speaking and facilitation

Professional Affiliation

- American Library Association

Kathryn H. Moore, M.S., CCC-SLP

Speech-Language Pathologist ♦ Fitchburg, MA

EDUCATION

- **EMERSON COLLEGE,** Boston, MA (August 2013)
  M.S., Communication Sciences & Disorders
- **UNIVERSITY OF MARY WASHINGTON,** Fredericksburg, VA (December 2008)
  B.A., English with a concentration in Linguistics

RELATED SKILLS

- **ASHA Certificate of Clinical Competence**
- **MA Dept. of Secondary and Elementary Education (DESE): Professional License SLP**
- **MA State Professional License: SLP**

SPEECH/LANGUAGE EMPLOYMENT EXPERIENCE

KEYSTONE EDUCATIONAL COLLABORATIVE, Shirley, MA (August 2022-present)
- Full-time position servicing students with complex emotional disabilities in grades K-12+ across two substantially separate therapeutic programs
- Experience with 45-day extended evaluation process
- Focus on trauma-informed practices and neurodiversity-affirming care
- Completed Crisis Prevention Intervention (CPI) Nonviolent Crisis Intervention annual training
- Supervised SLP-A (1.5 years) and mentored newly-certified SLP (1 year)

CORAL CARE, INC., Fitchburg, MA (September 2025-present)
- Part-time independent contractor providing in-home speech therapy services to pediatric clients

FRONT RANGE PEDIATRIC THERAPIES, Colorado Springs, CO (February 2021-August 2022)
- Part-time position evaluating and treating pediatric patients through through home health agency

ATLAS PREPARATORY SCHOOL, Colorado Springs, CO (July 2020-May 2022)
- Full-time position servicing students attending K-12 charter school
- Hired directly by Atlas Prep upon completion of a 4-month contract through ProCare Therapy
- Furthered skills in supporting non-native English speaking students and families
- Supervisory roles as Special Education Director/Designee and Case Manager for students on caseload

PROCARE THERAPY, INC., Colorado Springs, CO (July 2019-May 2020)
- Full-time position covering school-based contracts in CO Springs area
- Spearheaded development of SLP teletherapy practices at Atlas Prep during COVID-19 school closure
- Supervised SLP-A while managing caseload demands across multiple school sites

NEEDHAM PUBLIC SCHOOLS, Needham, MA (August 2015-June 2019)
- Full-time position in the Intensive Learning Center program for K-5th grade students with moderate-severe disabilities including ASD, language-based learning disabilities, intellectual and developmental disabilities
- Advocated for a team-based approach to service delivery to facilitate generalization of skills across settings
- Designed and customized high and low-tech AAC systems for students with complex communication profiles

SOUTH SHORE EDUCATIONAL COLLABORATIVE, Hingham, MA (August 2014-August 2015)
- Full-time position in the Community School Program for high school and transitional-aged students with severe and multiple disabilities
- Therapy sessions designed to target functional communication, social pragmatics, executive functioning, and independent life skills for students in pre-vocational classrooms

THE ELY CENTER, Needham, MA (March 2015-April 2017)
- Part-time position in private practice setting providing 1:1 and small group therapy to clients aged 3-22
- Designed and co-directed a drop-in social skills intervention program on Saturdays ("Saturday Studio") for elementary, middle, and high-school students with social-cognitive deficits
- Utilized Social Thinking treatment strategies and materials

SUNBELT STAFFING, *Boston Public Schools,* Boston, MA (September 2013-July 2014)
- Clinical Fellowship in urban turnaround elementary school treating preschool-5th grade students
- Aided school transition to ACE (Autism Curriculum Encyclopedia) and 3:1 service delivery model

Kathryn H. Moore, M.S., CCC-SLP
Speech-Language Pathologist ♦ Fitchburg, MA

PREVIOUS EMPLOYMENT EXPERIENCE

EMERSON COLLEGE, Boston, MA (September 2011-May 2012)
Graduate Student Research Assistant
- Collected data in a Watertown Public Schools integrated preschool classroom to be used in a research study examining the impacts of various classroom structures on the social development of children with ASD

BEACON ABA SERVICES, Boston, MA (October 2009-September 2011)
Behavioral Therapist (December 2010-September 2011)
- Supervised and directed early intervention ABA services for children aged birth-3 years diagnosed with ASD
- Provided training and supervision to Associate Behavioral Therapists

Associate Behavioral Therapist (October 2009-December 2010)
- Implemented intensive in-home ABA services for clients aged birth-3 years

COMMUNITY CONNECTIONS, South Yarmouth, MA (May 2008-May 2009)
Day Center and Life Skills Intern (May-August 2008)
Day Center and Life Skills Aide (January-May 2009)
- Directed group activities in day habilitation center for adults with moderate to severe disabilities
- Planned and directed bi-weekly social pragmatics group

GRADUATE SCHOOL CLINICAL EXPERIENCE

NEWTON PUBLIC SCHOOLS, Newton, MA (January-April 2013)
MEDFORD PUBLIC SCHOOLS- SUMMER PROGRAM, Medford, MA (June-August 2012)
- Treated elementary and middle school populations with a variety of mild to severe communication disorders

BOSTON CHILDREN'S HOSPITAL, Boston, MA (May-August 2013)
- Supervised by Feeding Team, Department of Otolaryngology
- Assisted SLPs during pediatric modified barium swallow studies in the radiology suite
- Performed bedside feeding evaluations of children in the cardiac, pulmonary, and medical NICUs

CHILDREN'S SPEECH & FEEDING THERAPY, Needham, MA (September-December 2012)
- Provided individual and group-based feeding and swallowing therapy to children aged 18 months- 6 years

SPEECH THERAPY GROUP, Beverly, MA (June-August 2013)
- Worked with pediatric and adult voice, dysphagia, and speech/language clients with a variety of disorders

ROBBINS SPEECH, LANGUAGE & HEARING CENTER, Emerson College, Boston, MA (Jan-August 2012)
- **Child Language Program** (January-May 2012)
- **Individual Treatment Program** (May-August 2012)

References available upon request.

Rosemary Smith

Community Builder | Educational Advocate | Inclusive Learning & Community Development Leader

Ashby, MA

Leadership Profile

Community builder and collaborative leader with over 25 years of experience developing programs, strengthening partnerships, organizing service initiatives, and creating opportunities for people to connect and thrive. Experienced in nonprofit collaboration, youth development, volunteer leadership, fundraising, community outreach, and launching new initiatives. Passionate about building inclusive communities, expanding access to resources, and creating environments where children and families are empowered to learn, participate, and succeed.

Core Competencies

- Community Engagement & Outreach
- Partnership Development
- Volunteer Recruitment & Coordination
- Fundraising & Resource Development
- Program Development
- Youth Leadership & Mentoring
- Event Planning & Execution
- Grant Writing & Donor Relations
- Community Needs Assessment
- Inclusive Programming
- Public Speaking & Advocacy

Professional Experience

Children's Librarian

Ashby Free Public Library | January 2025–Present

- Transformed children's services through expanded programming, accessibility improvements, and community-centered initiatives.
- Increased children's library circulation by 50% through collection improvements, programming, outreach, and improved access to resources.
- Built partnerships with families, homeschool groups, local organizations, businesses, and community members.
- Developed inclusive spaces and programming designed to welcome children with diverse needs and learning styles.
- Secured community support through grant writing, donation requests, and partnership development.
- Planned and facilitated educational programs, family events, and community gatherings.

Flatbread Company 2006-2020

Progressed through multiple roles including Host, Server, Cook, Bartender, and Manager.

- Advanced through increasing levels of responsibility, demonstrating leadership, adaptability, and strong operational skills.
- Coordinated weekly Tuesday Benefit Nights supporting local nonprofits, schools, and community organizations.
- Partnered with community groups to organize fundraising events and increase public participation.
- Supported hundreds of community fundraising events connecting businesses, nonprofits, and residents.

Founding Team Member & Museum Operations Coordinator

The Insect Asylum | Chicago, Illinois 2021-present

- Served as a founding team member supporting the development and daily operations of an innovative museum combining natural history, art, and hands-on educational experiences.
- Helped establish a welcoming, inclusive public space designed to encourage curiosity, exploration, and accessible learning for visitors of all ages.
- Coordinated relationships with local artists, including organizing the display and sale of artists' work within the museum space.
- Supported artists by creating opportunities for community exposure, sales, and connection with museum visitors.
- Assisted with visitor engagement, community outreach, educational experiences, and operational needs during the museum's early growth.
- Contributed to exhibit development and interactive learning experiences that encouraged hands-on exploration.

- Collaborated in a startup environment to build systems, strengthen community connections, and create a unique cultural institution.
- Serves on the board

Long-Term Substitute Teacher — Baking & Pastry Arts Program

Shawsheen Valley Technical High School 2018-2020

- Provided classroom instruction and hands-on learning experiences for high school students in a technical vocational education setting.
- Supported students through project-based learning, skill development, and real-world culinary experiences.
- Collaborated with faculty and staff to maintain a positive, engaging, and supportive learning environment.
- Gained direct experience with career and technical education models that connect classroom learning with practical skills.

Approved Respite Provider

Massachusetts Department of Children and Families (DCF) 2007-present

- Provide respite care supporting children and families involved with foster care, including children with medically complex needs, autism, neurodiversities, and trauma.
- Create safe, nurturing, and structured environments tailored to each child's individual needs.
- Support children with diverse backgrounds, abilities, and experiences while promoting dignity, belonging, and inclusion.
- Partner with families and caregivers to provide reliable support and strengthen family stability.

Early Childhood Educator

Daycare & Preschool Programs 2007-2012
EEC Certified

- Provided nurturing, developmentally appropriate care and education for young children.
- Supported children's social, emotional, cognitive, and physical development through play-based and hands-on learning experiences.
- Created safe, inclusive environments that encouraged curiosity, independence, creativity, and confidence.
- Developed an understanding of early childhood development and the importance of responsive, child-centered learning.

Community Leadership & Civic Engagement

Homeschool Co-op Founder & Coordinator

5 years

- Founded and managed a homeschool cooperative providing educational opportunities, community connections, and peer support for local families.
- Coordinated schedules, volunteers, educational activities, communication, and community partnerships.
- Created an inclusive environment focused on collaboration, enrichment, and family support.

Homeschool Educator

6 years

- Designed individualized educational experiences while connecting children with community resources, service opportunities, and experiential learning.

International Order of the Rainbow for Girls

Member & Advisor | 2000–2014

- Progressed from youth member to adult advisor, mentoring young leaders and supporting organizational operations.
- Organized community service projects, charitable drives, and fundraising initiatives.
- Guided youth in leadership, teamwork, civic responsibility, public speaking, and volunteerism.

Girl Scouts

- Participated throughout childhood through the Cadette level, developing leadership skills, teamwork, service values, and community involvement.

Cub Scout Leader

- Led youth activities, service projects, and family engagement opportunities.
- Mentored children in leadership, citizenship, teamwork, and community responsibility.

Culinary Arts Advisory Board Member

Shawsheen Valley Technical High School

- Collaborated with educators and industry professionals to support career readiness and align educational opportunities with workforce needs.
- Provided industry perspective and community partnership support.

Community Action Association Member

Johnson & Wales University

- Participated in community service initiatives focused on improving educational access and community infrastructure.
- Traveled to Mexico twice as part of volunteer service teams to construct concrete patios at schools, creating safer and more accessible outdoor learning spaces for students during inclement weather.
- Collaborated with fellow students and community members to complete hands-on service projects addressing local needs.
- Developed experience in volunteer teamwork, cultural awareness, and service-based community engagement.

Friends of the Library Member

Ashby Free Public Library

- Support library initiatives, fundraising efforts, community outreach, and programs that strengthen library services.
- Collaborate with volunteers and community members to expand resources and opportunities for patrons.

Board Member / Volunteer

Ashby Free Public Library Fund Inc.

- Support fundraising and resource development efforts benefiting library programs, services, and community initiatives.

- Participate in efforts to increase community investment and long-term sustainability of library resources.

Selected Community Impact

- Organized multiple **Savers FUNDrives**, collecting more than **5,000 pounds of donated goods** to support fundraising and community needs.
- Coordinated community "Pay What You Can" rummage sales that redistributed approximately **10,000 pounds of essential items**, including coats, clothing, blankets, and household necessities to community members.
- Fundraised, planned, and coordinated three weeklong volunteer service trips for groups of approximately **20 participants** to support children and families at Give Kids The World Village.
- Participated in international community service projects through Johnson & Wales University's Community Action Association, including two service trips to Mexico focused on improving school facilities.
- Built partnerships among businesses, nonprofits, schools, families, volunteers, and community organizations to create lasting community impact.
- Supported local artists by creating opportunities for their work to be displayed and sold through The Insect Asylum, connecting creative professionals with new audiences.

Leadership Philosophy

Dedicated to creating communities where people feel connected, supported, and empowered to contribute. Experienced in identifying needs, bringing people together, and turning ideas into sustainable programs that improve people's lives.

NOLAN M. KALDENBERG, ESQ.
Littleton, MA 01460
[redacted]
Bar Admission: Massachusetts (BBO No. 717150)
Security Clearance: Secret

EDUCATION

University of Massachusetts School of Law — Dartmouth, MA
Juris Doctor, May 2025
Relevant Coursework: Contracts; Administrative Law; Evidence; Business Organizations; Secured Transactions; Employment Law; Employment Discrimination Law
Clinical Experience:
Immigration Law Clinic: Provided pro bono legal services to asylum seekers, including client interviews, legal research, drafting affidavits and memoranda, and assisting with filings in federal immigration proceedings

University of Massachusetts Dartmouth — Dartmouth, MA
Bachelor of Arts in Political Science, Magna Cum Laude, May 2022
Honors & Distinctions: Political Science Honors Society; Chancellor's List
Leadership & Service:

- President, American Red Cross Club
- President, Political Science Association
- Chairman, UMass Dartmouth Elections Committee
- Member, Chi Phi Fraternity

PUBLICATIONS & LEGAL WRITING

- **An Examination of International Legal Frameworks for CRISPR Technology and Human Genome Editing**
  Comparative analysis of international regulatory regimes governing emerging biotechnology and human genome editing.

PRESENTATIONS & INSTRUCTION

- Delivered recurring legal readiness briefings to service members and leadership on estate planning, drunk driving, political activities in uniform, international law, and contemporary base legal issues
- Instructed service members on the Law of Armed Conflict and related operational legal considerations
- Developed and presented training at MIT Lincoln Laboratory addressing FFRDC and UARC legal frameworks and FAR/DFARS regulatory compliance

LEGAL & PROFESSIONAL EXPERIENCE

Haigh-Farr, Inc. — Bedford, Nh
Sr. Contract Manager/ In House Council | 2026-present

- Review, negotiate, and approve multimillion-dollar commercial and government contracts
- Lead client and counterparty outreach throughout the contract lifecycle
- Negotiate pricing, liability, intellectual property, confidentiality, and dispute resolution provisions
- Identify and escalate legal and business risks; advise stakeholders on mitigation strategies
- Collaborate with engineering, finance, compliance, and executive leadership
- Provide legal advice and services to Sr. Leadership ensuring legal compliance.

Mercury Systems, Inc. — Andover, MA
Contract Manager | 2025 – 2026

- Review, negotiate, and approve multimillion-dollar commercial and government contracts
- Lead client and counterparty outreach throughout the contract lifecycle
- Negotiate pricing, liability, intellectual property, confidentiality, and dispute resolution provisions
  Identify and escalate legal and business risks; advise stakeholders on mitigation strategies
- Collaborate with engineering, finance, compliance, and executive leadership

MIT Lincoln Laboratory — Lexington, MA
Contracting Department Intern | May 2024 – August 2024

- Developed internal training materials on FFRDC and UARC frameworks and FAR/DFARS compliance
- Conducted contract reviews for adherence to federal procurement regulations
- Drafted and processed NDAs supporting secure academic and commercial collaboration

United States Air Force
Paralegal, Staff Sergeant (E-5) | December 2018 – November 2024

- Delivered comprehensive legal assistance to thousands of service members and families
- Drafted and executed hundreds of wills, powers of attorney, and related estate planning documents
- Supported JAG officers with case preparation, evidentiary review, and legal research
- Delivered installation-wide legal briefings and training
- Maintained confidentiality in secure, mission-critical legal environments
- Recipient of multiple commendations, including the **Air Force Achievement Medal**

MILITARY AWARDS & DECORATIONS
Air Force Achievement Medal; Air Force Good Conduct Medal; Armed Forces Service Medal; Global War on Terrorism Service Medal; COVID-19 Response Medal; Emergency Activation Medal; Governor's Emergency Activation Medal; Honor Graduate Medal

PRACTICE INTERESTS
Trusts and Estates; Employment Law; Contract Law

PRO BONO & SERVICE

- Immigration Law Clinic, University of Massachusetts School of Law
- Drafted proposed revisions to a Massachusetts Manual for Courts-Martial reflecting updated case law and statutory developments

SKILLS & COMPETENCIES

Estate Planning: Wills, trusts, powers of attorney; client counseling
Government Contracts: FAR, DFARS, FFRDC, UARC frameworks
Legal Research & Writing: Advanced proficiency
Legal Technology: Lexis+; Westlaw; Microsoft Office; Adobe Acrobat Pro
Collaboration: Microsoft Teams, SharePoint, Zoom

PROFESSIONAL MEMBERSHIPS

Massachusetts Bar association, Boston Bar association, New Hampshire Bar association

KRISTEL BENNETT

Ashby, MA 01431

EDUCATION:

Master in Public Administration, *Suffolk University,* Boston, MA	May 2017
Certificate in Local Government Leadership & Management, *Suffolk University* and *Massachusetts Municipal Association,* Boston, MA	May 2014
Bachelor of Science in Biology, *Eastern Nazarene College,* Quincy, MA	May 2006

PROFESIONAL EXPERIENCE

Director of Public Health, Town of Billerica, Billerica, MA, 11/2019 to present

- Administration, development, and implementation of data driven public health programs
- Preparation and management of $475,000 annual budget
- Supervision of staff, various professional consultants, and interns
- Collaboration with Board of Health members, Town Departments, Town Manager, Select Board members, legal staff and various agencies on town projects and programs
- Form strategic partnerships with surrounding communities to create a shared services arrangement, NorthEast Public Health Alliance, to secure $460,000 in state public health excellence grant funding
- Advisor to Board of Health on public health policy matters
- Implementation of grant programs for environmental health, nursing, tobacco control, mental health, and emergency preparedness
- Enforcement of local by-laws, state regulations and ordinances for regulatory compliance
- Plans and organizes various Board of Health sponsored events including but not limited to public health outreach programs, vaccine clinics, and emergency dispensing sites.
- Supervision of cases for criminal litigation
- Preparation of documents, reports, press releases, and newspaper articles

Health Agent – Per Diem, Town of Lexington, Lexington, MA, 03/2020 – 08/2021

- Enforcement of Local, State, and Federal regulation and by-laws relative to food safety through inspections
- Completed plan reviews for new or renovated food establishments

Chief Environmental Health Officer, City of Watertown, Watertown, MA, 02/2008 – 11/2019

- Supervision of Health Inspectors, Animal Control Officer, Professional Food Consultants and Interns. Responsible for training of environmental health staff and interns.
- Evaluation and implementation of animal control and environmental health programs such as food safety, housing, pools, hazardous materials, tanning, body art, indoor air quality, asbestos, public health nuisances, and household hazardous waste.
- Preparation of annual budget for environmental health and animal control programs
- Conduct inspections and implement compliance programs; prepares necessary administrative letters, reports, and documentation.
- Preparation of environmental health documentation for Board of Health meetings and facilitation of environmental health hearings and dangerous dog hearings.
- Development and implementation of environmental health education programs; advises and provides information and documentation to the general public and business owners.
- Coalition Chair of Minuteman Household Hazardous Waste Regional Products Facility Committee

Sanitarian, City of Watertown, Watertown, MA 08/2006 – 02/2008

- Enforcement of local, State, and Federal regulations and ordinances relative to environmental health through inspections, investigations, and administrative orders
- Investigation of complaints of the state sanitary code in housing, nuisance, lead paint, asbestos, and food establishments
- Coordinate educational training for the public and for food establishments, swimming pools, hazardous materials, and tobacco retailers
- Created administrative enforcement order letters for violation enforcement

Invertebrate Entomology Lab Technician, Springborn Smithers, Wareham, MA, 08/2006-12/2006

- Responsible for maintaining invertebrate cultures, performing experiments on invertebrates and observing invertebrate reactions.
- Practiced Good Manufacturing Techniques.

PROFESSIONAL CREDENTIALS

- National Environmental Health Association: Registered Environmental Health Specialist / Registered Sanitarian #14784
- Massachusetts Tile 5 Septic System Inspector #SI14535
- Massachusetts Soil Evaluator #SE14535
- National Environmental Health Association: Certified Professional – Food Safety #15993
- Certified Food Protection Manager – ServSafe
- Licensed Lead Determinator
- Certified Pool and Spa Operator
- National Incident Management Systems Certifications – ICS 100, 200, 300, & 700

Christina Willey

Pepperell, MA

Owner of TerraFlora Landscapes

Summary

My name is Christina Willey and I have three children in the North Middlesex school district. I'm the owner of TerraFlora Landscapes with over 25 years of experience in my field. I spent five years homeschooling my own children, utilizing a nature based curriculum, in conjunction with a drop off farm based outdoor educational homeschool program. My children currently attend school in the North Middlesex public school district. My time spent advocating for my own children within the IEP process in public school, as well as utilizing nature based school programs, have given me a knowledge base and passion for the individualized outdoor education that would be provided by Evergreen Charter School. I have strong personal conviction that this pedagogy would greatly support many students in their educational career. I deeply desire to be a part of building a school in the community I am so deeply invested in, and to offer my professional services to see the grounds come to life for the students.

Professional Life

TerraFlora landscapes has its roots as a traditional landscape company, well versed in standard landscape management and grounds keeping as well as specializing in ecological practices such as habitat restoration, meadow installation, eco friendly lawn care, organic land management, permaculture practices, edible landscapes, native and pollinator garden installation and maintenance.

- Designs and coordinates large multifaceted landscape installations projects for private residences and public spaces.
- Expert knowledge base on grounds keeping and land care maintenance, for both the grounds as well how the landscape interacts with the architecture of the building.
- Manages a large crew of employees and oversees hiring process for company.
- Manages the billing and accounting for company.
- Oversees all client relations.
- Works hand in hand with local municipalities regarding local zoning laws and regulations, has excellent knowledge base in local regulations for outdoor spaces.
- Works with local environmental boards for ecological restoration projects.
- Oversees exhibit native gardens at the Concord Museum in Concord, MA.
- Successfully supported Concord Museum by writing proposals for grants from local garden clubs for installation of native and ecological gardens in community spaces.
- Previously installed nature based playgrounds and outdoor play spaces for local daycares.

- Has connections to both Conway School of Design and Native Plant trusts educational programs where students often need spaces to volunteer their time for community based projects.
- Holds professional accounts with all local whole sale suppliers for materials needed to build an outdoor based school program.
- Many connections within the landscape construction industry, with opportunities to access donation based and community service based services to aid in construction of an outdoor based school program.

Education

- High school Diploma for Billerica Memorial High school
- Certificate in Permaculture
- Over two decades of continuing education hours from Native Plant Trust, Ecological Landscape Alliance, Umass Stockbridge School, NOFA and other landscape professional entities.

V. Required Attachments for Final Application Only

Attachment 5: Bylaws

Draft Bylaws of the Board of Trustees

Ashby Evergreen Charter School

Adopted by the Board of Trustees: **October 14, 2026** · Amended: none

Article I — Name, Purpose, and Public Charter Status

Section 1. Name and Status

The name of the school governed by these bylaws is Ashby Evergreen Charter School (the "School"), a Massachusetts public charter school established and operating under a Commonwealth charter granted by the Board of Elementary and Secondary Education pursuant to G.L. c. 71, § 89 and 603 CMR 1.00. The School is a public school and is tuition-free and open to all students eligible to attend under applicable law.

Section 2. The Board of Trustees Holds the Charter

The Board of Trustees of Ashby Evergreen Charter School (the "Board") holds the charter granted by the Commonwealth of Massachusetts and is the body legally responsible for the governance and oversight of the School. The Board’s authority derives from, and is limited by, G.L. c. 71, § 89, 603 CMR 1.00, the School’s charter, and these bylaws.

Section 3. Mission

The Board adopts and holds itself accountable to the School’s mission, as stated in the charter and the School’s Accountability Plan, and will not amend the mission except through the process described in Article XI.

Article II — Legal Status of the Board and Trustees

Section 1. Independent Public Entity

The Board of Trustees is a public entity that operates independently of the school committee of any school district, including the North Middlesex Regional School District and the Fitchburg Public Schools. G.L. c. 71, § 89(c).

Section 2. Trustees as Special State Employees

Individual members of the Board are considered special state employees for purposes of the Massachusetts conflict-of-interest law, G.L. c. 268A, and are subject to the obligations described in Article VIII of these bylaws.

Section 3. Public Employer Status

The Board is a public employer for purposes of tort liability under G.L. c. 258 and for collective bargaining purposes under G.L. c. 150E.

Article III — Powers and Duties of the Board

Section 1. Governance, Not Management

The Board sets policy, strategic direction, and accountability standards for the School and does not exercise managerial powers over the School's day-to-day operations. 603 CMR 1.06(1). Day-to-day leadership and operation of the School — including academic programming, personnel management, and implementation of Board-adopted policy — is the responsibility of the Head of School, who reports directly and solely to the Board.

Section 2. Fiduciary Duties

Each trustee owes the School a duty of loyalty and a duty of care, and the Board collectively holds oversight responsibility for the School's budget, financial condition, and long-term sustainability.

Section 3. Specific Board Responsibilities

Consistent with 603 CMR 1.06(1)(a)–(i), the Board is responsible for ensuring that the School:

- Successfully completes the Department's opening procedures process in accordance with G.L. c. 71, § 89, 603 CMR 1.00, and Department guidelines;
- Requests and receives the Commissioner's approval of any new trustee before that trustee begins service;
- Submits timely annual reports to the Department;
- Submits timely annual independent financial audits;
- Hires, evaluates, and, if necessary, removes qualified personnel to manage the School's day-to-day operations, and holds those administrators accountable for meeting specified goals;
- Approves and monitors the School's progress toward the goals and measures in its Accountability Plan;
- Adopts and periodically revises School policies, including the Recruitment and Retention Plan and enrollment policies;
- Responds in writing to complaints as required by 603 CMR 1.09;
- Ensures that trustees receive orientation and ongoing training regarding their duties and obligations as members of a charter school board of trustees.

Section 4. Head of School

The Board will hire, support, and annually evaluate the Head of School using written goals aligned with School priorities and the applicable Massachusetts educator evaluation framework for administrators. The Head of School is the Board's sole direct report and is not, while employed as Head of School, eligible to serve as a voting trustee (see Article IV, Section 2).

Article IV — Composition, Qualifications, and Terms of Trustees

Section 1. Number of Trustees

The Board shall be composed of no fewer than nine (9) and no more than twelve (12) trustees, consistent with the minimum of five (5) trustees required by 603 CMR 1.06(1).

Section 2. Employee Trustees

No current employee of the School shall serve as a voting trustee. If the Board in the future determines that one or two employee trustee seats would serve the School's governance needs, the Board shall amend this Section to identify the specific position(s) and number of such seats before any employee is nominated to the Commissioner for such a seat, consistent with 603 CMR 1.06(2)(f).

Section 3. Terms

Trustees shall serve terms of three (3) years, staggered so that approximately one-third of the Board's seats are subject to renewal or replacement in any given year. A trustee may serve no more than two (2) consecutive three-year terms (six years total), after which the trustee is not eligible for re-nomination for a period of at least one (1) year.

Staggered Terms of the Initial Board of Trustees

A. Initial Staggered Terms. Notwithstanding the regular term limits and term lengths established elsewhere in these Bylaws, the initial Board of Trustees shall establish staggered terms to promote continuity, institutional knowledge, and effective governance. The initial nine (9) Trustees shall be assigned to three cohorts of three (3) Trustees each, as follows:

1. First Cohort: Three (3) Trustees shall serve initial terms of one (1) year.
2. Second Cohort: Three (3) Trustees shall serve initial terms of two (2) years.
3. Third Cohort: Three (3) Trustees shall serve initial terms of three (3) years.

The assignment of Trustees to these cohorts shall be determined by the Board of Trustees at its organizational meeting and recorded in the official minutes.

B. Subsequent Terms. Upon expiration of their respective initial terms, Trustees in each cohort shall be eligible for election or re-election to regular terms of three (3) years, in accordance with the election procedures and other applicable requirements set forth in these Bylaws.

C. Exception to Term Limits for Initial Staggered Terms. For purposes of any provision of these Bylaws limiting Trustees to no more than two (2) consecutive terms, an initial staggered term of one (1) or two (2) years shall not be counted as a full term toward that limitation. A Trustee who completes an initial shortened term of one (1) or two (2) years may therefore serve two (2)

consecutive regular three-year terms following that initial term. A Trustee whose initial term is three (3) years shall be subject to the regular term limits established in these Bylaws.

D. Continuity of Service. All initial staggered terms shall commence on the date established by the Board of Trustees or otherwise provided in these Bylaws. Thereafter, regular three-year terms shall commence upon the expiration of the preceding term, unless otherwise provided in these Bylaws. Nothing in this Section shall extend a Trustee's term beyond the period permitted by applicable law or other governing provisions of these Bylaws.

Section 4. Nomination and Approval Process

Before the Board votes to request the Commissioner's appointment of a proposed trustee, the Board (through its Governance Committee, see Article VII) shall exercise due diligence in assessing the candidate's suitability, including potential conflicts of interest under G.L. c. 268A and the skills and expertise the candidate would bring to the Board. The Board must determine that no financial interest exists that would preclude a majority of the Board from participating in deliberations or votes within the Board's authority before submitting the candidate's name to the Commissioner. No trustee begins service until the Commissioner has approved the appointment.

Section 5. Composition Goals

In identifying and recruiting candidates, the Board will seek trustees whose collective skills and experience include education, school finance, law, facilities, fundraising, community partnerships, and organizational governance, and will seek geographic and community representation reflecting the School's charter region. The Board shall include no fewer than one (1) trustee who resides in each sending community. The Board will conduct an annual self-evaluation that assesses skills and community representation and will use the results to direct the following year's trustee recruitment.

Section 6. Family Representative Seat

Family Representative Trustee

Beginning in the School's first year of operation, the Board of Trustees shall include one voting seat designated for a parent or legal guardian of a currently enrolled student (the "Family Representative Trustee").

The Family Representative Trustee shall be nominated by the Governance Committee from among eligible parents or legal guardians who express an interest in serving and shall be appointed by the Board in accordance with the School's established trustee appointment procedures and all applicable legal and regulatory requirements, including any required approval by the Commissioner of Elementary and Secondary Education.

The Family Representative Trustee shall have the same voting rights, duties, responsibilities, and fiduciary obligations as other voting trustees and shall be subject to the same qualifications, training, disclosure requirements, conflict-of-interest policies, and applicable federal and Massachusetts laws and regulations governing trustees, including applicable requirements concerning financial interests, related-party transactions, and the disclosure and management of actual or potential conflicts of interest.

The Family Representative Trustee shall serve the best interests of the School and its students as a whole. The trustee's role is to bring the perspectives and concerns of families to the Board's deliberations, while maintaining the confidentiality required of all trustees and complying with all applicable governance and ethics requirements.

The Family Representative Trustee must have a currently enrolled student at the School when appointed and must maintain that status throughout the term of service. If the trustee ceases to be the parent or legal guardian of a currently enrolled student, the seat shall become vacant, and the Board shall initiate the process for selecting a successor in accordance with these Bylaws.

The term of service, procedures for filling vacancies, and any applicable limits on consecutive terms shall be consistent with the Board's established trustee policies and procedures, subject to applicable law and regulatory requirements.

Section 7. Resignation and Removal

A trustee may resign at any time by written notice to the Board Chair or Secretary. A trustee may be removed from the Board for cause — including failure to comply with applicable state ethics requirements, sustained non-attendance, or breach of fiduciary duty — by a vote of two-thirds (2/3) of the trustees then serving, following notice to the trustee and an opportunity to be heard, or by the Commissioner as provided by law. A vacancy created by resignation or removal shall be filled through the nomination and approval process in Section 4 of this Article.

Article V — Officers

Section 1. Officers

The officers of the Board shall be a Chair, a Vice Chair, a Treasurer, and a Secretary, each of whom shall be a trustee.

- **Chair.** Presides at Board meetings; works with the Head of School to set meeting agendas; facilitates Board discussion and decision-making; serves as the Board's primary spokesperson.

- **Vice Chair.** Supports the Chair, assumes the Chair's duties when the Chair is unavailable, and undertakes special projects as assigned by the Board; is developed as the presumptive successor to the Chair as part of the Board's succession planning.
- **Treasurer.** Chairs the Finance Committee; reviews monthly financial reports; monitors the School's fiscal health; oversees the relationship with the School's independent auditor.
- **Secretary.** Ensures accurate minutes of all Board and committee meetings are kept; maintains Board records; supports the Board's compliance with the Open Meeting Law and other documentation requirements.

Section 2. Election of Officers

Officers shall be elected annually by a majority vote of the trustees then serving, at the Board's annual meeting, held each **June** to align with the School's fiscal year. An officer may be re-elected to the same office, subject to the trustee's underlying term limit under Article IV, Section 3. A vacancy in an officer position shall be filled by Board vote at the next regular meeting following the vacancy.

Article VI — Meetings

Section 1. Regular Meetings

The Board shall meet no less than quarterly, at a location within the Commonwealth of Massachusetts. The Board anticipates meeting monthly during its first year of operation.

Section 2. Open Meeting Law

The Board and each of its committees, regardless of the title used for any such committee, shall comply in all respects with the Massachusetts Open Meeting Law, G.L. c. 30A, §§ 18–25, and with the regulations, guidance, and directives of the Office of the Attorney General, including requirements governing notice of meetings, minutes and records, and executive sessions. All trustees shall complete Open Meeting Law training within the timeframe required by the Attorney General's office and as a condition of continued service.

Section 3. Public Comment and Access

Meeting agendas and materials will be posted and, whenever possible, made available to the public in advance of each meeting. Each regular meeting shall include an opportunity for public comment.

Section 4. Remote Participation

A trustee may participate remotely in a meeting where such participation complies with 940 CMR 29.10, including the permissible reasons for remote participation recognized by that regulation (such as illness, disability, distance, personal or family emergency, or military service).

Section 5. Quorum and Voting

A quorum consists of a majority of the trustees then serving on the Board. Action by the Board requires the affirmative vote of a majority of the trustees present at a meeting at which a quorum is present, except that the following actions require the affirmative vote of two-thirds (2/3) of the trustees then serving: removal of a trustee under Article IV, Section 7; amendment of these bylaws under Article XI; and any vote regarding dissolution or surrender of the charter.

Article VII — Committees.

Section 1. Formation of Committees

The Board may establish standing or ad hoc committees by majority vote to support its oversight responsibilities. Each committee shall have a written charge approved by the Board, shall report regularly to the full Board, and shall have no authority to bind the Board; all official Board decisions remain the responsibility of the full Board acting at a duly noticed meeting.

Section 2. Standing Committees

The Board shall maintain the following standing committees:

Finance Committee

- Develops and reviews the annual budget for Board approval;
- Reviews monthly financial reports;
- Monitors financial performance and long-term sustainability;
- Oversees the annual independent audit process.

Governance Committee

- Maintains these bylaws and other governance policies;
- Leads trustee recruitment, due diligence, and succession planning under Article IV;
- Provides trustee orientation and ongoing training;
- Conducts the Board’s annual self-evaluation;
- Reviews governance-related concerns and complaints referred to it under Article IX.

Academic Accountability Committee

- Reviews academic dashboards and student outcome data;
- Monitors the School’s progress toward its Accountability Plan goals;
- Reviews academic performance trends, including subgroup outcomes;
- Supports continuous improvement efforts in partnership with the Head of School.

Facilities Committee

- Oversees campus development and facilities planning;
- Reviews safety, maintenance, and long-term capital needs;
- Supports responsible stewardship of School facilities and grounds.

The Board may establish additional standing or ad hoc committees as needed, including a committee dedicated to fundraising and development, by the process in Section 1 of this Article.

Article VIII — Ethics and Conflicts of Interest

Section 1. Compliance with State Ethics Law

Each trustee shall comply with the Commonwealth's state ethics requirements, including but not limited to: completing all required ethics and conflict-of-interest training; complying with G.L. c. 268A, the conflict-of-interest law; filing all disclosures required under G.L. c. 268A; and filing statements of financial interest in a timely fashion as required by G.L. c. 71, § 89(u).

Section 2. Consequences of Non-Compliance

Failure by a trustee to comply with state ethics requirements may result in removal of that trustee by the Board under Article IV, Section 7, or by the Commissioner.

Section 3. Recusal

A trustee with a disclosed conflict of interest regarding a matter before the Board shall recuse themselves from deliberation and voting on that matter, and the recusal shall be documented in the minutes of the meeting.

Article IX — Complaints

The Board shall maintain a written complaint policy, consistent with G.L. c. 71, § 89(ll) and 603 CMR 1.06(1)(h) and 1.09, that provides a clear and accessible process for members of the public to raise concerns. The policy shall encourage concerns to be addressed first with the responsible staff member or program leader, then the Head of School, and, when appropriate, the Board's Governance Committee. The policy shall establish timelines for acknowledgment, review, and written response, and the Board shall respond in writing to complaints filed with it as required by 603 CMR 1.09. The Board shall monitor complaint trends and report on complaints received and resolved as part of the School's annual reporting to the Department.

Article X — Policy Development and Adoption

Proposed School policies shall be developed by the appropriate Board committee in partnership with the Head of School, informed by Department model policies, applicable state and federal law, and, where appropriate, legal counsel. Significant policies shall be reviewed with relevant stakeholders — which may include staff, families, and community partners — before adoption. Policies are formally adopted by Board vote in public session and shall be communicated to staff, families, and the broader school community. Adopted policies shall be reviewed periodically for continued effectiveness and legal compliance, and any policy changes required to be submitted to the Department shall be submitted in a timely manner.

Article XI — Amendment of Bylaws

These bylaws may be amended by a vote of two-thirds (2/3) of the trustees then serving, at a regular or special meeting for which notice of the proposed amendment was provided to all trustees at least **fourteen (14)** days in advance, consistent with the Open Meeting Law. No amendment shall take effect in a manner inconsistent with G.L. c. 71, § 89, 603 CMR 1.00, or the School's charter, and any amendment affecting a matter subject to Department approval shall be submitted to the Department as required.

Article XII — Fiscal Year and Indemnification

Section 1. Fiscal Year

The fiscal year of the School shall begin on July 1 and end on June 30 of the following calendar year.

Section 2. Indemnification

The Board proposes to indemnify, to the fullest extent permitted by law, any trustee, officer, or employee made party to a proceeding by reason of service to the School, provided that person acted in good faith and in a manner reasonably believed to be in the School's best interest.

Attachment 6: Recruitment and Retention Plan

Recruitment and Retention Plan

Grades: K–4 in Year 1, adding one grade each year through grade 8
Enrollment: 154 students in Year 1, growing to 268 at full enrollment

Charter Region: Ashby, Townsend, and Pepperell (North Middlesex Regional School District) and the City of Fitchburg (Fitchburg Public Schools).

Introduction and Demographic Context

Ashby Evergreen Charter School is committed to serving a student population that reflects the communities within its charter region. In accordance with M.G.L. c. 71, § 89 and 603 CMR 1.05, the school will develop and annually update a Recruitment and Retention Plan with specific strategies for reaching families, enrolling students, and supporting them throughout their time at the school. Our goal is to enroll and retain a student population that is demographically comparable to students in the same grades in the districts from which we draw.

This initial plan focuses on two important stages: recruiting students for the school's first enrollment lottery in spring 2027 and retaining students during the first year of operation in 2027-28. As the school grows, we will review and update the plan annually. Once enrollment data become available, we will use the Department of Elementary and Secondary Education's (DESE) Charter School Dashboard and Comparison Index to evaluate our progress and identify areas where additional outreach or support may be needed.

Our charter region brings together three rural communities and the Gateway City of Fitchburg. These communities have very different demographic profiles, and our recruitment efforts must reflect those differences.

In 2025-26, Fitchburg Public Schools served a student population that was 69.7 percent low income, 22.7 percent English learners, 40.4 percent first-language-not-English, and 24.0 percent students with disabilities. Approximately 78 percent of students were students of color. In comparison, North Middlesex Regional School District, which serves Ashby, Townsend, and Pepperell, enrolled a population that was 26.2 percent low income, 3.2 percent English learners, 5.6 percent first-language-not-English, and 25.1 percent students with disabilities. Approximately 79.9 percent of its students were white (DESE School and District Profiles, 2025-26).

These differences matter. Reaching families in Fitchburg will require attention to language access, affordability, transportation, and building relationships with communities that may not

have had previous opportunities to learn about the school. In our three rural towns, we will need to reach families across a more geographically dispersed region and make sure that distance and access to information are not barriers to enrollment.

Because Ashby Evergreen will open with kindergarten through grade 4, we will use elementary school demographic data from both districts as our starting point for comparison. Once DESE establishes a Comparison Index for the school, we will use it to see how closely our enrollment reflects the communities we serve and where we may need to strengthen our recruitment and retention efforts.

The school's admissions process is described in its Enrollment Policy. Ashby Evergreen will be open to all students in Massachusetts. If applications exceed the number of available seats, students will be admitted through a public lottery. The only preferences will be those allowed by law: siblings of currently enrolled students, followed by residents of the charter region, and then other Massachusetts residents. No town or city within the region will receive a preference over another. Because no students will yet be enrolled when the first lottery is held for the 2027–28 school year, there will be no sibling preference in that lottery.

Every student will have the same opportunity to apply. We will not screen or interview applicants, or ask about disability, home language, family income, or academic achievement as part of the admissions process. When a student leaves the school, the School will fill the vacant seat from the waitlist, in grades K–4 as required and in grades 5–8 at the School's discretion, up to February 15, according to the Enrollment Policy.

Since we cannot choose which students are admitted, our responsibility is to make sure that all families have a genuine opportunity to learn about the school and apply. This is especially important for families who may be less likely to hear about a new regional charter school or who may assume that a school with an outdoor, forest-based approach is not intended for their children. Our recruitment efforts will focus on reaching those families and making sure they feel welcome and informed.

Recruitment and Enrollment Targets

We will set Year 1 enrollment targets that meet or exceed the combined elementary school demographics of the two sending districts. These targets will give us a way to measure whether our outreach is reaching families throughout the region. We will report our actual enrollment against these targets in our first annual report.

The application process will not ask families to provide information about a student's disability, home language, or family income. Those characteristics therefore cannot be used to set individual application or recruitment targets. Our targets will focus on the demographic

information available for enrolled students and the measures DESE uses to assess school enrollment.

The district figures in the table below are based on 2025–26 DESE data for elementary schools, weighted by enrollment. For Fitchburg, this includes South Street Early Learning Center and the Crocker, McKay, and Reingold elementary schools. For North Middlesex, it includes Squannacook Early Childhood Center, Varnum Brook, and Spaulding Memorial. The percentage of students of color is based on district-wide figures.

Because our Year 1 budget assumes an even split of enrollment between Fitchburg and North Middlesex, each target is calculated using the average of the two districts' percentages, rounded up.

Student group	Fitchburg elementary (2025–26)	NMRSD elementary (2025–26)	**Year 1 target (enrolled, October 1, 2027)**
Students with disabilities	23.0%	22.0%	23%
English learners	27.4%	5.4%	17%
Low income	70.9%	29.0%	50%
Students of color (optional group)	78.0%	20.1%	49%

Recruitment Plan

General Recruitment Strategies

Our goal is to make sure families throughout the charter region know about Ashby Evergreen, understand what the school will offer, and have a clear and easy way to apply. We will use a combination of community outreach, public events, information sessions, and partnerships with local organizations to reach families in all four communities. We have already begun some of this work during the charter application process and will build on those relationships as we move toward opening.

Timeline

- **Now through February 2027 (application period):** Continue collecting intent-to-enroll forms through the Ashby Evergreen website (AshbyEvergreen.org), community events, and local organizations in Ashby, Townsend, Pepperell, and Fitchburg. Forms will

clearly explain that the school is still awaiting approval from DESE. They will collect only information permitted under 603 CMR 1.05. If the charter is approved, families who have submitted forms will be contacted directly and invited to complete the enrollment process.

- **By February 1, 2027 (publication of the application period and deadline, as in the Enrollment Policy):** Make the enrollment application available in English, Spanish, Portuguese, and Haitian Creole. Announce the application deadline, lottery date, and schedule of upcoming information sessions. Contact every family who has submitted an intent-to-enroll form and share application materials with our community partners.

- **February through March 1, 2027 (application period):** Hold weekly information sessions, rotating among the four communities, so families have opportunities to learn about the school close to home. Host a Saturday Forest Play Day on the Ashby campus, with a virtual option for families who cannot attend in person. Make paper applications available through community partners and offer help with applications by phone and in person.

- **March 2027:** Hold a public enrollment lottery shortly after the application deadline, following the procedures in the Enrollment Policy. Send admission offers and waitlist notices in families' preferred languages. Submit the required pre-enrollment report to DESE by March 15, 2027. Continue contacting families on the waitlist as seats become available, both before opening and throughout the school year.

- **Spring and summer 2027:** Help incoming families get ready for the school year through welcome events, Community Closet fittings, and family orientation sessions in their home languages. Meet with families in Fitchburg and each of the three North Middlesex communities to work out transportation arrangements and address any concerns before school begins.

Strategies

- **Hold information sessions throughout the region.** We will offer information sessions at public libraries and community centers, not just on the Ashby campus. Locations will include the Ashby Free Public Library, Townsend Public Library, Lawrence Library in Pepperell, Fitchburg Public Library, and a neighborhood location in Fitchburg. Sessions will be scheduled for weekday evenings and Saturday mornings to accommodate working families. We will arrange childcare and interpretation when needed and include a short outdoor activity for children so families can get a feel for the school's approach.

- **Bring the school into the community.** Founding members will organize free, drop-in Forest Play Days and story sessions at parks and playgrounds in Fitchburg and the three towns, as well as on the Ashby campus. These informal events will give children a chance to explore and play while parents talk with founding members, ask questions, and

get help with applications. Paper applications and tablets will be available. This builds on the community-based approach described in Section I-C of the application.

- **Make information easy to find online and in local media.** AshbyEvergreen.org will include the enrollment application, frequently asked questions, and a straightforward explanation of the lottery in the languages most commonly spoken in the region. We will also share information through the school's Facebook page, the Sisu Ashby newsletter on Substack, Ashby Community Television, and local newspapers. We will reach out to Spanish- and Portuguese-language media serving the region as well.

- **Put flyers and applications where families already go.** We will distribute flyers and paper applications in the languages most commonly spoken in the region through town halls, libraries, pediatric and family medicine practices, preschools, early childhood programs, faith communities, laundromats, grocery stores, and local organizations. We will also arrange for return envelopes and drop boxes at partner locations. Families should not need internet access, a printer, or a trip to Ashby just to apply.

- **Reach families directly in Fitchburg.** As volunteers are available, we will organize outreach in Fitchburg neighborhoods with larger numbers of young children. We will time this effort to coincide with the opening of the enrollment period and make sure families have information about how to apply and where to get help.

- **Be clear about what the school provides.** Every recruitment flyer and information session will explain that Ashby Evergreen is a free public school with no tuition or fees. We will also explain the transportation arrangements, including group bus stops in Fitchburg and district transportation within North Middlesex; the availability of breakfast and lunch through federal meal programs; and the Community Closet, which will provide the outdoor clothing and gear students need. We will make clear that the school will provide special education and English learner services and that outdoor learning is for every child, in every season. Families should not have to wonder whether their child's needs, circumstances, or ability to afford outdoor equipment will keep them from attending.

- **Reach homeschool and school-choice families.** We will offer presentations to the two homeschool cooperatives that meet at the Ashby Free Public Library, which together serve approximately 70 children, as well as to homeschool families and others exploring different school options throughout the region. We know that some families are drawn to the personalized, hands-on, outdoor learning experiences that they have been creating for their children themselves. We want them to know that Ashby Evergreen will offer another way to access that kind of education through a free public school.

- **Build relationships with early childhood providers.** We will reach out to preschools, Head Start programs, family child-care providers, and Early Intervention programs in all four communities. Kindergarten will be our largest entry point each year, so it is

important that families hear about the school well before their children are ready to start kindergarten.

- **Build on relationships already established in Fitchburg and the surrounding towns.** The founding group has already met with Fitchburg State University during the application process. We will explore opportunities to share information through its education department and campus family programs and to involve education students as volunteers at Forest Play Days and information sessions. We will also continue making connections at community events and festivals, including Saima Park events in Fitchburg, the Ashby Pumpkin Festival, Townsend's Truck-a-Palooza, and the Pepperell Fall Festival.

- **Keep community partners involved.** Beginning in spring 2027, we will invite the libraries, community organizations, early childhood providers, and faith communities that helped us reach families to an annual gathering. We will thank them for their help, share enrollment results and plans for the coming year, and ask them to continue helping us spread the word. Building these relationships over time will be just as important as making the initial connections.

- **Make it easy to get help with an application.** During the enrollment period, families will be able to reach us by email, get help in person at information sessions and partner locations, and receive assistance in completing an application. We will also arrange access to a language interpretation service for families who speak languages other than those for which we have regular interpretation available.

- **Invite families to help spread the word.** As the group of interested families grows, we will invite parents and caregivers from each of the four communities to help with outreach. We especially want to include Fitchburg families and families whose first language is not English. Hearing directly from other parents can make a new school feel more familiar and approachable, and families can often answer questions in ways that school organizers cannot.

Recruitment Strategies for Specific Student Groups

Students with Disabilities

In 2025–26, students with disabilities made up 24.0 percent of the enrollment in Fitchburg Public Schools and 25.1 percent of enrollment in North Middlesex Regional School District. We want families of children with disabilities to know from the beginning that Ashby Evergreen is being designed to serve their children, too.

We recognize that some families may be unsure whether a small new school, particularly one with an outdoor learning focus, can meet their child's needs. We will address those concerns directly in our recruitment materials and conversations with families. We will explain the special

education services and supports the school will provide, answer questions honestly, and make clear that outdoor learning is not limited to children who are able to participate in every activity in the same way. Our goal is for families to see Ashby Evergreen as a real option for their children, not a school they have to rule out before they even apply.

- State in all recruitment materials and at every information session that the school provides the full continuum of special education services required by IDEA and 603 CMR 28.00, including specialized instruction, related services (speech-language, OT, PT, counseling, reading intervention, BCBA, TVI, O&M, assistive technology, some contracted as needed), and dedicated service spaces, delivered by licensed special educators, and that IEP and 504 services are integrated into outdoor and project-based learning wherever they support a student's goals.
- Publish a plain-language "Special Education at Ashby Evergreen" FAQ on the website and in print, in each prevalent language, addressing the questions families ask most: how IEPs transfer, how services are scheduled so students do not miss outdoor learning, physical accessibility of the campus and trails, sensory supports, and who to contact.
- Offer a designated information session for families of students with disabilities, with a founding group member who has special education expertise, or the Special Education Coordinator once hired, present, and offer individual campus walk-throughs on request so families can assess accessibility for themselves.
- Distribute materials through the Special Education Parent Advisory Councils (SEPACs) of Fitchburg Public Schools and North Middlesex Regional School District, Early Intervention providers serving the region, the Federation for Children with Special Needs, and pediatric practices.
- Ensure information sessions and Forest Play Days are themselves accessible: accessible routes on campus, visual schedules, quiet spaces, and advance notice of what to expect.
- Train every volunteer and founding member who staffs recruitment events to answer, accurately and without hesitation, that a child with an IEP is welcome and that the school cannot and will not ask about disability on the application.

English Learners

Fitchburg enrolls 22.7 percent English learners and 40.4 percent students whose first language is not English; North Middlesex enrolls 3.2 percent English learners and 5.6 percent students whose first language is not English. Although the school is located in Ashby, it will meet the outreach standard that applies to districts with 10 percent or more English learners, because Fitchburg is a sending district and a central reason for the school's regional design.

- Translate the school website (at minimum the home, enrollment, lottery, and family-information pages), the enrollment application, the intent-to-enroll form, the recruitment

flyer, the lottery explanation, and the Special Education and English Learner FAQs into each language on the Department's current Most Prevalent Language list for Fitchburg and North Middlesex : Spanish (30 percent of Fitchburg's enrollment), Portuguese (4 percent) and Haitian Creole (3 percent). North Middlesex is not on the list, because fewer than 10 percent of its students are English learners. The school will finish these translations before the application window opens, and keep translations current.

- Provide qualified interpretation at every information session in Fitchburg and, on request with 48 hours' notice, at every other session; advertise the availability of interpretation on the flyer itself, in the relevant language.
- DESE's current Most Prevalent Language list (checked October 2026) marks no new language for Fitchburg, so no additional language is required this year.
- Hold monthly information sessions in Fitchburg conducted primarily in Spanish, co-hosted with a Fitchburg community or family-resource organization, and distribute materials through adult ESL and family literacy programs at the Fitchburg Public Library and Fitchburg Adult Education.
- Place recruitment messages in Spanish-language and Portuguese-language media and social media serving north-central Massachusetts, and through faith communities that worship in those languages.
- Say clearly, in every language, that the school provides English learner services under the LOOK Act through Sheltered English Immersion by SEI-endorsed teachers and a licensed ESL teacher; that families will receive all communications in a language they understand; that a child's home language is treated as an asset; and that the school will never ask about immigration status.
- Use a language-access line for application help in languages beyond those staffed, and accept applications by phone with a staff member completing the form.
- Recruit bilingual family ambassadors from among intent-to-enroll families, and prioritize bilingual candidates for front-office roles and the Family Engagement Lead role so that the first voice a family hears at the school may be in their language.

Low Income

Fitchburg enrolls 69.7 percent low-income students (80.4 percent high needs); North Middlesex enrolls 26.2 percent (44.6 percent high needs). Cost, transportation, and the perception that an outdoor school requires expensive gear are the principal barriers, and each is addressed by a design feature of the school.

- All recruitment materials will make clear that families will not have to pay to take part in the school. Ashby Evergreen has no tuition or fees, provides free transportation through group bus stops in Fitchburg and district transportation in North Middlesex, and offers breakfast and lunch through federal meal programs. The Community Closet will provide all necessary outdoor clothing, boots, and gear. Field studies and enrichment activities will also be free, and families will not be excluded from optional programs because of cost.

- We will get information and applications into places that families already visit and rely on, rather than expecting everyone to find us on their own. This includes Fitchburg community and family resource organizations, Fitchburg City Hall, the Fitchburg and Leominster YMCAs, and the Head Start program on South Street, where our materials are already being shared. We will also reach out to local food pantries, community meal programs, housing and family assistance organizations, WIC offices, early childhood programs, and other agencies serving families with limited incomes in Ashby, Townsend, Pepperell, and Fitchburg. Where possible, we will work with school family liaisons in both sending districts to share information with parents and help interested families learn about the application process. We will offer to hold information sessions at these locations so families can ask questions and get help applying without having to travel to Ashby.
- Offer paper applications, drop boxes, and in-person or phone application help so that no family needs a computer, printer, email address, or car to apply; never require documentation beyond what the Enrollment Policy allows.
- Offer virtual or remote participation options for campus-based recruitment events (Forest Play Days, open houses), and hold the majority of Fitchburg-facing sessions in Fitchburg.
- Schedule sessions outside standard working hours, including Saturday mornings and early evenings, with childcare provided.
- Describe the optional before- and after-school care partnership (a plan in development; not in the operating budget) and the optional summer nature camp in recruitment materials, because the availability of care is often the deciding factor for working families.

Students Who Are Sub-Proficient

Because Ashby Evergreen will open with grades K–4, relatively few incoming students will have MCAS scores. The only students with prior MCAS results will generally be those entering grade 4, who will have taken the grade 3 assessments. We will also make a point of reaching families whose children are having difficulty with early reading or math, have needed extra help or been referred for intervention, or have not done well in a traditional classroom setting.

- Explain in recruitment materials and in the website FAQ that every student will be assessed when they enter the school using a DESE-approved early literacy screener and nationally normed reading and math benchmarks. Every child will have an Individual Learning Plan, and students who need additional help will receive it through a Multi-Tiered System of Support. Reading instruction will follow Mass Literacy guidance and include explicit, systematic instruction. We want families to understand that children who are behind will not be singled out or made to feel that they cannot keep up. Instruction will be adjusted to meet students where they are.

- Reach out to families through pediatric offices, tutoring services, literacy programs, Title I and family-engagement staff in the sending districts where they are willing to help, and the local homeschool cooperatives. We will explain that Ashby Evergreen's hands-on, outdoor approach and use of small groups may be a good fit for children who have not thrived in a more traditional classroom.

- Make clear that students are never screened out of the admissions process because of their academic history or previous test scores. All students will participate in required MCAS testing.

- Invite at least one family whose child has struggled academically in another school setting to take part in the family ambassador group, if a family is willing. Hearing from another parent who has been through that experience may help families feel more comfortable considering Ashby Evergreen.

Students Who Are at Risk of Dropping out of School

For a K–8 school, the strongest predictors of later dropout are chronic absence, disengagement, repeated disciplinary exclusion, and the mental-health and family stressors that the Community Health Network Area 9 assessments cited in the application identify as the region's highest youth priority. The school also recognizes a regional pattern in which families who cannot find a fitting public option leave the public system altogether.

- Outreach designed to reach families whose children have experienced chronic absence, suspension, or repeated behavioral referrals in early grades, by asking the sending districts' counselors and family liaisons, where they are willing, to share general information about the school (the school will not request or accept student-identifiable information), and by distributing materials through community behavioral-health providers, the Community Health Network Area 9 coalition and the Nashoba Associated Boards of Health (whose youth mental health forums members of the founding group have attended), pediatric practices, and faith communities, with a message that the school's day — two hours outdoors daily, movement-rich instruction, unhurried play, and small stable communities — is designed as a universal support for children whose needs are not met by a seated day.
- Describe plainly in recruitment materials that the school has a full-time Mental Health Professional, contracted licensed counselors for services required by IEPs and 504 plans, a weekly Student Support Team, and warm referral relationships with community providers, and that behavior is understood as communication rather than grounds for exclusion.
- Offer a session specifically for families who have withdrawn a child from public school, in partnership with the homeschool cooperatives and the public libraries, and treat those families' reasons for leaving as design feedback.
- Communicate that transportation, meals, and gear remove the practical barriers that most often turn into absence, and that before- and after-school care is a plan in development and not in the operating budget.

Students Who Have Dropped out of School

Not applicable. The school will serve grades K–8 and will not enroll students aged 16 or older.

Other Groups of Students Who Should Be Targeted to Eliminate the Achievement Gap

The school names the following group:

Group of students targeted: Hispanic/Latino students and other students of color. Fitchburg's student population is approximately 78 percent students of color, including 57.9 percent Hispanic or Latino students (2025–26), while North Middlesex is approximately 80 percent white. Because Ashby Evergreen will be located in a predominantly white rural community but serve families across a much more diverse region, we must make a deliberate effort to ensure that families of color in Fitchburg feel welcomed, represented, and genuinely part of the school community.

- Recruit prospective trustees, staff, and family ambassadors from Fitchburg before the school opens, as committed in Section III-B of the application, and from Hispanic/Latino and Black communities in particular; make that representation visible in recruitment materials and at events.
- Hold the majority of Fitchburg sessions in Fitchburg neighborhoods with partners rooted in those communities.
- Ensure recruitment imagery, stories, and curriculum descriptions reflect the children the school intends to serve, and that the message "outdoor learning is for every child" is explicit rather than assumed.
- Track applications by community of residence, the only demographic information the application collects, during the window and redirect outreach effort in real time if Fitchburg applications lag.

The school will also reach out to families who homeschool in Ashby, Townsend and Pepperell, though they are not a separately reported group. Homeschooling stands at 4.6 percent across the three towns and between 7.4 and 9.5 percent in Ashby against 1.4 percent statewide. Strategies: presentations to the library-based cooperatives; a session addressing transition from homeschool to a public school day; clear information on how ILPs and multi-age grouping accommodate students entering at varied levels.

Retention Plan

For the purposes of this plan, retention is defined as the school's ability to maintain enrollment of its students with low turnover and limited attrition (603 CMR 1.02). The school will measure retention as the percentage of students enrolled on October 1, 2027 who remain enrolled on the last day of the school year and who return on October 1, 2028 overall and for each student group below, and will compare its attrition rates to the Department's one-standard-deviation threshold for its comparison region once published.

Overall Student Retention Goal

Annual goal for student retention: 90% of students enrolled on October 1, 2027, with no student group's attrition rate exceeding the overall rate by more than 5 percentage points.

General Retention Activities

The school's design assumes that children stay because they are known, because their families are partners, and because nothing practical stands in the way. The activities below apply to every student. Until the half-time Family Engagement Lead position returns in Year 4, the Head of School assigns its duties among the leadership team.

- **Every child known.** Small classes, mixed-age "Forest Family" groups that persist across years, daily opening and closing community meetings, and an Individual Learning Plan for every student, reviewed with the family each trimester.
- **A welcoming start.** Before the school year begins, each family is invited to connect with their child's teacher through a campus visit or video call, whichever works best for the family. These early conversations give children and families an opportunity to get acquainted, ask questions, and begin building a positive relationship before the first day. Meetings are offered in the family's preferred language, and families receive direct contact information for their teacher and the Head of School.
- **Families as partners.** Twice-yearly student-led conferences, trimester narrative progress reports aligned to the Massachusetts Curriculum Frameworks, access to student portfolios, Community Afternoons (piloted in Year 1) that welcome family and community participation, seasonal events (Harvest Festival, Winter Concert, Spring Research Symposium), and a family representative seat on the Board of Trustees from Year 1.
- **Communication families can use.** All school communication in each family's preferred language and through multiple channels (paper, text, email, phone), with interpretation at conferences and meetings; a named point of contact for every family; a family survey each trimester with results reported to the Board.
- **Barriers removed throughout the year.** The school will work to minimize financial, transportation, and practical barriers to student participation. Planned supports include free transportation, with Fitchburg group stops reviewed annually based on enrollment; a seasonal Community Closet, with winter clothing available before cold weather arrives; breakfast and lunch; no-cost field studies and enrichment; and fee waivers for optional programs. Additional supports, including before- and after-school care and a summer nature camp, will be explored as resources and the operating budget permit. These services will be implemented as funding and operational capacity allow, with the goal of ensuring that every student can participate fully in school life.
- **Early warning and response.** The Student Support Team meets weekly and reviews attendance, academic screening, progress monitoring, and behavioral patterns; the Mental Health Professional is a standing member and is engaged at the first sign of a pattern; families are contacted promptly, in their language, when data raise a concern, and are offered next steps and resources. Attendance below 90 percent triggers outreach within the first two weeks of a pattern. The school's goal is average daily attendance of at least 95 percent.
- **Listening before a family leaves.** A structured mid-year check-in with every family; an exit conversation with every family who withdraws, conducted by the Head of School or

the Family Engagement Lead, with reasons categorized and reported to the Board quarterly alongside enrollment and attrition by student group; re-enrollment confirmation each spring so that seats likely to open are known early and backfilled from the waitlist.

- **Continuity as the school grows.** Because a new grade is added each year, rising students are assured a seat; families are given the next year's calendar, schedule, and staffing in the spring; and transition activities help students move into the upper-elementary and, later, middle-grade program without changing schools.
- **Teacher stability.** The school's commitment to teacher planning time, professional trust, sustainable workload and fair compensation is itself a retention strategy: children stay in schools where their teachers stay.

Retention Strategies for 2027-28 for Specific Student Groups

Students with Disabilities

- Implement every IEP and 504 plan with fidelity from the first day, with IEPs transferred and services scheduled before school opens for students enrolled by August; the Special Education Coordinator contacts each family before the year begins.
- Schedule specialized instruction and related services so that students do not miss outdoor learning, Community Afternoons, or Forest Family time; integrate OT, PT, and counseling goals into outdoor and project settings where appropriate; provide dedicated service spaces when needed.
- The school will review each student's progress toward IEP goals alongside academic progress and provide families with progress reports as required. When a family or teacher raises a concern, the school will promptly convene the IEP Team as appropriate. Students will not be required to complete or exhaust Multi-Tiered System of Supports (MTSS) interventions before being referred for an evaluation for special education eligibility.
- Establish a Special Education Parent Advisory Council in Year 1 and support families to participate, with interpretation and remote options.
- Provide accessibility supports on campus (accessible routes, outdoor seating, visual schedules, sensory tools, assistive technology, flexible participation options) and review them each season with families of students who use them.
- Provide annual staff training in Universal Design for Learning (UDL), de-escalation, and the school's approach to understanding behavior as communication. Training will include in-person and online components of Crisis Prevention Intervention (CPI) and Collaborative and Proactive Solutions (CPS), including its collaborative problem-solving conversations (Plan B). The goal is to ensure that staff respond to challenging behaviors with appropriate support and that students with disabilities are not pushed out of school through exclusionary discipline. The school will report suspension and removal data, disaggregated by student group, to the Board for ongoing review.

English Learners

- Administer the Home Language Survey and WIDA Screener within required timelines, notify families in their language, and begin services promptly; provide an orientation for EL families in their language before school opens.
- Deliver English language development through SEI-endorsed classroom teachers and a full-time (1.0 FTE) licensed ESL teacher from Year 1, scheduled in flexible blocks so that students do not miss core instruction, projects, or outdoor learning.
- Provide all family communications, including progress reports, ILP reviews, conference invitations, safety notices, permission forms, and transportation notices, in each family's preferred language. Offer interpreters at conferences and Team meetings, and maintain a language-access line for families who need assistance.
- Integrate students' home languages and cultures throughout the curriculum and provide classroom libraries with books in students' languages that reflect their experiences and heritage. Invite families to share their knowledge, traditions, skills, and perspectives as valued contributors to learning through Community Afternoons, classroom activities, and schoolwide events.
- Monitor English Learner (EL) students' attendance, engagement, and participation to identify barriers that may otherwise go unnoticed because of language differences. Proactively connect with families when concerns arise, ensuring they have accessible opportunities to share their experiences and request support. Conduct mid-year family check-ins and any withdrawal conversations in the family's preferred language, using qualified interpreters when needed, so families can communicate their concerns freely and the school can respond meaningfully.

- Build language access into school staffing and support systems. Recruit bilingual staff and volunteers and, as enrollment grows, seek a bilingual Family Engagement Lead. Maintain a roster of qualified interpreters and bilingual personnel who can support family communication, teacher conferences, IEP meetings, and other school meetings, with appropriate training, confidentiality protections, and coverage for their regular duties when needed. When qualified bilingual personnel are unavailable, arrange for professional interpreters through contracted services. Family members may participate in communication support when appropriate and consistent with applicable requirements, but the school will ensure that families have access to qualified language assistance for important educational decisions and special education meetings.

- Beginning in Year 2, the school will invite interested parents and guardians of English learners to help build a welcoming, connected community by serving as family ambassadors. These families can share their experiences, help new families feel at home, and offer opportunities to connect with others who speak their language at school events and information sessions. Participation will be voluntary and shaped by each family's interests and availability. Family ambassadors will complement, not replace, qualified interpreters, who will be provided for conferences, IEP Team meetings, and other formal school communications requiring professional language support.

Low Income

- Transportation that adapts to families' needs. Provide free transportation, adjusting Fitchburg group stops to reflect enrolled families' needs. Establish a responsive process for addressing changes in family addresses or work schedules so that transportation challenges do not become barriers to regular attendance.

- Essentials provided with dignity. Maintain a Community Closet with clothing and outdoor gear for every season, offering private fittings and replacing items as children grow or when essential gear is lost or damaged. Provide breakfast and lunch through available federal nutrition programs and, if eligible, pursue the Community Eligibility Provision so that all students can eat without their families having to complete individual meal applications. The school will confirm eligibility and requirements with its back-office provider.

- Develop before- and after-school care (currently in the planning stage and not included in the operating budget) and offer a summer program with fee waivers to reduce financial barriers for families. These supports are intended to help families manage non-standard school schedules, promote consistent attendance, and reduce the risk of student withdrawal due to gaps in childcare coverage.
- Provide remote participation options or childcare to ensure that all families can participate in school activities and decision-making, including IEP meetings and other special education conferences, family-teacher conferences, Community Afternoons, SEPAC meetings, and Board meetings. Although most meetings are held virtually, families may occasionally prefer or need to participate in person. The school will work to remove logistical barriers so that every family can engage meaningfully in their child's education and the life of the school.
- Ensure that homework and at-home learning activities never depend on access to materials, technology, internet connectivity, or transportation that a family may lack. Provide necessary materials and accessible alternatives so that every student can participate fully in learning, consistent with the commitment outlined in Section II-C of this application.
- Connect families, through the Family Engagement Lead and community partners, to housing, food, health, and other resources when needs surface, in a way that treats the family as a partner rather than a problem. When a child's mental, emotional, or behavioral health is part of the concern, the Mental Health Professional helps the family connect with licensed community providers.

Students Who Are Sub-Proficient

- Screen every student three times a year with a DESE-approved early literacy screener (K–3) and a nationally normed adaptive reading and mathematics benchmark; use results within the MTSS process to place students in flexible, readiness-based groups and to trigger Tier 2 and Tier 3 intervention without stigma.

- Deliver explicit, systematic reading instruction aligned to Mass Literacy guidance in every classroom, with additional small-group instruction for students below benchmark.
- Set ILP goals with the student and family each trimester, and share progress in plain language so that families see growth even when a student is below grade level.
- Provide targeted academic support during the school day and, if the before- and after-school care plan now in development goes forward, through its programs.
- Review MCAS results (grades 3–8 as the school grows) at trimester data summits and adjust instruction and supports for individual students and for groups.

Students Who Are at Risk of Dropping Out of School

- Use the weekly Student Support Team review of attendance, behavior, and engagement as the school's early-warning system, with the Mental Health Professional engaged at the first pattern, family contact within days, and a classroom-level support plan developed with the teacher rather than a referral out of the classroom.
- Treat the school day itself — daily outdoor time, movement, play, meaningful work, small stable communities — as the Tier 1 well-being strategy, and monitor fidelity to it as a retention measure.
- Provide counseling services through appropriately licensed school counselors or social workers, and warm, coordinated referrals to community providers when clinical care is warranted, with follow-through by a named staff member.
- Use restorative and instructive responses to behavior and minimize exclusionary discipline; report suspension, removal, and attendance data by student group to the Board quarterly.
- Offer families experiencing instability a single point of contact, the Family Engagement Lead, who coordinates transportation, meals, gear, care, and referrals so that practical crises do not end in withdrawal.

Other Groups of Students Who Should Be Targeted to Eliminate the Achievement Gap

Group of students: Hispanic/Latino students and other students of color

- Present enrollment, attendance, discipline, and attrition data to the Board each quarter, disaggregated by race and ethnicity. Review disparities as a governance responsibility and address their underlying causes through school policies, practices, and instructional approaches.
- Ensure that students of color see themselves represented among trustees, staff, volunteers, and community partners participating in Community Afternoons, as well as in curriculum materials and campus displays.

- Sustain the Fitchburg community partnerships established during recruitment as ongoing family-engagement partnerships, including hosting family events in Fitchburg to make participation more accessible to families.
- Provide staff development in culturally responsive practice and in the specific histories and cultures of the school's families, and gather family feedback on school climate by community and language each trimester.

Attachment 7: Enrollment Policy and Application for Admission

Draft Enrollment Policy

Ashby Evergreen Charter School

A proposed Commonwealth charter public school serving students in grades K–8, located in Ashby, Massachusetts, with a charter region comprising Ashby, Townsend, and Pepperell (the North Middlesex Regional School District) and the City of Fitchburg (Fitchburg Public Schools).

Section 1: General Policy Statements

1.1 Introduction, entry grades, and backfilling

Ashby Evergreen Charter School ("Ashby Evergreen" or "the School") enrolls students in accordance with G.L. c. 71, § 89 and 603 CMR 1.05. The School accepts applications for every grade it offers and enrolls a new cohort of students annually into kindergarten, which is the School's entry grade. The School will open in the 2027–28 school year serving grades K–4 and will add one grade each year until it serves grades K–8, in accordance with the growth plan in Section 7.

Before February 15 of any given year, in conformance with G.L. c. 71, § 89, the School will fill vacant seats in grades K–4, as required, and in grades 5–8 at the School's discretion, from the waitlist.

The School will not admit students in excess of the School's approved maximum enrollment and, if applicable, the growth plan specified as a material term of the School's initial or amended charter. The total number of students attending the School in a given school year cannot exceed the total number of students reported in the School's pre-enrollment submission to the Department in the previous spring, in accordance with 603 CMR 1.08(5).

1.2 Non-discrimination

Ashby Evergreen Charter School does not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement (G.L. c. 71, § 89(m); 603 CMR 1.05(2)). Any and all information requested in the application, such as language spoken at home or race/ethnicity, is not intended and will not be used to discriminate (G.L. c. 71, § 89(m); 603 CMR 1.05(2)).

1.3 Recruitment and retention

The School will develop, implement, and annually update a student recruitment and retention plan as outlined in G.L. c. 71, § 89(f) and 603 CMR 1.05(1). The plan includes deliberate, specific strategies to attract, enroll, and retain a student population that is demographically and

academically comparable to similar grades in the schools from which the School enrolls students. The current plan is submitted to the Department for approval and is published in the School's Annual Report and on its website.

1.4 Relationship to district application processes

The School conducts its own application process. The School's application process is not integrated with the application or registration process of the North Middlesex Regional School District, Fitchburg Public Schools, or any other school district (603 CMR 1.05(11)).

1.5 Rights of students with diverse learning needs

All applicants will be notified in writing, as part of the School's application and enrollment materials, of the rights of students with diverse learning needs to attend the School and to receive accommodations and support services, including students who may have disabilities, require special education, or are English learners (603 CMR 1.05(4)). Information regarding the availability of these services is presented in the School's outreach materials, in the student and family handbook, and on the School's website. This notice will be made available in the native language of the parents or guardians.

1.6 Transportation

Ashby Evergreen is a regional charter school. Consistent with G.L. c. 71, § 89 and Charter School Technical Advisory 23-1: Transportation, the North Middlesex Regional School District provides transportation to Ashby Evergreen students who live in Ashby, Townsend and Pepperell on the same terms as for its own students. The School provides transportation for students who live in Fitchburg, using designated group stops in the city, and seeks reimbursement through the Department's regional charter school transportation program. Routes, schedules and stops will be set during the planning year from enrollment and family need. The School will give the North Middlesex Regional School District its projected transportation needs by February 1 and updated needs by April 1 each year (603 CMR 1.07(3)(b)).

For a student with a disability whose Individualized Education Program team determines that the student requires transportation because of the student's disability, the School will provide and be responsible for that transportation, including transportation to all school-related programs and events in which the student participates, subject to applicable reimbursement provisions.

1.7 No fees or financial incentives

The School does not charge an application fee for admission and does not use financial incentives to recruit students (603 CMR 1.05(3)(a)).

1.8 Disclosure of student information

The School will not disclose or release student-specific information from an application except as required by law or with the written consent of a parent or guardian. Parents and guardians may consent to, or opt out of, the disclosure of student information by notifying the School in writing;

the School will provide a form for this purpose with its enrollment materials and will honor a request at any time.

Upon request, the School will provide the names and addresses of students to a third-party mail house for school mailings, unless the parent or legal guardian requests that the School withhold their child's information (G.L. c. 71, § 89(g); 603 CMR 1.05(6)(e)). The School notifies families of this right on the application form and in the family handbook. The School does not permit staff, families, or consultants to use student or family directory information for any purpose other than communications regarding school programs and policies.

Section 2: Eligibility Criteria

2.1 Massachusetts residency

A student must be a resident of Massachusetts at the time of application, at the time an offer of admission is made, and while attending the School, in order to apply to and attend a Massachusetts charter school. Students who reside outside Massachusetts are not eligible for admission.

2.2 Age

A student applying to kindergarten must turn 5 years of age on or before August 31 of the year in which the student would enroll. A student applying to grade 1 who has not previously attended kindergarten must turn 6 years of age on or before August 31 of that year (603 CMR 1.05(12)). The School may request reasonable proof of age. Acceptable proof includes a birth certificate, a passport, a school record, or another official record that includes the date of birth, such as a baptismal certificate. The School does not require proof of city or town of birth, and does not use information provided by families to discriminate on the basis of national origin or immigration status.

The School does not set an age ceiling for admission to any grade it offers.

2.3 Prior grade

A student seeking admission to a grade above kindergarten is expected to have successfully completed the preceding grade. If a student who meets the definition of a homeless child or youth under the McKinney-Vento Act arrives without records, the School will enroll the student immediately, will assist the family, parent, or guardian, and will contact the previously attended school to obtain the required records. Lack of records will not delay or prevent enrollment.

2.4 No preference other than sibling and resident

The only preferences given in admission are the sibling preference and the resident preference described in Section 3.5. No preference of any kind is given on the basis of a family's participation in information sessions, volunteering, donations, prior contact with the School, or an expression of interest submitted before the School was chartered. **No student is entitled to a sibling preference in the lottery held in advance of the School's first year of operation.**

2.5 Proof of residency

Reasonable proof of current residency or sibling status may be required at the time an offer of admission is made (603 CMR 1.05(10)(a)). Where a residency preference is claimed, the School may also request proof of residency before the lottery in order to apply the preference correctly; a family's inability to produce a document before the lottery will not disqualify the application. Residency is confirmed during registration.

Acceptable proof of residency includes a document in the name of the student's parent or guardian showing the family's address, such as: a utility bill (gas or electric) dated within the past sixty days; a current lease, mortgage statement, Section 8 agreement, or landlord affidavit; a property tax bill dated within the past year; a Massachusetts driver's license or state identification card; a payroll stub or W-2; a bank or credit card statement dated within the past sixty days; or a letter dated within the past sixty days from a government agency, including the Department of Revenue, Department of Children and Families, Department of Transitional Assistance, Department of Youth Services, or the Social Security Administration, or any communication on Commonwealth of Massachusetts letterhead. Where a family does not receive mail in its own name at its address — for example, a family living with relatives — the School will work with the family to identify an acceptable substitute on a case-by-case basis.

A student who meets the definition of a homeless child or youth under the McKinney-Vento Act is eligible to apply and to attend regardless of residency documentation, and may not be barred from attending for lack of documentation. To receive a residency preference, such a student's residency will be established on a case-by-case basis with the School's homeless liaison, based on the location of the student's current or temporary residence. The location of a student's prior permanent residence does not provide a residency preference.

2.6 No interviews, meetings, or tests as a condition

The School offers information sessions, open houses, and outdoor family events to help families learn about the School. The School does not require potential students or their families to attend interviews or informational meetings as a condition of application, admission, or attendance (603 CMR 1.05(3)(a)). The School does not administer tests to potential applicants and does not predicate acceptance for admission on the results of any test of ability or achievement (603 CMR 1.05(3)(a)).

After a student has enrolled, the School may administer diagnostic and benchmark assessments to inform instruction, grade placement, and the student's Individual Learning Plan. These assessments have no effect on admission or enrollment status.

2.7 Accuracy of information

It is the family's responsibility to submit accurate information and to notify the School of any change to the information provided on the application, including a change of address or telephone number. Where the School has reason to believe that information is inaccurate, it will give the family an opportunity to correct it before the lottery. Where statements or documents

submitted during the application or enrollment process are found to be falsified, the School may rescind an offer of admission or terminate enrollment. The student and family will be notified in writing of the School's intent to take such action and will have an opportunity to be heard beforehand.

Section 3: The Application Process and Lottery

3.1 Application distribution, deadlines, and notice

The application for admission is available on the School's website, in print at the School and at community locations throughout the charter region, and from School staff on request. Applications are available in English, Spanish, Portuguese and Haitian Creole, and in additional languages as identified in the School's Recruitment and Retention Plan; a family may complete an application with the assistance of School staff, including by telephone, and interpretation is available on request. Applications for the following school year are released annually on or after October 1.

The School will not set any principal application deadline or hold any enrollment lottery for admission for the upcoming school year until after January 1, and will conclude its principal enrollment process no later than March 15 of each year (603 CMR 1.05(3)(c)). The School gives reasonable public notice of at least one month before every application deadline (603 CMR 1.05(5)), and reasonable public notice of at least one week before every lottery (603 CMR 1.05(9)).

For the 2027–28 school year, the School's first year of operation, applications will be due **March 1, 2027** with the lottery held on **March 5, 2027** and the pre-enrollment report submitted to the Department by March 15, 2027. Public notice of the deadline will be given by **February 1, 2027** and will state that the School is a proposed charter school whose opening and enrollment are contingent on approval by the Board of Elementary and Secondary Education.

Applications received after the principal application deadline are included in the next scheduled enrollment lottery, if one is necessary, and will be processed only after the waitlist created by the principal lottery has been exhausted.

3.2 Determining available seats; when a lottery is held

Each year, after the application deadline, the School determines the number of seats available in each grade, based on the School's maximum enrollment or growth plan, whichever is less, and the number of students expected to return. Where there are fewer seats available than eligible applicants in a grade, students are accepted for admission by a lottery (603 CMR 1.05(6)(a) and (c)). Where the School is able to admit every eligible applicant for a grade, no lottery is held for that grade.

Each lottery is conducted in public at Ashby Evergreen Charter School 911 Main Street Ashby Massachusetts 01431, or at another accessible public location within the charter region announced in the notice of the lottery. Notice of the date, time, and location is published on the

School's website and through local media at least one week in advance. Families are not required to attend the lottery.

3.3 How the lottery is conducted

The School holds a single lottery for each grade for which applications were accepted. All applications for a grade are drawn, and each is assigned an initial random rank order in the order drawn. The preferences described in Section 3.5 are then applied to that single random order to determine which applicants are offered seats and the order of the waitlist. The School does not hold separate lotteries for each preference category.

A neutral party draws the lottery numbers. The lottery will be conducted electronically. A neutral party will certify that the process is fair and that the selection is random (603 CMR 1.05(9)). The School will draw lottery identification numbers assigned to each application rather than student names in order to protect student privacy. Each family will know its lottery number in advance of the drawing. The results of each lottery are maintained at the School and are available for public review.

3.4 Result of the lottery

Applicants selected for available seats are offered admission. All remaining applicants are placed on a waitlist for the grade to which they applied, in the order their names or numbers were drawn, taking into account the preferences in Section 3.5 (603 CMR 1.05(10)).

3.5 Preferences in admission

Preference in admission is given only as follows, in this order:

- **First, siblings** (resident or non-resident) of students who attend the School at the time an offer of admission is made receive preference for admission over non-siblings (603 CMR 1.05(6)(b)(1)).
- **Second, residents** of the School's charter region — Ashby, Townsend, and Pepperell (the North Middlesex Regional School District) and the City of Fitchburg (Fitchburg Public Schools) — receive preference for admission over non-resident students (G.L. c. 71, § 89(m); 603 CMR 1.05(6)(b)(2)). No community within the charter region receives preference over another; residents of all four communities constitute a single preference category.
- **Third**, if seats remain after all eligible siblings and residents have been admitted, the School admits non-resident students who reside in Massachusetts.

Definition of sibling. Siblings are students who have a common parent, either biologically or legally through adoption (603 CMR 1.02). Children who live in different households but share a common parent are siblings for this purpose. If a student moves out of the charter region and continues to attend the School, that student's siblings retain the sibling preference provided they reside in Massachusetts. The sibling preference also applies to siblings of students who are scheduled to exit the School at the end of the school year in which the lottery is held.

Who does not receive a sibling preference. Children who live in the same household but do not share a common parent are not siblings for this purpose. Siblings of alumni do not receive a preference. **Siblings of applicants who have been accepted for admission but are not yet attending the School, including twins and other multiples, do not receive a preference.** If a student is placed on the waitlist with sibling preference and does not receive an offer of admission before the attending sibling exits the School, the waitlisted student no longer holds sibling status.

Because no students attend the School before it opens, **no student receives a sibling preference in the lottery held for the 2027–28 school year**, the School's first year of operation (Charter School Technical Advisory 16-3). Each grade holds its own lottery, and each child's application is drawn independently. This means that a family applying for more than one child may be offered a seat for one child and not another, and that twins applying to the same grade are drawn separately. The School cannot link applications or hold seats for siblings in this first lottery.

Beginning with the lottery for the 2028–29 school year, the sibling preference described above applies in full: a child who is on the waitlist while a brother or sister attends the School will receive the sibling preference at the time an offer of admission is made.

3.6 District tuition cap

In cases where offering admission to a student, who is not a sibling of another student who is currently attending the charter school, from the waitlist would exceed the district charter tuition cap, the student should be skipped but kept on the waitlist. In cases where the enrollment of a student who is a sibling of a student already attending a charter school would exceed the district charter school tuition cap, and the school has not admitted other students prior to admitting the sibling, the sibling may be offered admission and the Commonwealth of Massachusetts will provide tuition for the sibling, subject to appropriation (G.L. c. 71, § 89(i); 603 CMR 1.05(10)(b)).

3.7 Subsequent lotteries

If the principal enrollment process fails to fill the available seats, the School may repeat the enrollment process, provided the process is fair and open and the School gives reasonable public notice at least one month prior to the application deadline (603 CMR 1.05(8)). As seats become available during the school year, the School may repeat the enrollment process to fill those openings and to meet the requirements of G.L. c. 71, § 89(n) (603 CMR 1.05(8)). Where a waitlist has been established for a grade, the School will exhaust that waitlist before holding an additional lottery for that grade.

Section 4: Offers of Admission and Enrollment

4.1 Notification

The School notifies the families of admitted and waitlisted students by telephone, electronic communication, or mail within three business days of the lottery. Families of waitlisted students are notified in writing of the student's placement on the waitlist. It is the family's responsibility to notify the School of any change of address or contact information; the School cannot extend an offer it is unable to deliver.

4.2 Accepting an offer

A family that receives an offer of admission after the principal lottery and before the last day of the current school year has four weeks to accept or decline. A family that receives an offer between the last day of school and the first day of the following school year has two weeks. A family that receives an offer while the school year is underway has three business days. Reasonable proof of current residency or sibling status may be required at the time an offer of admission is made (603 CMR 1.05(10)(a)).

If the School does not hear from a family by the applicable deadline, the School may withdraw the offer and extend it to the next student on the waitlist. A student whose offer is withdrawn in this way has no further standing on the waitlist and must apply again in a future application cycle to be considered.

4.3 Registration

A family accepts an offer of admission by returning the School's intent-to-enroll confirmation, electronically or on paper. The School then provides registration materials, which must be completed before the student begins attending. Failure to complete registration materials may affect a student's ability to begin attending on the first day but does not by itself change the student's enrollment status.

4.4 Beginning attendance

A student who has accepted an offer of admission must begin attending school, in accordance with the School's attendance policy, within ten days of the student's anticipated start date. A student who does not begin attending within that period will be considered to have declined the offer and will be unenrolled, and must apply again in a future application cycle to be considered. Before unenrolling a non-attending student, the School will document reasonable efforts to contact the family and determine the reason for non-attendance, including attempts by telephone, by mail, and where appropriate by home visit.

Section 5: The Waitlist

5.1 Creation and maintenance

The waitlist for each grade is formed from the applicants not offered admission during the enrollment process, in the order in which their names or numbers were drawn, taking into account the preferences in Section 3.5. The School maintains a waitlist for each grade for which it accepted applications. The School maintains waitlists only for the school year for which the

students sought admission; waitlists do not roll over from one year to the next, and a family that wishes to be considered in a subsequent year must submit a new application (603 CMR 1.05(10)(a)). The School has no waitlists established prior to January 1, 2027.

5.2 Offers from the waitlist

If a student declines an offer of admission, stops attending the School, or withdraws, the next available student on the waitlist for that grade will be offered admission until the vacant seat is filled, subject to the preferences that apply at the time the offer is made (G.L. c. 71, § 89(n)). Students offered admission from the waitlist are notified by telephone, electronic communication, or mail, and have the response times set out in Section 4.2. Seats for students who accepted an offer of admission but never attended are exempt from the requirement to fill vacancies (603 CMR 1.05(10)(c)).

5.3 Changes in waitlist order

A student's position on the waitlist may change depending on the preferences that exist at the time an offer of admission is extended for example, a waitlisted student may move up if a sibling begins attending the School, or if the student's family moves into the charter region. The School relies on families to notify it of any change in residence or sibling status. A student who acquires a preference is repositioned within the waitlist according to the student's original random lottery order; a student is never moved to the bottom of a waitlist because of a change in preference. No student will be admitted ahead of other eligible students who were previously placed on a waitlist during a prior enrollment process, except where enrollment preferences have changed or as described in 603 CMR 1.05(10)(b) (603 CMR 1.05(8)).

5.4 Declining and withdrawing

A student who declines an offer of admission, or who withdraws from the School after enrolling, must complete the application process again in a subsequent enrollment cycle in order to be considered for admission.

5.5 Waitlist records and retention of applications

The School keeps accurate records of its waitlists. For students who entered the lottery but did not gain admission, these records include, but are not limited to: students' names (first, middle, last); dates of birth; cities or towns of residence; grade levels; home addresses; and telephone numbers (G.L. c. 71, § 89(n); 603 CMR 1.05(10)(a)). The School submits the list of students who entered the lottery but did not gain admission to the Department no later than June 1 each year.

If an applicant is admitted and enrolls, the application becomes part of the student's temporary record and is maintained in accordance with 603 CMR 23.00. If an applicant is not admitted, or elects not to enroll, the School retains the application for the school year for which admission was sought and expects to destroy it on or about **July 1 following that school year**. Families have the right to receive a copy of the documents to be destroyed before their destruction, and

may contact the School to request a copy or to ask that their information be removed from the School's admissions records. This notice also appears on the application for admission.

Section 6: Filling Vacant Seats

When a seat becomes vacant for any reason, the School will make all reasonable efforts to fill it from the waitlist for that grade. In conformance with G.L. c. 71, § 89 and 603 CMR 1.05(10)(c), when a student stops attending the School for any reason up to February 15, the School will fill the vacant seat in grades K–4, as required, and in grades 5–8 at the School's discretion, once those grades are offered.

A vacancy that is not filled after February 15 remains with the grade cohort and moves into the subsequent grade, to be filled at the start of the following school year. A vacancy occurring after February 15 will not be filled by adding a student to a lower grade. Seats for students who accepted an offer of admission but never attended are exempt (603 CMR 1.05(10)(c)).

If there is no waitlist for a grade in which a vacancy occurs, the School will publicize the open seat throughout the charter region and make every reasonable effort to fill it, including by holding a subsequent enrollment process as described in Section 3.7.

Section 7: Growth Plan

The School will open in 2027–28 with grades K–4 and will add one grade each year until it serves grades K–8 at full enrollment. The figures below are projections and are subject to normal fluctuation in enrollment. The total number of students attending the School in a given school year cannot exceed the total number of students reported in the School's pre-enrollment submission to the Department in the previous spring, in accordance with 603 CMR 1.08(5), and the School will not admit students in excess of the maximum enrollment or growth plan specified as a material term of its charter.

Grades marked **(fill)** are grades in which the School fills vacant seats up to February 15, as described in Section 6. Grades marked (discretion) are grades 5–8, in which the School fills vacant seats at its discretion.

Grade	2027–28	2028–29	2029–30	2030–31	2031–32	Vacancies
Kindergarten	36	29	29	28	28	(fill)
Grade 1	34	36	29	29	28	(fill)
Grade 2	24	34	36	29	29	(fill)
Grade 3	30	24	34	36	29	(fill)
Grade 4	30	30	24	34	36	(fill)
Grade 5	—	30	30	24	34	(discretion)

Grade 6	—	—	30	30	24	(discretion)
Grade 7	—	—	—	30	30	(discretion)
Grade 8	—	—	—	—	30	(discretion)
Total	154	183	212	240	268	

Ashby Evergreen Charter School

Intent to Enroll Form, 2027–28

Converts to the Application for Admission if the charter is awarded in February 2027

Thank you for your interest in Ashby Evergreen Charter School. Our charter application is currently under review by the Massachusetts Department of Elementary and Secondary Education. If the Commissioner recommends the application, the Board of Elementary and Secondary Education will discuss and vote on it in February 2027. Ashby Evergreen Charter School may open and enroll students in fall 2027 only if the Board approves the charter. Submission of this form does not guarantee admission or enrollment.

This Intent to Enroll form lets us know your family is interested in a seat for the 2027–28 school year, and helps us plan and show the Department the community's interest. If the charter is approved in February 2027, this form will become your child's application for admission for 2027–28. We will contact you before the application deadline to confirm your information; you will not need to fill out a second form.

Please submit ONE form for EACH child. There is no fee to apply. No interview, test, information session, or school visit is required to apply, to be admitted, or to attend. If more families apply than there are seats, students are admitted by public lottery, with the enrollment preferences required by Massachusetts law (siblings of enrolled students, then residents of the charter region: Ashby, Townsend, Pepperell, and Fitchburg, then other Massachusetts residents). For 2027–28, applications are due March 1, 2027, and the lottery will be held March 5, 2027. Because no students are enrolled yet, no sibling preference applies in the first lottery.

To apply, a student must live in Massachusetts. Children entering kindergarten must be 5 years old by August 31, 2027. In 2027–28 the school plans to open with grades K–4 and add one grade each year through grade 8.

Students with disabilities, students who need special education, and students who are learning English have the right to attend Ashby Evergreen and to receive the accommodations, services, and support they need. Information about these services is available on our website, in our outreach materials, and from us directly.

Questions, or need this form in another language or on paper? Email hello@ashbyevergreen.org.

Section 1 — Student information

Please complete one form for each child. Use the child's full legal name as it appears on their birth certificate.

Question	Type	Req.	Help text / options
Student's first name	Short answer	Required	
Student's middle name	Short answer	Optional	Leave blank if none. Please write the full middle name, not an initial.
Student's last name	Short answer	Required	
Student's date of birth	Date	Required	Children entering kindergarten must be 5 years old by August 31, 2027. We may ask for reasonable proof of age (for example, a birth certificate) only if an offer of admission is made.
Grade the student will enter in 2027–28	Dropdown	Required	Kindergarten / Grade 1 / Grade 2 / Grade 3 / Grade 4. Help: The school plans to open with kindergarten through grade 4. Choose the grade your child would be entering in September 2027.
Home street address	Short answer	Required	Street number and name, plus apartment or unit if any.
City or town	Short answer	Required	
ZIP code	Short answer (5-digit validation)	Required	
Does the student currently live in Massachusetts?	Multiple choice	Required	Yes / No. Help: A student must be a Massachusetts resident to apply to and attend a Massachusetts charter school. Families experiencing homelessness or living in temporary housing are eligible; you may list the address where you are currently staying.
Student's current school or program (optional)	Short answer	Optional	For example: a preschool, Head Start, a public or private school, or home-schooled. This is not used to make admission decisions.

Section 2 — Parent / guardian information

We need at least one parent or legal guardian we can reach by phone. A second contact is optional.

Question	Type	Req.	Help text / options

Parent / guardian #1 — full name	Short answer	Required	
Parent / guardian #1 — relationship to the student	Multiple choice	Required	Mother / Father / Legal guardian / Grandparent / Foster parent / Other
Parent / guardian #1 — best phone number	Short answer	Required	Please include the area code.
May we send text messages to this number?	Multiple choice	Optional	Yes / No
Parent / guardian #1 — email address (optional)	Short answer (email validation)	Optional	If you give an email, we will send a copy of this form and updates about the school.
Language you prefer for communication from the school (optional)	Dropdown	Optional	English / Spanish / Portuguese / Haitian Creole / Other. Help: We will provide interpretation and translated materials. This answer is used only so we can communicate with you in the language you prefer.
If "Other," which language?	Short answer	Optional	
Second parent / guardian (optional) — name, relationship, phone, email	Four short answers	Optional	

Section 3 — Family

This helps us keep your family's forms together. It does not affect the lottery.

Question	Type	Req.	Help text / options
Are you submitting (or have you submitted) an Intent to Enroll form for another child in this household?	Multiple choice	Optional	Yes / No
If yes, the other child's (or children's) name(s) and grade(s)	Short answer	Optional	

Section 4 — Staying connected (optional)

These questions are optional and help us reach more families. Skip any you prefer not to answer.

Question	Type	Req.	Help text / options
How did you hear about Ashby Evergreen? (check all that apply)	Checkboxes	Optional	A friend, neighbor, or family member / Information session or Forest Play Day / Library (Ashby, Townsend, Pepperell, or Fitchburg) / Preschool, child care, or Head

			Start program / Flyer, poster, or postcard / Facebook, Instagram, social media / School website or web search / Newspaper or local news / Community organization or place of worship / Other
Would you like us to contact you about any of the following?	Checkboxes	Optional	Information sessions and Forest Play Days / Volunteering with the founding group / Serving as a family ambassador in my community / Updates by email or text

Section 5 — Non-discrimination, privacy, and certification

Ashby Evergreen Charter School does not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. Any and all information requested in this form, such as language spoken at home, is not intended and will not be used to discriminate. (G.L. c. 71, § 89(m); 603 CMR 1.05(2))			
How we use and keep this information. We use what you provide here only to contact you and, if the charter is approved, to process your child's application and place your child in the lottery and on			

any waitlist. If your child is admitted and enrolls, this form becomes part of your child's student record and is kept under 603 CMR 23.00. If your child is not admitted, we will keep this form only for the 2027–28 school year and expect to destroy it on or about July 1, 2028; you have the right to receive a copy before it is destroyed. If the charter is not approved, all forms will be destroyed and you will be notified. We will never ask about immigration status. We do not sell or share this information, except that Massachusetts law allows a school, on request, to give student names and addresses to a third-party mail house for school mailings unless you ask us not to (G.L. c. 71, § 89(g)) — you can opt out below.			
Question	**Type**	**Req.**	**Help text / options**
Mail-house opt-out (optional)	Checkbox	Optional	☐ I do NOT want my child's name and address released to a third-party mail house for school mailings.
Certification	Checkbox (single, must be checked)	Required	☐ I certify that I am the parent or legal guardian of the child named above, that the information on this form is accurate, and that I will tell the school if my address or phone number changes. I understand that Ashby Evergreen Charter School is a proposed charter school; that this form is an expression of interest that will become an application for admission only if the Board of Elementary and Secondary Education approves the charter; and that

			submitting it does not guarantee admission or enrollment.
Parent / guardian electronic signature — type your full name	Short answer	Required	Only one parent or guardian needs to sign, unless a court order for this child says otherwise.
Date signed	Date	Required	

Confirmation message

Thank you — we have received your Intent to Enroll form for 2027–28. Please submit a separate form for each additional child (use the link below). We will contact you with updates after the Board of Elementary and Secondary Education votes in February 2027. Questions: hello@ashbyevergreen.org.

Attachment 8: Accountability Plan

Ashby Evergreen Charter School
Draft Accountability Plan Objectives and Measures
Attachment to the Final Application for a Commonwealth Charter

Accountability Plan

Ashby Evergreen Charter School (AECS)

Mission Statement: The mission of Ashby Evergreen Charter School is to cultivate confident, compassionate, resilient, and self-directed learners who contribute positively to their communities. Inspired by the Finnish model of education, we educate the whole child through rigorous academics, developmentally appropriate, experiential, and nature-based learning that cultivates joy and fosters curiosity, perseverance, well-being, and a lifelong love of learning.

AECS School Facts

School Fact Type	**School Facts**
Type of Charter (Commonwealth or Horace Mann)	Commonwealth
Location	Ashby, Massachusetts
Regional or Non-Regional	Regional
Districts in Region	North Middlesex Regional School District (Ashby, Townsend, Pepperell) and Fitchburg Public Schools
Year Opened	2027 (proposed)
Years Renewed	N/A — first charter term
Maximum Enrollment	268
Chartered Grade Span	K–8 (opening K–4 in 2027–28 and adding one grade per year)

Key Design Elements (KDEs)

- **KDE 1 — Learning Through Play and Outdoor Exploration:** daily, all-season outdoor learning, play, and guided inquiry that use children's curiosity about nature and the local environment to drive inquiry, discovery, and connections across the curriculum, including place-based learning with community partners. Outdoor learning averages at least ten hours a week over the school year (Final Application, Executive Summary and Section p. 12, I-B p. 16)
- **KDE 2 — Whole-Child Development and Well-Being:** cross-age Forest Family groups that foster leadership, belonging, and community; the school's CARES learner profile (Curious, Accepting, Resilient, Eager, Supportive); morning meetings, advisory, and

restorative practices; and a full-time Mental Health Professional who works at the whole-school level to support practices that promote well-being (Final Application, Executive Summary and Section p. 12, I-B p. 16)

- **KDE 3 — Teacher Professionalism, Trust, and Sustainability:** protected planning time, instructional freedom within the Massachusetts Curriculum Frameworks, and collaborative support and coaching with accountability (Final Application, Executive Summary p. 13, I-B p. 17)
- **KDE 4 — Balanced Assessment Practices:** full participation in MCAS, with teachers using ongoing classroom assessments, student work, portfolios, a DESE-approved early literacy screener (DIBELS 8), and benchmark assessments (Acadience Math in grades K–6 and Illustrative Mathematics unit assessments in grades 7–8) to guide learning rather than test preparation (Final Application, Executive Summary p. 13, I-B p. 17, II-C p. 52)
- **KDE 5 — Personalized Learning for Every Student:** an Individual Learning Plan for every student, flexible groupings and daily advisory during the ILP Learning Studio period, and timely tiered support, so each student learns at the pace and level that best meets their needs (Final Application, Executive Summary p. 13, I-B p. 18)

Across all five elements, the school provides explicit, systematic reading instruction aligned with DESE's Mass Literacy guidance.

Commitments

The charter school commits to meeting Criterion 1 through 10 as outlined in the Charter School Performance Criteria.

Date of Approvals

Different Types of Approvals	Dates
Date of Provisional Department Approval	
Date of School Board Approval	
Date of Department Approval	

Objectives and Measures Related to Mission and Key Design Elements (required):

Objective 1 (for KDE 1): Ashby Evergreen students will learn outdoors and through play throughout the year, and will connect academic learning to the ecology, history, and community of the school's region.

Measure 1

Each year, at least **90**% of students in every grade — and at least **90**% of students with disabilities, English learners, and low-income students — will complete at least one curriculum-aligned, place-based project with a public or community-facing product (for example, the "Year on Our Land" almanac, the Ashby Town Common walking tour, the "State of Our Waters" report, the Monadnock Ecology Project, or the Grade 8 civics project), scoring "Proficient" or

above on the school's place-based project rubric, which the school will develop by adapting the PBLWorks Gold Standard Project Based Learning rubrics, with the final version approved by the Board of Trustees before the school opens.

Data to be Reported:

- Number and percentage of students completing a qualifying place-based project and scoring Proficient or above, by grade band and for each named student group
- Title and community partner or audience of each project
- **Example of data to be reported each year in the school's Annual Report:** "All 154 students participated in a place-based project; 145 (94%) scored Proficient or above on the rubric, including 32 of 35 students with disabilities (91%), 23 of 25 English learners (92%), and 72 of 77 low-income students (94%). Projects included a K–1 phenology calendar shared with the Ashby Free Public Library and a Grade 4 Willard Brook water-quality report presented to the Conservation Commission."

Data Collection Plan:

- **Who:** Classroom teachers score the rubric; the Director of Curriculum and Instruction compiles schoolwide and subgroup totals
- **When:** Projects documented as they are completed; totals compiled at the end of each trimester; reported annually
- **Where:** Student portfolios and the board portal Accountability Plan folder

Measure 2

Each year, outdoor-learning records and seasonal schedule audits will document that every class averages at least ten hours per week of outdoor learning across the school year (about two hours a day), allowing for severe weather and individual learning needs, and that 100% of students — including students with disabilities and any student with a medical or accessibility need — have access to outdoor learning through the outdoor gear library, adaptive equipment, and individual accommodations as needed. (Process measure paired with Measure 1.)

Data to be Reported:

- Average weekly outdoor-learning hours by class across the school year, and for each trimester
- Number of days on which outdoor learning was modified for weather or safety, and the alternative used
- Number of students who needed and received gear, adaptive equipment, or an individual accommodation to participate
- **Example of data to be reported each year in the school's Annual Report:** "Across 36 weeks, classes averaged 10.4 outdoor hours per week (winter average 9.6). Outdoor learning was modified on 11 days. 38 students received gear from the outdoor gear library and 4 students had individual accessibility accommodations; no student was excluded from outdoor learning."

Data Collection Plan:

- **Who:** Classroom teachers record outdoor learning time daily and report it weekly; the Director of Curriculum and Instruction compiles the records, with the Special Education Coordinator for accommodation data, and reports to the Board monthly. **When:** Daily records and weekly reports; seasonal schedule audits four times a year; monthly reports to the Board; compiled by June 30 and reported annually.

- **Where:** the board portal Accountability Plan folder

Objective 2 (for KDE 2): Ashby Evergreen students will grow in well-being, belonging, and the dispositions named in the CARES learner profile, within a school community that students, families, and staff experience as safe, welcoming, and inclusive.

Measure 1

Each year, at least **80** % of students — and at least **80** % of students with disabilities, English learners, and low-income students — will demonstrate growth in at least **3 of 5** domains of the CARES learner profile (Curious, Accepting, Resilient, Eager, Supportive) between the fall and spring rubric scoring, as scored by the classroom teacher and reviewed with the student at a student-led conference. The CARES rubric will be adopted by the Board before the school opens, and teachers will calibrate their scoring each trimester in sessions led by the Head of School and the Mental Health Professional.

Data to be Reported:

- Number and percentage of students showing growth in the required number of domains, schoolwide and for each named student group
- Distribution of growth by domain
- **Example of data to be reported each year in the school's Annual Report:** "Of 154 students, 128 (83%) grew in at least three learner profile domains, including 27 of 35 students with disabilities (77%), 21 of 25 English learners (84%), and 64 of 77 low-income students (83%). Growth was strongest in Curious and weakest in Resilient, which will inform next year's advisory planning."

Data Collection Plan:

- **Who:** Classroom teachers score the rubric; the Mental Health Professional compiles and analyzes results with the Director of Curriculum and Instruction
- **When:** Rubric scored in October and May; compiled by June 30 and reported annually
- **Where:** Student portfolios and the board portal Accountability Plan folder

Measure 2

Each year, at least **40**% of families, **70**% of students in grades 3 and above, and **80**% of staff will respond to the annual school climate survey (**DESE VOCAL survey items or a validated tool)**, and at least **85**% of respondents in each group will agree or strongly agree that the school is safe, welcoming, and inclusive and that they (or their child) have at least one trusted adult at school. Family and student results will be reported for each named student group where group size permits.

Data to be Reported:

- Response rate for families, students, and staff
- `Percentage of respondents in each group agreeing or strongly agreeing with each item, disaggregated by named student group where n ≥ 10`
- **Example of data to be reported each year in the school's Annual Report:** "92 of 118 families (78%), 54 of 60 students in grades 3–4 (90%), and 25 of 28 staff (89%)

responded. 91% of families, 88% of students, and 95% of staff agreed the school is safe, welcoming, and inclusive; 93% of students reported at least one trusted adult."

Data Collection Plan:

- **Who:** The Family Engagement Lead administers the family survey and the Mental Health Professional administers the student and staff surveys and analyzes all results; results reviewed with the Head of School and presented to the Board
- **When:** Administered each May; compiled by June 30 and reported annually
- **Where:** the board portal Accountability Plan folder

Objective 3 (for KDE 3): Ashby Evergreen will recruit, develop, and retain effective educators within a professional, collaborative, and sustainable working environment.

Measure 1

Each year, at least **75**% of teachers who are in good standing and eligible to return will accept a contract for the following school year. Beginning in the third year of operation, at least **80**% will.

Data to be Reported:

- Number of eligible teachers offered a contract and number and percentage who accepted
- Reasons for non-return, categorized (relocation, career change, family, other), where shared voluntarily
- **Example of data to be reported each year in the school's Annual Report:** "14 teachers were eligible to return; 13 (93%) accepted a contract. One left for relocation."

Data Collection Plan:

- **Who:** Head of School
- **When:** Compiled by June 30 each year; reported annually
- **Where:** Personnel records (summary only) and the board portal Accountability Plan folder

Measure 2

Each year, at least **80**% of staff will respond to the annual staff working-conditions survey, and at least **80**% of respondents will agree or strongly agree that they (a) have adequate protected planning time, (b) have meaningful professional autonomy over instructional methods, and (c) have a manageable workload; and 100% of teachers will have participated in at least **three** structured coaching cycles and the summer curriculum institute during the year.

Data to be Reported:

- Staff survey response rate and percentage agreement on each of the three items
- Number and percentage of teachers completing the stated number of coaching cycles and the summer institute
- **Example of data to be reported each year in the school's Annual Report:** "25 of 28 staff (89%) responded; 86% agreed on planning time, 90% on autonomy, 81% on workload. All 14 teachers completed three coaching cycles and the August institute."

Data Collection Plan:

- **Who:** Head of School administers the survey (anonymously) and tracks coaching cycles with the Director of Curriculum and Instruction
- **When:** Survey administered each May; coaching log maintained throughout the year;

compiled by June 30 and reported annually
- **Where:** the board portal Accountability Plan folder

Objective 4 (for KDE 4): Ashby Evergreen will use a balanced assessment system — classroom assessment, portfolios, a DESE-approved early literacy screener, and mathematics benchmark assessments — so that every student, including each named student group, builds strong foundational skills and makes at least a year's growth each year.

Measure 1

Each year, at least 80% of students in kindergarten through grade 3 who have been enrolled since the fall screening window — and at least 80% of students with disabilities, English learners, and low-income students within that group — will meet or exceed grade-level benchmark on the spring administration of the school's DESE-approved early literacy screener (DIBELS 8).

Data to be Reported:

- Number and percentage of K–3 students meeting or exceeding spring benchmark, schoolwide and for each named student group
- **Example of data to be reported each year in the school's Annual Report:** "There were 124 students in grades K–3 enrolled since the fall window; 102 (82%) met or exceeded spring benchmark. Of 29 students with disabilities, 23 (79%) met benchmark; of 20 English learners, 16 (80%); of 62 low-income students, 51 (82%)."

Data Collection Plan:

- **Who:** Director of Curriculum and Instruction, who administers the screener with classroom teachers and compiles results; reviewed by the Head of School
- **When:** Screener administered fall, winter, and spring; spring results compiled by June 30 and reported in the Annual Report
- **Where:** the board portal Accountability Plan folder

Measure 2

Each year, at least 70% of students in grades 1–8 (in all grades served as the school expands) who were enrolled for both the fall and spring windows — and at least 70% of students with disabilities, English learners, and low-income students — will meet or exceed their individual projected growth in both reading and mathematics from fall to spring on the school's benchmark assessments (DIBELS 8 for reading; Acadience Math in grades 1–6; Illustrative Mathematics 6–8 unit assessments in grades 7–8). Projected growth for grades 7–8 mathematics will be set annually for each student by the Director of Curriculum and Instruction with grade-level teachers, using each student's fall baseline on Illustrative Mathematics unit assessments and a documented target of at least one year's progress through the grade-level curriculum; the target-setting method will be documented in the Accountability Plan and applied consistently from year to year. By the end of the charter term, the school will have reduced the gap in the percentage meeting projected growth between each named student group and all students to no more than five percentage points.

Data to be Reported:

- Number and percentage of students meeting projected fall-to-spring growth in reading and in mathematics, schoolwide and for each named student group
- Gap in percentage points between each named student group and all students, year over year
- **Example of data to be reported each year in the school's Annual Report:** "Of 118 students in grades 1–4 tested in both windows, 86 (73%) met projected growth in reading and 84 (71%) in mathematics. Students with disabilities: 65% reading, 60% mathematics (gaps of 8 and 11 points); English learners: 70% and 70%; low-income students: 72% and 68%."

Data Collection Plan:

- **Who:** Director of Curriculum and Instruction compiles results from the assessment platform; reviewed at the trimester data summit with the Head of School and Special Education Coordinator
- **When:** Benchmark administered fall, winter, and spring; fall-to-spring results compiled by June 30 and reported annually
- **Where:** The assessment platform and the board portal Accountability Plan folder

Objective 5 (for KDE 5): Every Ashby Evergreen student will have and actively use an Individual Learning Plan, and every student who needs extra support will receive it quickly and make measurable progress.

Measure 1

Each year, 100% of enrolled students will have a current Individual Learning Plan (ILP) that documents strengths, goals, and instructional supports and that is reviewed with the student and family at least once each trimester, with at least **90**% of families participating in at least two of the three reviews (including **90**% of families of students with disabilities, English learners, and low-income students).

Data to be Reported:

- Number and percentage of students with a current ILP reviewed each trimester
- Number and percentage of families participating in at least two ILP reviews, schoolwide and for each named student group
- **Example of data to be reported each year in the school's Annual Report:** "All 154 students (100%) had a current ILP reviewed each trimester. 143 families (93%) participated in at least two reviews, including 33 of 35 families of students with disabilities (94%), 23 of 25 families of English learners (92%), and 70 of 77 low-income families (91%)."

Data Collection Plan:

- **Who:** Classroom teachers document reviews; the Director of Curriculum and Instruction compiles totals; the Special Education Coordinator confirms alignment between ILPs and IEPs
- **When:** Compiled at the end of each trimester; reported annually
- **Where:** The student information system / ILP platform and the board portal Accountability Plan folder

Measure 2

Each year, at least **90**% of students identified as below benchmark on any administration of the early literacy screener or the mathematics benchmark will begin a documented, evidence-based Tier 2 or Tier 3 intervention within **10** school days of identification, and at least **70**% of students who receive intervention for a full trimester will show measurable progress on the school's progress-monitoring tool. (The progress target is this objective's outcome measure.)

Data to be Reported:

- Number of students identified below benchmark at each screening window
- Number and percentage who began a documented intervention within the stated window
- Number and percentage of students in intervention for a full trimester who showed measurable progress
- **Example of data to be reported each year in the school's Annual Report:** "41 students were identified below benchmark across the three windows; 39 (95%) began intervention within 10 school days. Of 32 students in intervention for a full trimester, 24 (75%) showed measurable progress."

Data Collection Plan:

- **Who:** Director of Curriculum and Instruction with the Student Support Team, which tracks identification and intervention start dates through the MTSS process
- **When:** Reviewed at the weekly Student Support Team meeting; compiled at the end of each trimester and reported annually
- **Where:** the board portal Accountability Plan folder

Objective and Measures Related to Dissemination (required):

Objective 6 (for dissemination): Ashby Evergreen Charter School will share its outdoor, place-based, and whole-child practices with other Massachusetts public schools, beginning with the non-charter public schools of North Middlesex Regional School District, the district in which the school is located, and Fitchburg Public Schools.

Measure 1

Beginning in the school's second year of operation, the school will host at least **one** educator open house or workshop each year on a specific practice (for example, the outdoor learning schedule and weather protocols, a place-based unit, the learner profile, or the ILP process), and will recruit attendance from educators representing at least **two** other public schools each year, at least one of them in North Middlesex Regional School District or Fitchburg Public Schools.

Data to be Reported:

- Number and dates of open houses or workshops held
- Number of attending educators and the schools and districts they represent
- Practice or resource shared at each event
- **Example of data to be reported each year in the school's Annual Report:** "The school hosted two workshops (November and April) on all-season outdoor learning; 14 educators attended from Spaulding Memorial (Townsend), Varnum Brook (Pepperell), and two Fitchburg elementary schools"

Data Collection Plan:

- **Who:** Head of School maintains a cumulative dissemination log with attendance and school affiliations
- **When:** Log updated after each event; compiled by June 30 and reported annually
- **Where:** the board portal Accountability Plan folder

Measure 2

By the end of the first charter term, the school will have published at least **three** practice resources on its website free of charge (for example, one place-based unit per grade band, the outdoor learning weather and gear protocols, and the ILP template), and will have formed a working partnership with at least **one** non-charter public school in North Middlesex Regional School District or Fitchburg Public Schools that has adopted or adapted at least one of those resources.

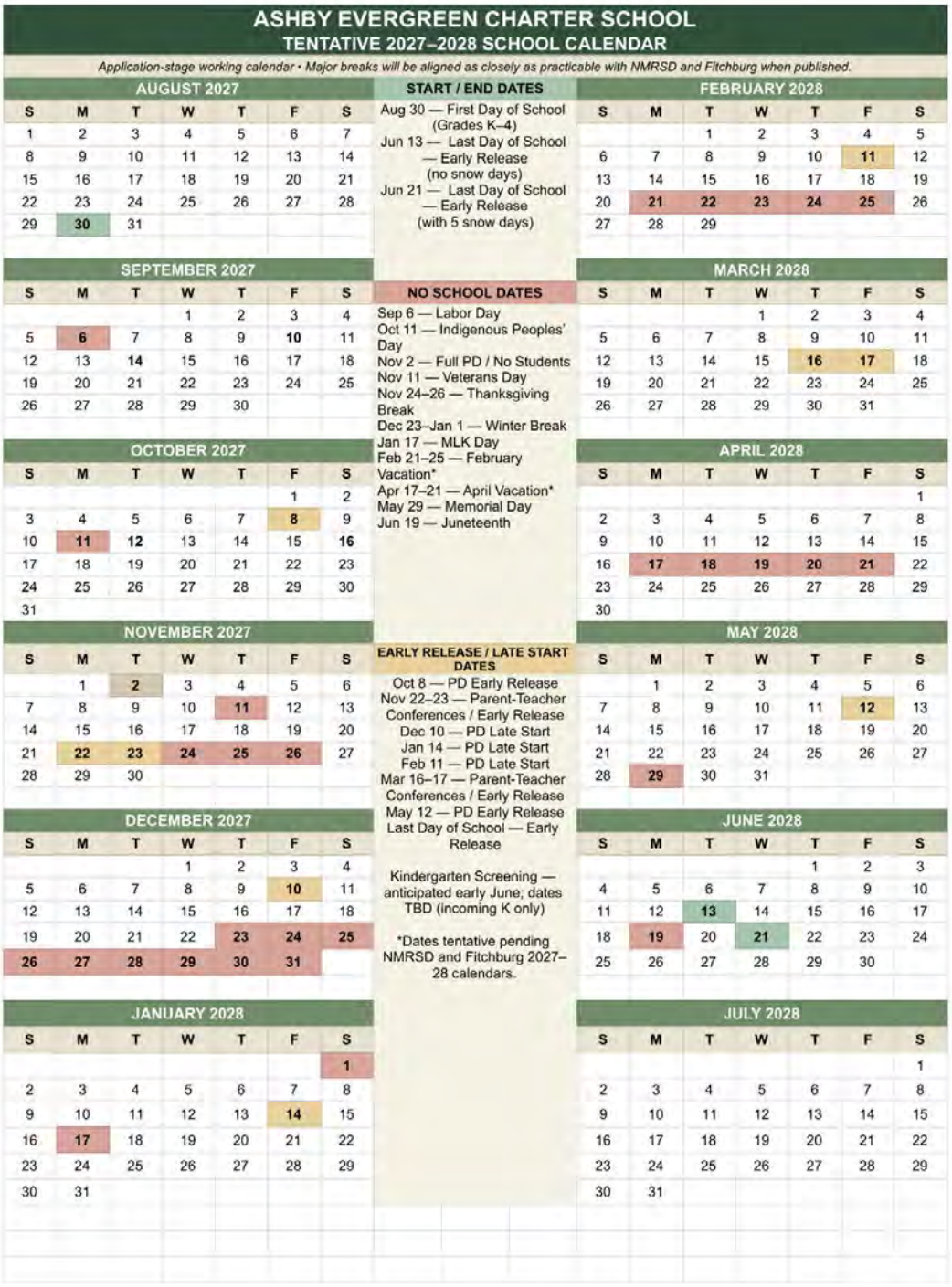
Data to be Reported:

- Cumulative list of resources published, with the date and platform
- Name of partner school(s), a description of the partnership activities, and which resource was adopted or adapted and how that was confirmed
- **Example of data to be reported each year in the school's Annual Report:** "Two resources are now published (the Grade 2 "Year on Our Land" unit and the weather protocols). A Fitchburg elementary school piloted the weather protocols for its recess program; confirmation came from the principal's written note to the Head of School."

Data Collection Plan:

- **Who:** Head of School, with the Director of Curriculum and Instruction for curriculum resources
- **When:** Resources published by June 30 of each year beginning in Year 2; partnership activity logged as it occurs; reported annually
- **Where:** The school website (public) and the board portal Accountability Plan folder.

Attachment 9: School Calendar, 2027–28



ASHBY EVERGREEN CHARTER SCHOOL
TENTATIVE 2027–2028 SCHOOL CALENDAR

Application-stage working calendar • Major breaks will be aligned as closely as practicable with NMRSD and Fitchburg when published.

AUGUST 2027

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2027

S	M	T	W	T	F	S
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26	27	28	29	30		

OCTOBER 2027

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NOVEMBER 2027

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28	29	30				

DECEMBER 2027

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JANUARY 2028

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23	24	25	26	27	28	29
30	31					

START / END DATES

Aug 30 — First Day of School (Grades K–4)
Jun 13 — Last Day of School — Early Release (no snow days)
Jun 21 — Last Day of School — Early Release (with 5 snow days)

NO SCHOOL DATES

Sep 6 — Labor Day
Oct 11 — Indigenous Peoples' Day
Nov 2 — Full PD / No Students
Nov 11 — Veterans Day
Nov 24–26 — Thanksgiving Break
Dec 23–Jan 1 — Winter Break
Jan 17 — MLK Day
Feb 21–25 — February Vacation*
Apr 17–21 — April Vacation*
May 29 — Memorial Day
Jun 19 — Juneteenth

EARLY RELEASE / LATE START DATES

Oct 8 — PD Early Release
Nov 22–23 — Parent-Teacher Conferences / Early Release
Dec 10 — PD Late Start
Jan 14 — PD Late Start
Feb 11 — PD Late Start
Mar 16–17 — Parent-Teacher Conferences / Early Release
May 12 — PD Early Release
Last Day of School — Early Release

Kindergarten Screening — anticipated early June; dates TBD (incoming K only)

*Dates tentative pending NMRSD and Fitchburg 2027–28 calendars.

FEBRUARY 2028

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27	28	29				

MARCH 2028

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APRIL 2028

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MAY 2028

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28	29	30	31			

JUNE 2028

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JULY 2028

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Attachment 10: English Language Education Program Proposal

Ashby Evergreen Charter School

Draft English Language Education Program Proposal

Prepared for the Massachusetts Department of Elementary and Secondary Education (DESE)

Proposed Charter School Name: Ashby Evergreen Charter School
Name of Person(s) Completing the Preliminary ELE Program Proposal: Heather Brodie Perry and Dr. Vanessa Larkin
Role of Person(s) at the Proposed Charter School: Heather Brodie Perry, Proposed Board Member and Primary Contact; Dr. Vanessa Larkin, Ed.D., Consultant
Type of ELE Program Proposed: Sheltered English Immersion (SEI)

Anticipated Student Demographic Information

Location (City/Town)	Ashby, Massachusetts (charter region: Ashby, Townsend, Pepperell and Fitchburg)
Number of Anticipated Students	About 25 English learners in Year 1 (planning range 20–30, about 16 percent of 154 students), growing to about 43 at full enrollment (268 students)
Proposed Language(s) of Instruction	English (SEI), with ESL instruction
Languages Spoken by Anticipated Students	Spanish, Portuguese, and Haitian Creole
Range of English Language Proficiency Levels (WIDA)	Levels 1–6, including newcomers
Grades of Anticipated Students	K–4 in Year 1, adding a grade each year to K–8.

Educational Theory
Not applicable: the proposed program is Sheltered English Immersion, which the Department considers to have a sufficient research base (per the form instructions).

1. Program Vision and Commitments
Ashby Evergreen Charter School is committed to ensuring that English Learners (ELs) develop English proficiency, achieve academic success, and participate fully in the school's inclusive, interdisciplinary, and place-based educational program. The school recognizes multilingualism as an asset and affirms that students' home languages, cultural identities, and lived experiences enrich the entire learning community.

Ashby Evergreen will provide English Learners with meaningful access to rigorous, grade-level instruction while delivering English language development services responsive to each student's

proficiency level, academic needs, and individual progress. The school will implement a Sheltered English Immersion (SEI) model supported by qualified educators, a licensed English as a Second Language (ESL) teacher, systematic progress monitoring, and ongoing professional development.

The program will reflect the school's commitment to developing confident, compassionate, and capable learners. English Learners will have equitable opportunities to participate in classroom instruction, outdoor exploration, collaborative inquiry, interdisciplinary projects, arts, movement, and community-based learning.

The school will comply with applicable Massachusetts requirements governing the identification, instruction, assessment, reclassification, and monitoring of English Learners.

2. Identification, Screening, and Assessment

Upon enrollment, every family will complete a Home Language Survey in accordance with Massachusetts requirements. Students whose home language or language background indicates that further screening is necessary will be assessed using the state-designated WIDA Screener within required timelines.

Students enrolling in kindergarten or during the first half of grade 1 will be screened with the WIDA Screener for Kindergarten; students enrolling in the second half of grade 1 through grade 12 will be screened with the WIDA Screener. Students scoring 4.0 or below on both the overall composite and composite literacy are identified as English Learners; those scoring 4.5 or higher on both are considered English proficient. Families will receive the required identification notification within 10 days of enrollment and the program placement notification within 30 days of the start of the school year, or within two weeks of enrollment when a student is identified during the school year, in a language the parent or guardian can understand to the extent practicable.

The school will follow applicable DESE procedures for determining English Learner eligibility, communicating identification decisions to families, documenting services, and maintaining student records.

Identified English Learners will participate in the annual ACCESS for ELLs assessment as required, and the school will meet the Department's 95 percent participation standard. The school will use assessment results alongside classroom performance, student work, teacher observations, literacy and academic benchmarks, and other relevant evidence to evaluate progress in English proficiency and academic achievement.

The licensed ESL teacher and classroom teachers will collaborate to interpret assessment information and identify appropriate instructional goals. Each student's language development needs will inform instructional planning, grouping, service delivery, and progress monitoring. Reclassification will follow the Department's exit criteria: a student who earns an overall composite score of 4.2 or higher and a composite literacy score of 3.9 or higher on WIDA ACCESS must be reclassified as a former English Learner, with the decision documented on the Department's form and the student's coding updated in SIMS. Ongoing service decisions for students who remain identified will draw on multiple sources of evidence, including classroom

performance and benchmark data, and those students will continue receiving services appropriate to their documented needs.

3. Program Design and Service Delivery
Ashby Evergreen will use a Sheltered English Immersion model that integrates English language development into the academic program while providing direct ESL instruction.

Classroom-based SEI instruction
Classroom teachers will make grade-level content accessible through evidence-based instructional practices, including:

- Explicit instruction in academic vocabulary and language structures.
- Visual supports, demonstrations, real objects, diagrams, and modeling.
- Structured academic conversations, partner work, and collaborative inquiry.
- Scaffolding of complex texts, written responses, and multistep tasks.
- Frequent opportunities for students to listen, speak, read, and write for authentic purposes.
- Multiple ways for students to demonstrate understanding while continuing to develop English proficiency.

Instruction will support students in learning both the content and the language needed to engage with that content. Teachers will maintain appropriately high academic expectations while adjusting scaffolding and language demands to support access.

Direct English language development
A licensed ESL teacher will provide targeted English language development instruction based on each student's English proficiency, academic needs, language development goals, and progress. Instruction will align with the WIDA English Language Development Standards and applicable Massachusetts guidance.

Students at WIDA proficiency levels 1 and 2, including newcomers, will receive intensive support, including daily small-group language instruction as proposed, with push-in and targeted pull-out services selected according to student needs.

Students at proficiency levels 3 and 4 will receive direct ESL instruction determined by their individual language development needs and applicable Massachusetts guidance. The school will not impose an automatic two- or three-session weekly limit based solely on proficiency level.

For each student receiving direct ESL services, the qualified ESL teacher will document instructional goals, service frequency and duration, grouping, progress monitoring, and adjustments to instruction. School leadership will ensure that staffing and scheduling support the services required by students.

Direct ESL instruction will continue for any student who remains identified, based on documented need. Reclassification follows the Department's mandatory exit criteria: a student who earns an overall composite score of 4.2 or higher and a composite literacy score of 3.9 or higher on WIDA ACCESS must be reclassified as a former English Learner. Service decisions for students who remain identified will reflect multiple sources of evidence.
English Learners who are also students with disabilities will receive both the English language development services and the special education services described in their Individualized Education Programs (IEPs). The ESL teacher and special education teachers will coordinate their planning so that language supports and disability-related accommodations reinforce one another, and student support teams will consider each student's English proficiency when selecting assessments and interpreting results.

Scheduling and access
Whenever possible, ESL instruction will be scheduled during flexible instructional blocks to minimize missed core instruction and preserve access to interdisciplinary projects, collaborative learning, outdoor education, and other essential experiences.

When scheduling conflicts arise, the school will review them individually and make adjustments to support both language development and meaningful participation in the full educational program.

4. English Learners Within the Ashby Evergreen Educational Model
Ashby Evergreen's educational model offers authentic opportunities for students to develop language through meaningful experiences. Hands-on learning, outdoor exploration, collaborative problem-solving, interdisciplinary projects, and community-based investigations provide contexts in which students can build vocabulary, communicate ideas, ask questions, explain observations, and present findings.

For example, students participating in an outdoor ecological investigation may learn and use academic vocabulary related to habitats, observation, classification, measurement, and cause and effect. Students studying local history may develop language through interviews, primary sources, discussion, and presentations. These activities allow teachers to connect language objectives to grade-level academic content.

Teachers will intentionally identify the language demands of learning activities and provide the scaffolds students need to participate. Students will have opportunities to demonstrate understanding through oral explanations, drawings, models, demonstrations, supported writing, and other appropriate methods while continuing to develop academic English.

These approaches will complement, not replace, direct English language development instruction.

The school will also foster identity, belonging, and positive relationships. Students' home languages and cultural knowledge will be treated as strengths. Teachers will use culturally responsive materials and learning experiences that represent diverse perspectives and provide opportunities for students and families to contribute knowledge from their own experiences.

5. Staffing, Qualifications, and Professional Development
Ashby Evergreen anticipates that approximately 16 percent of its students (about 25 in Year 1) may qualify for English Learner services. This is a planning estimate, not a limit on enrollment or services. Actual staffing will respond to the number of identified students, their proficiency levels, and their instructional needs.

Beginning in the first year of operation, with approximately 154 students, the school will employ one full-time (1.0 FTE) licensed ESL teacher. This teacher will provide direct instruction, collaborate with classroom educators, support assessment and progress monitoring, and help implement effective SEI practices.

The school plans to keep one full-time ESL teacher in Year 2 and to grow ESL staffing with enrollment, to 1.5 FTE in Year 3 and 2.0 FTE in Years 4 and 5 as enrollment grows to approximately 268 students, and will add further staffing or contracted support as needed.

These are preliminary budget projections. The school will validate staffing sufficiency against actual student enrollment, proficiency profiles, required services, scheduling, and applicable DESE requirements before opening and throughout operation. Projected staffing levels will not limit services required by individual students.

The school will prioritize hiring educators with SEI endorsement and experience supporting multilingual learners for all positions. All classroom teachers will hold the required qualifications or complete the required SEI endorsement within their first year of employment or before being assigned to teach an EL. The school will verify licenses, endorsements, and other required credentials before assigning instructional responsibilities.

Professional development will address:

- WIDA English Language Development Standards and their application to classroom instruction.
- Second-language acquisition and academic language development.
- SEI instructional strategies and differentiation.
- Literacy instruction and access to grade-level texts.
- Assessment interpretation and language development progress monitoring.
- Culturally and linguistically sustaining teaching practices.
- Collaboration between classroom teachers and ESL specialists.
- Strategies for maintaining high expectations while providing appropriate language scaffolds.

The Head of School will ensure that professional learning is reflected in instructional planning, classroom practice, and ongoing staff support.

6. Family Communication and Partnership
Ashby Evergreen recognizes that meaningful family engagement is essential to student success. Families will receive required notifications and communications concerning English Learner identification, services, assessment, progress, and program decisions in a language and format they can understand, consistent with applicable requirements.

The school will use appropriate interpretation and translation resources when needed and will establish accessible communication practices for families who speak languages other than English.

Families may decline direct English Learner instructional services in accordance with applicable Massachusetts requirements. The school will document such decisions and continue appropriate SEI supports within the classroom so that students retain meaningful access to grade-level instruction.

The school will invite families to share information about students' language experiences, educational histories, strengths, interests, and goals. Family input will inform instructional planning and help the school identify barriers to participation.

Community engagement will include outreach designed to reach families across Ashby, Fitchburg, Townsend, and Pepperell, including families whose first language is not English. The school will review whether communication methods and engagement opportunities are reaching multilingual families and will adjust outreach when gaps are identified.

Because English Learners are projected to represent more than five percent of the school's student population, Ashby Evergreen will establish an English Learner Parent Advisory Council (ELPAC) consistent with Massachusetts requirements. The school will support the ELPAC's formation, provide interpretation at its meetings, and invite families of current and former English Learners to participate.

7. Culturally and Linguistically Sustaining Curriculum Review
Ashby Evergreen will establish a defined process for reviewing curriculum and instructional materials to ensure that they are accessible to English Learners and reflect the school's commitment to culturally and linguistically sustaining education.

Responsible personnel
The Curriculum Review Team, working with the licensed ESL teacher, classroom teachers, and the Head of School, will conduct the review. The Head of School will ensure that findings inform instructional planning and professional development. The Board's Academic Accountability Committee will provide oversight through its review of program implementation and student outcomes.

Review criteria
The team will evaluate curriculum materials and instructional practices using the following criteria:

- **Language accessibility:** Materials provide appropriate scaffolds for students at different English proficiency levels without unnecessarily reducing academic rigor.

- **Academic alignment:** Instruction supports grade-level Massachusetts Curriculum Frameworks and the language demands of the relevant academic content.

- **Representation and belonging:** Materials represent diverse cultures, identities, histories, and experiences respectfully and meaningfully.

- **Linguistic assets:** Instruction recognizes students' home languages and prior knowledge as resources for learning.

- **Multiple learning pathways:** Students can engage with content and demonstrate understanding through appropriately varied methods.

- **Meaningful participation:** English Learners can participate in core instruction, outdoor learning, collaborative projects, and other essential school experiences.

- **Evidence of effectiveness:** Curriculum decisions consider student work, classroom observations, academic outcomes, language development data, and relevant family and teacher feedback.

Review process
Before implementation and during the annual curriculum review cycle, the Curriculum Review Team will examine selected materials, lesson plans, language supports, and student work. The team will document findings, identify areas requiring improvement, assign responsibility for corrective action, and establish a timeline for follow-up.

The Head of School will monitor implementation and ensure that recommended adjustments are incorporated into instructional planning. The Academic Accountability Committee will review annual findings, including progress indicators for English Learners, and identify any program-level concerns requiring further action. The school will use this process to make curriculum decisions based on its educational goals, student needs, applicable standards, and evidence of effectiveness.

8. Monitoring Student Progress and Evaluating Program Effectiveness
Ashby Evergreen will monitor English Learner progress at both the individual student and program levels.

Individual student monitoring
The licensed ESL teacher and classroom teachers will review:

- Annual ACCESS for ELLs results and other required language proficiency data.

- Progress toward individual language development goals.

- Literacy and academic benchmark results.

- Classroom performance, student work, and participation.

- Progress in grade-level academic content.

- Teacher observations and relevant family input.

Staff will use this information to adjust instructional strategies, service schedules, grouping, and supports. Students who are not making expected progress will receive a review of their instructional needs and service plan, with additional support or changes made as appropriate.

Program-level evaluation
The Head of School and licensed ESL teacher will evaluate the English language education program annually. The review will include:

- English proficiency growth and progress toward reclassification.
- Academic performance and growth of current and former English Learners.
- Access to grade-level instruction and participation in the full school program.
- Delivery of planned services and adequacy of staffing.
- Implementation of SEI practices and staff professional development.
- Family communication and engagement.
- Curriculum accessibility and culturally and linguistically sustaining practices.

Where appropriate and meaningful, outcomes will be examined across student groups and compared over time. Small-group results will be interpreted carefully to protect student privacy and avoid drawing conclusions from insufficient data.

The Head of School will prepare an annual summary of findings, identify areas of strength and concern, and develop corrective actions with assigned responsibilities and timelines. Findings will be reported to the Board's Academic Accountability Committee and will inform decisions about staffing, professional development, curriculum, and program improvement. In the first two years of operation, the school will use Year 1 screening and ACCESS results as its baseline and will judge the program’s success in Year 2 by ACCESS growth, the benchmark growth of English learners compared with all students, and full delivery of each student’s documented ESL service minutes.

9. Reclassification and Monitoring of Former English Learners
Ashby Evergreen will follow the Department's exit criteria for reclassifying students as former English Learners. Under current Department guidance, a student who earns an overall composite score of 4.2 or higher and a composite literacy score of 3.9 or higher on WIDA ACCESS must be reclassified. The school-based team will document each decision on the Department's reclassification form, notify the parent or guardian, and update the student's coding in SIMS in time for the October data collection. Reclassification decisions will not be based on the number of years a student has been in the program or on the student's disability.

Following formal reclassification, students will be monitored for four years in accordance with Massachusetts requirements. During this period, the school will review academic performance, classroom participation, literacy development, and other relevant indicators.

If monitoring identifies academic difficulties or concerns that may be related to language demands, educators will review the student's needs and provide appropriate support. Monitoring will help the school identify students who may need additional assistance to sustain academic success after reclassification.

10. Continuous Improvement and Accountability

Ashby Evergreen views English language education as a shared responsibility across the school. The licensed ESL teacher will lead specialized language development services and collaborate with classroom teachers. Classroom teachers will implement SEI practices and support language development across academic subjects. The Head of School will oversee program implementation, staffing, professional development, family communication, and corrective action. The Board's Academic Accountability Committee will review program-level evidence and support continuous improvement.

The school will revisit staffing projections and service delivery as actual enrollment and student needs become known. It will make adjustments when data indicate that additional staffing, instructional time, professional development, or other resources are necessary. Through this coordinated approach, Ashby Evergreen Charter School will provide English Learners with appropriate language development services, equitable access to rigorous instruction, meaningful opportunities to participate in the full school community, and sustained support for academic success.

Attachment 11: Letter from the Town of Ashby

Town of Ashby

895 Main Street
Ashby, MA 01431
Town Administrator Office

October 29, 2026

To Whom It May Concern:

At a Special Town Meeting on December 1, 2026, the Town of Ashby will seek voter approval for the Select Board to lease the former Ashby Elementary School building at 911 Main Street, Ashby, MA.

The Town has also issued a request for proposals (RFP) for the property in accordance with Massachusetts procurement law. Proposals are due December 7, 2026, by 10:00 a.m.

Because Ashby no longer has a dedicated school within town boundaries, the Town seeks to lease the building for educational use.

Sincerely,

Mary Daughraty
Town Administrator
Town of Ashby

Attachment 12: Letters of Commitment from Community Partners



Ashby Free Public Library
812 Main Street
Ashby, Massachusetts 01431

October 18, 2026

Dear Ashby Evergreen Charter School Founding Board,

As Director of the Ashby Free Public Library, I am delighted to offer the library as an active community partner in the development of Ashby Evergreen Charter School. I believe that the library can be much more than a resource students visit occasionally. It can become an extension of the classroom, a place where curiosity leads to discovery, learning leads to creation, and students become contributors to the life and history of their community.

One of the things that excites me most about Ashby Evergreen is its commitment to learning beyond the classroom. The school's location within walking distance of the library creates an extraordinary opportunity to make that vision a reality. I would welcome the opportunity to work with teachers to establish regular, potentially weekly, student visits that integrate the library into the school's educational experience.

The library can provide students with access to books, research materials, digital resources, local history collections, and assistance in developing the information-literacy skills they need to become confident, independent learners. We can help students learn how to ask meaningful questions, evaluate sources, conduct original research, and communicate what they discover.

But I envision something even more exciting: a library where students don't just find information, but contribute knowledge of their own.

I would love to see Ashby Evergreen students use the library as a home for their research and creative work. Students investigating Ashby's history, studying the local environment, interviewing community members, exploring scientific questions, or pursuing their own interests could share their findings through exhibits, presentations, publications, and other projects displayed at the library. We could explore preserving their work in a collection of student research, creating a lasting record of what young people discover about the place they call home.

Imagine a child researching the history of a local building and then presenting those findings to neighbors who remember it. Imagine students documenting Ashby's wildlife, interviewing longtime residents, investigating local industries, or creating artwork inspired by the surrounding landscape. Their work could become part of the community's shared knowledge, available for others to explore and appreciate long after the original project is complete.

This is the kind of learning that gives children a sense of ownership, purpose, and belonging. They are not simply completing assignments for a grade. They are asking questions that matter, discovering answers, creating something meaningful, and sharing it with an audience beyond their classroom.

The library can also connect students with the people, organizations, history, and resources of the region. As a public institution serving the entire community, we are uniquely positioned to help children discover the world immediately around them and recognize the wealth of knowledge, experience, and opportunity that exists in their own backyard.

I believe a strong partnership between Ashby Evergreen and the Ashby Free Public Library would benefit both institutions and the community as a whole. The school would gain a nearby, welcoming learning resource, while the library would have the opportunity to engage a new generation of readers, researchers, creators, and community members.

My hope is that every Ashby Evergreen student will come to see the library as their place: a place to ask questions, explore ideas, make discoveries, share their work, and know that what they contribute matters.

Together, we can help students build not only knowledge and skills, but also a lasting connection to their community.

I look forward to seeing what our students will discover and create together.

With Gratitude,

Heather Brodie Perry, PhD
Director
Ashby Free Public Library
hperry@cwmars.org
978-386-5377

Ashby Historical Society

846 Main St., PO Box 90
Ashby, MA 01431

The Ashby Historical Society is pleased to express its support for the proposed Ashby Evergreen Charter School and its interest in serving as a community partner.

We believe that understanding local history helps children develop a stronger sense of place, community identity, and connection to the generations who came before them. Ashby has a rich history, and we welcome the opportunity to help students explore the people, events, traditions, industries, and stories that have shaped our town and surrounding communities.

As a community partner, the Ashby Historical Society would be interested in collaborating with the school on educational activities that bring local history to life. Potential opportunities could include presentations about Ashby's history, visits to historic sites and collections, exploration of archival photographs and primary source materials, and projects that allow students to investigate how the town has changed over time. Students might also have opportunities to learn about historic buildings, local agriculture, early industries, community traditions, and the importance of preserving historical resources.

We are particularly interested in supporting Ashby Evergreen's commitment to place-based learning. The town itself offers an extraordinary outdoor classroom, and the Historical Society can help students understand how the landscape, buildings, farms, waterways, and people of Ashby are connected to its history. We would also welcome opportunities for students to participate in age-appropriate oral history projects, interviews with longtime residents, historical research, and intergenerational activities that connect young people with older members of the community.

We are enthusiastic about the possibility of helping students develop an appreciation for local history, historical inquiry, and the importance of preserving the stories and resources that make Ashby unique. We look forward to exploring opportunities for collaboration as the school develops and moves toward opening.

Sincerely,

Doug Leab, President
Ashby Historical Society

Community Partner, Ashby Evergreen Charter School

Townsend Historical Society

72 Main Street,

Townsend

MA 01469

November 2nd 2026

Massachusetts Department of Elementary and Secondary Education

Re: Community Partnership with Ashby Evergreen Charter School

On behalf of the Townsend Historical Society, I am pleased to express our interest in partnering with the proposed Ashby Evergreen Charter School to enrich student learning.

As a community partner, Townsend Historical society would be in the position to offer a small variety of programs to students from the school. We current host the Spaulding Elementary 3rd grade students for an annual visit to the Reed Homestead. Here they have hands-on experience of various aspects of life in the 1800's. This program can easily be adapted to other age levels.

Currently the Society's property, which consists of 6 buildings, is in the process of creating a small Industrial Village, 'Old Harbor Village', that will reflect the transition from 'cottage industry' to industrialization from the late 1700's through to the mid 1900's. At one end of the 'Village will be a working grist mill and the other a function hall/museum. This will enable the Historical Society to offer a broader experience for the Ashby students which will support student learning by contributing to their curriculum.

We have long recognized the importance of creating educational experiences that make connections with the community and we have connections with all the local Townsend schools. High school students have interviewed senior citizens, 5th grade students experienced a program of artifacts selected from the vault, and a Time capsule that involved the whole community has just been sealed, to be opened in 2076.

I'm sure that both Ashby Evergreen Charter School and the Townsend Historical Society will greatly benefit from forming a strong relationship and we look forward to developing this partnership with our neighboring town with which we share so much history.

Sincerely,

Christopher Barnacoat,

President, Townsend Historical Society,

info@townsendhistoricalsociety.org

Rainbows End Apiary
Lunenburg, Massachusetts

Re: Community Partnership with Ashby Evergreen Charter School

Ashby Evergreen Board,

Rainbows End Apiary is pleased to express our support for the proposed Ashby Evergreen Charter School and our interest in serving as a community partner. We believe that children learn best when they have opportunities to connect classroom learning with the natural world and the people, places, and resources in their own communities.

As a local apiary, we would welcome opportunities to work with Ashby Evergreen students to explore the fascinating world of honeybees, pollinators, and the important role they play in maintaining healthy ecosystems. Through age-appropriate, hands-on learning experiences, students could learn about the life cycle and behavior of honeybees, the process of pollination, the importance of biodiversity, and the relationship between healthy habitats, agriculture, and food production.

Potential partnership activities could include educational presentations, demonstrations, seasonal observations, discussions about beekeeping and honey production, and opportunities to explore pollinator-friendly gardening and habitat conservation. These experiences would allow students to connect science, environmental stewardship, agriculture, and local community knowledge in meaningful and memorable ways.

We are particularly enthusiastic about Ashby Evergreen's commitment to place-based education. Ashby and its surrounding communities offer an extraordinary outdoor classroom, and partnerships with local organizations and small businesses can help students develop a stronger understanding of the environment and the community in which they live.

Rainbows End Apiary looks forward to the possibility of supporting Ashby Evergreen Charter School as it develops a learning environment that encourages curiosity, environmental responsibility, and meaningful connections between students and their community.

We are pleased to offer our support and willingness to explore opportunities for collaboration as the school moves forward.

Sincerely,

Kate Ravellette

Rainbows End Apiary
Lunenburg, Massachusetts
Community Partner, Ashby Evergreen Charter School

To the Massachusetts Department of Elementary and Secondary Education,

On behalf of Mapledell Farm, we would like to offer our support in being an active community partner with Ashby Evergreen Charter School. We are a farm that regularly offers petting zoos, birthday parties, corporate and community events, animal education, and goatscaping. In the past, we have partnered with 4-H Camp Middlesex by lending animals to their summer programming. We have seen the impact that comes with connecting children with animals and the educational opportunities that animals provide.

Located only about a mile and a half away from Ashby Evergreen's location, we are in a unique position to support the school. Thanks to that close proximity, we are able to bring animals and farm-based learning to the campus regularly and provide ongoing support and care for animals participating in extended educational projects. Our farm is home to an array of animals, both born with us and rescued. We have five horses, a mini horse, a donkey, two alpacas, 4 sheep, 40+ goats, eight pigs, six rabbits, and lots of chickens, ducks, and turkeys.

Through a partnership with Ashby Evergreen Charter School, we would be interested in supporting opportunities for students to learn about animal care and husbandry, agriculture, life cycles, responsible stewardship, and the relationships between animals, people, and the environment. Mapledell Farm is willing to support the school in a variety of ways, including but not limited to:

- Bringing animals to the school for educational visits and hands-on learning experiences throughout the school year;
- Providing animals for recurring or extended learning projects when appropriate;
- Lending appropriate animals to the school for portions of the school year or, when feasible, for an extended period of the school year;
- Supporting incubation and hatching projects by providing fertile eggs and accepting the hatched animals back into our care;
- Helping students learn about the daily care, feeding, handling, and needs of different types of animals;
- Collaborating with educators on animal- and agriculture-based experiences that connect with science, mathematics, literacy, environmental studies, and other curriculum areas; and
- Participating in school programs, special events, demonstrations, and other educational opportunities.

We look forward to working with Ashby Evergreen staff to assist in any way possible, provide a meaningful addition to the school community, and help provide students with engaging, authentic animal and agricultural learning experiences.

Sincerely,
Mitzi Roy
Owner, Mapledell Farm

Attachment 13: Summary of Community Partnership Interest Forms

Summary of Community Partnership Interest Forms

Between October 24 and November 2, 2026, 24 individuals and organizations submitted the school's Community Partnership Interest form. Two respondents did not give permission to include their responses in the application materials and are not included. The other 21 are summarized below by organization and role, without names or contact information. Each respondent acknowledged that the form is an expression of interest only, not a contract or binding commitment, and that any collaboration depends on availability, school needs, planning and mutual agreement. Letters of commitment from five partners are Attachment 12.
Level of interest: 5 very interested and would like to discuss possibilities; 7 would take part if the school is approved; 6 would like to learn more; 3 support the idea and are open to being contacted.

Organization	Role	Areas of interest	Level of interest
Individual	Parent and community volunteer	Gardening, crafts and cooking (former pastry chef); help with an on-site garden or food program	Very interested
Individual	Parent; pharmaceutical engineer	Fishing, cooking and science; a fishing lesson and field trip	Very interested
Slow Craft LLC	Owner; product and textile designer	Textile and craft workshops (block printing, fabric dyeing, botanical printing); careers in design and materials	Very interested
Grace Wellness	Owner; board-certified health coach and herbalist	Health and wellness: healthy food choices, emotional wellness, stress management	Very interested
Individual	Carpenter	Carpentry, woodworking and auto repair with small groups	Very interested
Peaceful Roots	Owner; early childhood educator and college instructor	Nature art, children's yoga, mindfulness, hikes and tree identification; possible practicum placements for Mount Wachusett Community College early childhood students	Would take part if approved

TcSmithworks	Blacksmith	Blacksmithing demonstration	Would take part if approved
Individual	Reggio-inspired early educator	Process art outdoors and with recycled materials	Would take part if approved
The Writing Village	Writing educator	A week-long, nature-based writing project	Would take part if approved
Individual	Parent and community volunteer; early childhood and foster care experience	Open to opportunities	Would take part if approved
Individual	Third-grade teacher; owner of a 1772 farmhouse on the National Register of Historic Places	A Colonial Day and local history field experience	Would take part if approved
Fitchburg Access Television	Director of Community Media; parent; yoga instructor	A student podcast, media production and digital literacy; yoga	Would take part if approved
Individual	Special education teacher; outdoor activity leader	Outdoor safety, navigation, field studies and citizen science; adaptive access to the outdoors	Would like to learn more
Child Tools Consulting (owned by a member of the applicant group)	Chief executive officer	Early language development	Would like to learn more
Individual	Contractor	The trades (automotive, carpentry, electrical, plumbing) and career exploration	Would like to learn more
Individual	Waldorf early education teacher	Handwork: felting, hand sewing, wood carving and weaving	Would like to learn more
Individual	Navy veteran; engineering laboratory technician	Science, hands-on arts and journaling	Would like to learn more
Individual	Former high school art teacher	Traditional pottery	Would like to learn more
Individual	Community volunteer; former teacher	Friendship rock painting; careers in teaching	Supports the idea; open to contact
E. B. White Memorabilia, Inc.	President	A presentation on E. B. White (photographs, letters, the family typewriter)	Supports the idea; open to contact

Individual	Personal and military service historian, affiliated with the Ashby Historical Society and HomeFront Strong	Story writing based on family and local history	Supports the idea; open to contact

Operating Budget: Projected Revenues and Expenditures

FY: 2027 **Charter School:** Ashby Evergreen Charter School

Accounting/Spreadsheet Program Used: Google Sheets

	Period	Year 1	Year 2	Year 3	Year 4	Year 5
	2027	2028	2029	2030	2031	2032
TOTAL REVENUE	321,900	3,995,810	4,391,822	5,149,459	5,941,044	6,766,419
TOTAL EXPENSE	321,900	3,923,556	4,232,760	5,017,786	5,781,898	6,616,895
SURPLUS/(DEFICIT)	0	72,254	159,061	131,673	159,146	149,524

Instructions/Notes

Please type in the name of your charter school in cells G3-V3.

Please identify the accounting or spreadsheet program used to complete this budget template. Select from the dropdown.

Please select your Pre-Operational Period from the FY drop-down list found in cell D3. The cells identifying the specific year will automatically populate.

Total Operating Revenues will be automatically displayed based on the figures inputted.
Total Operating Expenditures will be automatically displayed based on the figures inputted.
Surplus/(Deficit) calculates automatically.

	MAJOR ASSUMPTIONS							**MAJOR ASSUMPTIONS**
A	Per Pupil Tuition		20,446	20,955	21,481	22,018	22,569	A Please visit http://www.doe.mass.edu/charter/finance/tuition/ for the latest information about tuition rates.
B	Student Enrollment		154	183	212	240	268	B Should correspond to growth plan projections from the charter application.
C	Facility Size (square footage)		44,000	44,000	44,000	44,000	44,000	C Should reflect required space for each year based on the school's growth plan.
D	Cost per square foot		$5.48	$5.78	$6.12	$6.47	$6.86	D Should reflect the average cost per square foot for the anticipated facility location.
E	*Staff FTE:* **(1.0 FTE = 40 hours)**							E Provide FTE hours assumption (e.g., 1.0 FTE = 40 hours) and the projected FTE's, if applicable, for personnel on payroll by category. If projecting a position to be part-time, then represent those hours with a decimal figure less than 1.0
	E1. Administrative (Professional)	1.5	2.0	2.0	2.0	2.0	2.0	E1. Corresponds to line 14 in expenditures below.
	E2. Administrative (Support/Clerical)	1.0	1.0	1.0	1.0	1.5	1.5	E2. Corresponds to line 15 in expenditures below.
	E3. Instructional: Teachers	0.0	14.0	16.0	20.0	24.0	27.5	E3. Corresponds to line 32 in expenditures below.
	E4. Instructional: Other (Professional)	0.0	1.0	1.0	1.0	1.0	1.0	E4. Corresponds to line 33 in expenditures below.
	E5. Instructional: Paraprofessionals	0.0	6.0	6.0	7.0	7.0	8.0	E5. Corresponds to line 34 in expenditures below.
	E6. Instructional: Salaries - Support/Clerical	0.0	0.0	0.0	0.0	0.0	0.0	E6. Corresponds to line 35 in expenditures below.
	E7. Other Student Services	0.0	1.8	1.8	1.8	1.8	1.8	E7. Corresponds to line 47 in expenditures below.
	E8. Operation and Maintenance of Plant	0.5	2.0	2.0	2.0	2.0	2.0	E8. Corresponds to line 56 in expenditures below.
F	Staff FTE: Subtotal:	3.0	27.8	29.8	34.8	39.3	43.8	F Subtotal calculates automatically.
	OPERATING REVENUES							**OPERATING REVENUES**
1	Tuition	-	$3,148,684	$3,834,696	$4,553,989	$5,284,345	$6,048,374	1 Tuition paid to the charter school by either the Commonwealth or sending school district (Horace Mann).
2	Grants - State	-	-	-	-	-	-	2 Grants awarded directly by the Commonwealth of MA such as those awarded by the Academic Support Unit at DESE.
3	Grants - Federal	$321,900	$482,492	$147,265	$140,271	$157,476	$174,682	3 Grants awarded by the federal government (including those that pass through DESE such as Title I, IDEA, etc.).
4	Grants - Private	-	$20,000	$20,000	$20,000	$20,000	$20,000	4 Grants awarded by private foundations or corporations.
5	Nutrition Funding - State & Federal	-	$220,374	$261,873	$303,372	$343,440	$383,508	5 Funding for nutrition programs is split between the federal and state governments. The latest information can be found at http://www.doe.mass.edu/cnp/financial.html
6	Program Fees	-	-	-	-	-	-	6 Any fees that the school collects for nutrition programs, transportation, uniforms, etc.
7	Contributions, in-kind	-	-	-	-	-	-	7 Monetary value of in-kind donations for services that would otherwise need to be purchased. (This should be expensed in the appropriate categories below to avoid overstating revenues).
8	Contributions, in-cash	-	-	-	-	-	-	8 Donations from individuals or corporations.
9	Investment Income	-	-	-	-	-	-	9 Income generated from investments. (Please be aware of restrictions on investing government funds, specifically federal grant funds.)
10	Transportation Reimbursements	-	$124,260	$127,988	$131,827	$135,782	$139,856	10 Reimbursements from the Commonwealth or sending districts for transportation costs, if applicable.
11	Other: Medicaid reimbursement	-	-	-	-	-	-	11 Specify other revenues, if applicable, such as loans or lines of credit. Provide the title or a brief description of the operating revenue source in cells D43-E43.
12	Other:	-	-	-	-	-	-	12 Specify other revenues, if applicable. Provide the title or a brief description of the operating revenue source in cells D44-E44.
13	**TOTAL OPERATING REVENUES**	321,900	3,995,810	4,391,822	5,149,459	5,941,044	6,766,419	13 Total Operating Revenues calculates automatically.
	OPERATING EXPENDITURES							**OPERATING EXPENDITURES**
	Administration							**Administration (Non-instructional costs)**
14	Salaries - Administrative (Professional)	$60,833	$230,000	$235,750	$241,644	$247,685	$253,877	14 Non-instructional personnel on payroll such as executive director, business manager, director of operation, etc. on payroll. (Principals and Instructional Leaders should be noted in line 33).
15	Salaries - Administrative (Support/Clerical)	$20,000	$60,000	$61,500	$63,038	$96,920	$99,343	15 Non-instructional administrative support personnel on payroll who support the organization as a whole by preparing, transcribing, systematizing or preserving communications, records and transactions.
16	Accounting-Audit	-	$15,000	$15,450	$15,914	$16,391	$16,883	16 Contracted professional services for accounting, independent audits, bookkeeping, etc.
17	Legal	-	$20,000	$20,600	$21,218	$21,855	$22,510	17 Contracted professional services for legal counsel.
18	Other Professional Services	$25,000	$45,000	$46,350	$47,741	$49,173	$50,648	18 Contracted professional services, such as architect.
19	Information Management and Technology	-	$40,000	$41,200	$42,436	$43,709	$45,020	19 Non-capitalized computers, servers, networks, scanners, software and licenses used for data processing that supports the needs of the organization as a whole.
20	Office Supplies and Materials	$2,000	$6,000	$6,180	$6,365	$6,556	$6,753	20 Non-instructional administrative support including postage, printing, etc.
21	Professional Development, Administrative/Board	$2,000	$2,060	$2,060	$2,122	$2,185	$2,251	21 Professional development for non-instructional administrative staff and the Board of trustees.
22	Dues, Licenses, and Subscriptions	-	$3,000	$3,090	$3,183	$3,278	$3,377	22 Dues, licenses, and subscriptions for non-instructional administrative staff or that support the organization as a whole.
23	Fundraising	-	-	-	-	-	-	23 Contracted professional services and related costs.
24	Recruitment/Advertising	$2,000	$2,000	$2,060	$2,122	$2,185	$2,251	24 Recruiting/advertising for students, staff, and board members.
25	Travel Expenses for Staff/Board	-	-	-	-	-	-	25 Travel expenses for staff/Board that are paid for or reimbursed by the school.
26	Bank Charges - Current (Short Term)	-	-	-	-	-	-	26 Short-term lines of credit interest or regular bank charges.
27	Purchased Management Services	-	-	-	-	-	-	27 Non-instructional administrative services provided by an Educational Management Organization (EMO) as specified in the contract.
28	Other: Payroll processing	$720	$999	$1,103	$1,327	$1,544	$1,773	28 Specify other administrative expenditures, if applicable. Provide the title or a brief description of the administrative expenditure in cells D68-E68.
29	Other:	-	-	-	-	-	-	29 Specify other administrative expenditures, if applicable. Provide the title or a brief description of the administrative expenditure in cells D69-E69.
30	Subtotal:	112,553	423,999	435,343	447,108	491,482	504,685	30 Subtotal calculates automatically.

		General Education	Special Education	General Education	Special Education	General Education	Special Education	General Education	Special Education	General Education	Special Education	
	Instructional Services											**Instructional Services**
31	Salaries - Teachers	-	$898,909	$174,909	$1,101,164	$183,655	$1,445,277	$234,131	$1,821,049	$289,196	$2,185,259	$349,182	31 Classroom teachers and specialists on payroll (potential bonuses that are considered part of an employees salary compensation should be included, if applicable).
32	Salaries - Other (Professional)	-	$82,000	-	$84,050	-	$86,151	-	$88,305	-	$90,513	-	32 Instructional personnel on payroll such as Principals/Assistant Principals, Curriculum Directors (including special education), Instructional Technology Coordinators, Occupational/Speech Therapists, Librarians, Guidance Counselors, Psychologists, etc.
33	Salaries - Paraprofessionals	-	$252,000	-	$258,300	-	$308,884	-	$316,606	-	$370,881	-	33 Classroom instructional aids/assistance and paraprofessionals on payroll.
34	Salaries - Support/Clerical	-	-	-	-	-	-	-	-	-	-	-	34 Administrative support personnel on payroll who support classroom instruction by preparing, transcribing, systematizing or preserving communications, records and transactions. (e.g., a special education clerical assistant).
35	Contracted Services, Instructional	-	$10,800	$236,133	$12,978	$289,018	$16,709	$344,863	$20,653	$402,124	$24,311	$462,509	35 Contracted professional services, including all related expenses covered by the contract, for guidance, psychological, occupational therapy, etc. (non-payroll substitute teachers should be included here).
36	Instructional Technology in Classrooms	$50,000	$20,000	$5,000	$20,000	$5,000	$10,000	$2,500	$10,000	$2,500	$10,000	$2,500	36 Non-capitalized computers, servers, networks, scanners, digital cameras, etc. and software and licenses used for instruction (including non-capitalized hardware/software).
37	Instructional Supplies & Materials	-	$30,800	-	$37,698	-	$44,982	-	$52,451	-	$60,327	-	37 Textbooks, paper, supplies, including bulk photocopying for instructional purposes.
38	Testing & Assessment	-	$3,000	$2,000	$3,090	$2,060	$3,183	$2,122	$3,278	$2,185	$3,377	$2,251	38 Materials and services related to the administration of tests and assessments.
39	Professional Development, Instructional	$10,000	$35,000	-	$36,050	-	$37,132	-	$38,245	-	$39,393	-	39 Professional development of instructional personnel.
40	Dues, Licenses, and Subscriptions	$2,000	$2,000	-	$2,060	-	$2,122	-	$2,185	-	$2,251	-	40 Dues, licenses, and subscriptions for instructional staff.
41	Staff Stipends in addition to base salary	-	$130,063	-	$9,213	-	$9,213	-	$9,213	-	$9,213	-	41 Staff stipends for additional duties that are not included as part of their salary contract.
42	Purchased Management Services	-	-	-	-	-	-	-	-	-	-	-	42 Instructional services provided by an Educational Management Organization (EMO) as specified in the contract.
43	Other: Curriculum materials	-	$50,000	-	$61,000	-	$70,667	-	$80,000	-	$89,333	-	43 Specify other instructional expenditures, if applicable. Provide the title or a brief description of the instructional expenditure in cells D86-E86.
44	Other:	-	-	-	-	-	-	-	-	-	-	-	44 Specify other instructional expenditures, if applicable. Provide the title or a brief description of the instructional expenditure in cells D87-E87.
45	Subtotal:	62,000	1,514,572	418,042	1,625,603	479,733	2,034,320	583,616	2,441,986	696,005	2,884,858	816,442	45 Subtotal calculates automatically.
	Other Student Services												**Other Student Services**
46	Salaries - Other Student Services	-	-	$100,080	-	$102,582	-	$105,147	-	$107,775	-	$110,470	46 School nurses, food service coordinators, coaches, etc. on payroll.
47	Health Services	-	-	$2,000	-	$2,060	-	$2,122	-	$2,185	-	$2,251	47 Contracted professional services and related costs.
48	Student Transportation (to and from school)	-	-	$218,000	-	$224,540	-	$231,276	-	$238,214	-	$245,361	48 Contracted professional services and related costs.
49	Food Services	-	-	$277,200	-	$339,292	-	$404,839	-	$472,058	-	$542,946	49 Contracted professional services and related costs.
50	Athletic Services	-	-	-	-	-	-	-	-	-	-	-	50 Contracted professional services and related costs.
51	Purchased Management Services	-	-	-	-	-	-	-	-	-	-	-	51 Other students services provided by an Educational Management Organization (EMO) as specified in the contract.
52	Other:	-	-	-	-	-	-	-	-	-	-	-	52 Specify other student services expenditures, if applicable. Provide the title or a brief description of the student services expenditure in cells D98-E98.
53	Other:	-	-	-	-	-	-	-	-	-	-	-	53 Specify other student services expenditures, if applicable. Provide the title or a brief description of the student services expenditure in cells D99-E99.
54	Subtotal:	0	-	597,280	-	668,464	-	743,384	-	820,233	-	901,027	54 Subtotal calculates automatically.
	Operation and Maintenance of Plant												**Operation and Maintenance of Plant**
55	Salaries - Operation and Maintenance of Plant	$9,167	-	$100,000	-	$102,500	-	$105,063	-	$107,689	-	$110,381	55 Plant managers, custodians, maintenance staff, etc. on payroll.
56	Utilities	-	-	$126,000	-	$136,080	-	$147,092	-	$159,128	-	$172,287	56 Coal, fuel, oil, electricity, gas, water, trash, waste disposal, telephone services, etc.
57	Maintenance of Buildings & Grounds	-	-	$115,000	-	$118,450	-	$122,004	-	$125,664	-	$129,434	57 Custodial and maintenance services including building security.
58	Maintenance of Equipment	-	-	$45,000	-	$45,000	-	$50,000	-	$55,000	-	$60,000	58 Maintenance of equipment, including vehicles: parts and repair, materials, and tools, including vehicles.
59	Rental/Lease of Buildings & Grounds	$1	-	$1	-	$1	-	$1	-	$1	-	$1	59 Operating lease/rental for building and grounds.
60	Rental/Lease of Equipment	-	-	-	-	-	-	-	-	-	-	-	60 Operating lease/rental for equipment, such as a photocopier.
61	Capital Debt Service	-	-	-	-	-	-	-	-	-	-	-	61 Annual payments for long-term capital debt.
62	Renovation/Construction	$50,000	-	-	-	-	-	-	-	-	-	-	62 Annual costs for capital improvement or acquisition of building and grounds including related fees for services from architects, project planners, etc.
63	Acquisition of Capital Equipment	$70,000	-	$30,000	-	-	-	$30,000	-	-	-	-	63 Annual costs for acquisition of capital equipment (including computer labs, furniture, etc.)
64	Purchased Management Services	-	-	-	-	-	-	-	-	-	-	-	64 Plant operation and maintenance services provided by an Educational Management Organization (EMO) as specified in the contract.
65	Other:	-	-	-	-	-	-	-	-	-	-	-	65 Specify other plant operation and maintenance expenditures, if applicable. Provide the title or a brief description of the operational or maintenance expenditure in cells D114-E114.
66	Other:	-	-	-	-	-	-	-	-	-	-	-	66 Specify other plant operation and maintenance expenditures, if applicable. Provide the title or a brief description of the operational or maintenance expenditure in cells D115-E115.
67	Subtotal:	129,168	-	416,001	-	402,031	-	454,159	-	447,482	-	472,103	67 Subtotal calculates automatically.
	Fixed Charges												**Fixed Charges**
68	Payroll taxes	$4,580	-	$77,561	-	$83,418	-	$97,387	-	$111,019	-	$125,759	68 Includes school contributions on behalf of its employees for Medicaid, social security, worker's compensation, and unemployment insurance.
69	Fringe Benefits	$12,149	-	$393,611	-	$452,362	-	$567,480	-	$678,639	-	$812,134	69 Health and life insurance premiums or payments, pension plans, and other employee retirement systems paid by the school for the benefit of the employee (school's portion).
70	Insurance (non-employee)	-	-	$72,000	-	$74,160	-	$76,385	-	$78,676	-	$81,037	70 Insurance premiums for property, fire, liability, fidelity bonds; judgments against the school resulting from self-insurance.
71	Other: Workers' compensation	$450	-	$9,489	-	$10,648	-	$12,947	-	$15,376	-	$17,850	71 Specify other fixed charge expenditures, if applicable, which may include costs of public safety inspections. Provide the title or a brief description of the fixed charges expenditure in cells D124-E124.
72	Other:	-	-	-	-	-	-	-	-	-	-	-	72 Specify other fixed charge expenditures, if applicable. Provide the title or a brief description of the fixed charges expenditure in cells D125-E125.
73	Subtotal:	17,179	-	552,662	-	620,587	-	754,199	-	883,710	-	1,036,780	73 Subtotal calculates automatically.
	Community Services (Including Dissemination)												
74	Dissemination Activities	$1,000	-	$1,000	-	$1,000	-	$1,000	-	$1,000	-	$1,000	74 Activities designed to disseminate the school's best practices to external groups, including presentations at or hosting of conferences, etc.
75	Civic Activities	-	-	-	-	-	-	-	-	-	-	-	75 Services provided by the school for the community such as parent meetings, school council meetings, etc.
76	Subtotal:	1,000	-	1,000	-	1,000	-	1,000	-	1,000	-	1,000	76 Subtotal calculates automatically.
77	**Contingency Fund**	-	-	-	-	-	-	-	-	-	-	-	77 Funds purposefully set aside as a contingency.
78	**TOTAL OPERATING EXPENDITURES**	321,900		3,923,556		4,232,760		5,017,786		5,781,898		6,616,895	78 Total Operating Expenditures calculates automatically.
79	**SURPLUS/(DEFICIT)**	0		72,254		159,061		131,673		159,146		149,524	79 Surplus/(Deficit) calculates automatically.

First Year of Operation Cash Flow Projection: Projected Revenues and Expenditures

FY: 2028 Charter School: Ashby Evergreen Charter School

	July FY 2028	August FY 2028	September FY 2028	October FY 2028	November FY 2028	December FY 2028	January FY 2028	February FY 2028	March FY 2028	April FY 2028	May FY 2028	June FY 2028	Total FY 2028
TOTAL REVENUE	439,069	264,057	264,057	322,707	322,707	322,707	322,707	353,772	353,772	353,772	353,772	322,707	3,995,810
TOTAL EXPENSE	389,998	384,998	306,300	326,340	316,380	320,160	322,680	320,160	316,380	311,340	305,040	303,780	3,923,556
SURPLUS/(DEFICIT)	49,071	(120,941)	(42,243)	(3,633)	6,327	2,547	27	33,612	37,392	42,432	48,732	18,927	72,254
BEGINNING CASH BALANCE	0	49,071	(71,870)	(114,113)	(117,746)	(111,418)	(108,871)	(108,843)	(75,231)	(37,838)	4,594	53,326	
ENDING CASH BALANCE	49,071	(71,870)	(114,113)	(117,746)	(111,418)	(108,871)	(108,843)	(75,231)	(37,838)	4,594	53,326	72,254	

Instructions/Notes

Please type in the name of your charter school in cells R4-AB4.

Please select your first year of operation from the FY drop-down list.

Total Operating Revenues will be automatically displayed based on the figures inputted.

Total Operating Expenditures will be automatically displayed based on the figures inputted.

Surplus/(Deficit) calculates automatically.

Beginning Cash Balance will be automatically displayed based on the figure inputted at the bottom of this spreadsheet.

Ending Cash Balance calculates automatically.

OPERATING REVENUES

1	Tuition	$262,390	$262,390	$262,390	$262,390	$262,390	$262,390	$262,390	$262,390	$262,390	$262,390	$262,390	3,148,684	
2	Grants - State	-	-	-	-	-	-	-	-	-	-	-	0	
3	Grants - Federal	$175,012	-	-	$34,164	$34,164	$34,164	$34,164	$34,164	$34,164	$34,164	$34,164	482,492	
4	Grants - Private	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	
5	Nutrition Funding - State & Federal	-	-	-	$24,486	$24,486	$24,486	$24,486	$24,486	$24,486	$24,486	$24,486	293,374	
6	Program Fees	-	-	-	-	-	-	-	-	-	-	-	0	
7	Contributions, in-kind	-	-	-	-	-	-	-	-	-	-	-	0	
8	Contributions, in-cash	-	-	-	-	-	-	-	-	-	-	-	0	
9	Investment Income	-	-	-	-	-	-	-	-	-	-	-	0	
10	Transportation Reimbursements	-	-	-	-	-	-	-	$31,065	$31,065	$31,065	$31,065	124,260	
11	Other:	-	-	-	-	-	-	-	-	-	-	-	0	
12	Other:	-	-	-	-	-	-	-	-	-	-	-	0	
13	**TOTAL OPERATING REVENUES**	439,069	264,057	264,057	322,707	322,707	322,707	322,707	353,772	353,772	353,772	322,707	3,995,810	

1 Tuition paid to the charter school by either the Commonwealth or sending school district (Horace Mann). Please visit http://www.doe.mass.edu/charter/finance/tuitioncalculation.html for the latest information about monthly tuition calculation and disbursement.
2 Grants awarded directly by the Commonwealth of MA such as those awarded by the Academic Support Unit at DESE.
3 Grants awarded by the federal government (including those that pass through DESE such as Title I, IDEA, etc.).
4 Grants awarded by private foundations or corporations.
5 Funding for nutrition programs in split between the federal and state governments. The latest information can be found at http://www.doe.mass.edu/cnp/financial.html
6 Any fees that the school collects for nutrition programs, transportation, uniforms, etc.
7 Monetary value of in-kind donations for services that would otherwise need to be purchased. (This should be expensed in the appropriate categories below to avoid overstating revenues).
8 Donations from individuals or corporations.
9 Income generated from investments. (Please be aware of restrictions on investing government funds, specifically federal grant funds.)
10 Reimbursements from the Commonwealth or sending districts for transportation costs, if applicable.
11 Specify other revenues, if applicable, such as loans or lines of credit. Provide the title or a brief description of the operating revenue source in cells D30-K30.
12 Specify other revenues, if applicable. Provide the title or a brief description of the operating revenue source in cells D31-K31.
13 Total Operating Revenues calculates automatically.

OPERATING EXPENDITURES

Administration

14	Salaries - Administrative (Professional)	$19,167	$19,167	$19,167	$19,167	$19,167	$19,167	$19,167	$19,167	$19,167	$19,167	$19,167	230,000	
15	Salaries - Administrative (Support/Clerical)	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	60,000	
16	Accounting-Audit	-	-	-	$15,000	-	-	-	-	-	-	-	15,000	
17	Legal	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	
18	Other Professional Services	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	45,000	
19	Information Management and Technology	$20,000	$20,000	-	-	-	-	-	-	-	-	-	40,000	
20	Office Supplies and Materials	$3,000	$3,000	-	-	-	-	-	-	-	-	-	6,000	
21	Professional Development, Administrative/Board	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	2,000	
22	Dues, Licenses, and Subscriptions	$3,000	-	-	-	-	-	-	-	-	-	-	3,000	
23	Fundraising	-	-	-	-	-	-	-	-	-	-	-	0	
24	Recruitment/Advertising	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	2,000	
25	Travel Expenses for Staff/Board	-	-	-	-	-	-	-	-	-	-	-	0	
26	Bank Charges - Current (Short Term)	-	-	-	-	-	-	-	-	-	-	-	0	
27	Purchased Management Services	-	-	-	-	-	-	-	-	-	-	-	0	
28	Other:	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	999	
29	Other:	-	-	-	-	-	-	-	-	-	-	-	0	
30	Subtotal	56,000	53,000	30,000	45,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	423,999	

		General Education	Special Education	General Education	Special Education	General Education	Special Education	General Education	Special Education	General Education	Special Education	General Education	Special Education	General Education	Special Education	General Education	Special Education	General Education	Special Education	General Education	Special Education	General Education	Special Education	General Education	Special Education	General Education	Special Education
31	Salaries - Teachers	$74,809	$14,576	$74,809	$14,576	$74,809	$14,576	$74,809	$14,576	$74,809	$14,576	$74,809	$14,576	$74,809	$14,576	$74,809	$14,576	$74,809	$14,576	$74,809	$14,576	$74,809	$14,576	$74,809	$14,576	898,908	174,909
32	Salaries - Other (Professional)	$6,833	-	$6,833	-	$6,833	-	$6,833	-	$6,833	-	$6,833	-	$6,833	-	$6,833	-	$6,833	-	$6,833	-	$6,833	-	$6,833	-	82,000	0
33	Salaries - Paraprofessionals	$21,000	-	$21,000	-	$21,000	-	$21,000	-	$21,000	-	$21,000	-	$21,000	-	$21,000	-	$21,000	-	$21,000	-	$21,000	-	$21,000	-	252,000	0
34	Salaries - Support/Clerical	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0
35	Contracted Services, Instructional	-	-	-	-	$1,080	$23,613	$1,080	$23,613	$1,080	$23,613	$1,080	$23,613	$1,080	$23,613	$1,080	$23,613	$1,080	$23,613	$1,080	$23,613	$1,080	$23,613	$1,080	$23,613	10,800	236,133
36	Instructional Technology in Classrooms	$10,000	$2,500	$10,000	$2,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20,000	5,000
37	Instructional Supplies & Materials	$15,400	-	$15,400	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30,800	0
38	Testing & Assessment	-	-	-	-	$300	$200	$300	$200	$300	$200	$300	$200	$300	$200	$300	$200	$300	$200	$300	$200	$300	$200	$300	$200	3,000	2,000
39	Professional Development, Instructional	$2,917	-	$2,917	-	$2,917	-	$2,917	-	$2,917	-	$2,917	-	$2,917	-	$2,917	-	$2,917	-	$2,917	-	$2,917	-	$2,917	-	35,000	0
40	Dues, Licenses, and Subscriptions	$2,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,000	0
41	Staff Stipends in addition to base salary	$65,031	-	$65,031	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	130,063	0
42	Purchased Management Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0
43	Other:	$25,000	-	$25,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50,000	0
44	Other:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0
45	Subtotal	223,090	17,076	221,090	17,076	107,039	38,389	107,039	38,389	107,039	38,389	107,039	38,389	107,039	38,389	107,039	38,389	107,039	38,389	107,039	38,389	107,039	38,389	107,039	38,389	1,514,572	418,042

31 Classroom teachers and specialists on payroll (potential bonuses that are considered part of an employees' salary compensation should be included, if applicable).
32 Instructional personnel on payroll such as Principal/Assistant Principals, Curriculum Directors (includes SPED), Instructional Technology Coordinators, Occupational/Speech Therapists, Librarians, Guidance Counselors, Psychologists, etc.
33 Classroom instructional aides/assistance and paraprofessionals on payroll.
34 Administrative support personnel on payroll who support classroom instruction by answering, transcribing, systematizing or processing communications, records and transactions. Ex. a SPED clerical assistant.
35 Contracted professional services, includes all related expenses covered by the contract, for guidance, psychological, occupational therapy, etc. Non-payroll substitute teachers should be included here.
36 Non-capitalized computers, servers, networks, scanners, digital cameras, etc. and software and licenses used for instruction (including non-capitalized hardware/software).
37 Textbooks, paper, supplies, including bulk photocopies for instructional purposes.
38 Materials and services related to the administration of tests and assessments.
39 Professional development of instructional personnel.
40 Dues, licenses, and subscriptions for instructional staff.
41 Staff stipends for additional duties that are not included as part of their salary contract.
42 Instructional services provided by an Educational Management Organization (EMO) as specified in the contract.
43 Specify other instructional expenditures, if applicable. Provide the title or a brief description of the instructional expenditure in cells D73-K73.
44 Specify other instructional expenditures, if applicable. Provide the title or a brief description of the instructional expenditure in cells D74-K74.
45 Subtotal calculates automatically.

Other Student Services

46	Salaries - Other Student Services	$8,340	$8,340	$8,340	$8,340	$8,340	$8,340	$8,340	$8,340	$8,340	$8,340	$8,340	100,080	
47	Health Services	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	2,000	
48	Student Transportation (to and from school)	-	-	$21,800	$21,800	$21,800	$21,800	$21,800	$21,800	$21,800	$21,800	$21,800	218,000	
49	Food Services	-	-	$27,720	$27,720	$27,720	$27,720	$27,720	$27,720	$27,720	$27,720	$27,720	277,200	
50	Athletic Services	-	-	-	-	-	-	-	-	-	-	-	0	
51	Purchased Management Services	-	-	-	-	-	-	-	-	-	-	-	0	
52	Other:	-	-	-	-	-	-	-	-	-	-	-	0	
53	Other:	-	-	-	-	-	-	-	-	-	-	-	0	
54	Subtotal	8,507	8,507	58,027	58,027	58,027	58,027	58,027	58,027	58,027	58,027	58,027	597,280	

46 School nurses, food service coordinators, coaches, etc. on payroll.
47 Contracted professional services and related costs.
48 Contracted professional services and related costs.
49 Contracted professional services and related costs.
50 Contracted professional services and related costs.
51 Other students' services provided by an Educational Management Organization (EMO) as specified in the contract.
52 Specify other student services expenditures, if applicable. Provide the title or a brief description of the student services expenditure in cells D86-I86.
53 Specify other student services expenditures, if applicable. Provide the title or a brief description of the student services expenditure in cells D87-I86.
54 Subtotal calculates automatically.

Operation and Maintenance of Plant

55	Salaries - Operation and Maintenance of Plant	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	100,000	
56	Utilities	$2,520	$2,520	$5,040	$10,080	$15,120	$18,900	$21,420	$18,900	$15,120	$10,080	$3,780	126,000	
57	Maintenance of Buildings & Grounds	$9,583	$9,583	$9,583	$9,583	$9,583	$9,583	$9,583	$9,583	$9,583	$9,583	$9,583	115,000	
58	Maintenance of Equipment	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	45,000	
59	Rental/Lease of Buildings & Grounds	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	1	
60	Rental/Lease of Equipment	-	-	-	-	-	-	-	-	-	-	-	0	
61	Capital Debt Service	-	-	-	-	-	-	-	-	-	-	-	0	
62	Renovation/Construction	-	-	-	-	-	-	-	-	-	-	-	0	
63	Acquisition of Capital Equipment	$15,000	$15,000	-	-	-	-	-	-	-	-	-	30,000	
64	Purchased Management Services	-	-	-	-	-	-	-	-	-	-	-	0	
65	Other:	-	-	-	-	-	-	-	-	-	-	-	0	
66	Other:	-	-	-	-	-	-	-	-	-	-	-	0	
67	Subtotal	39,187	39,187	26,707	31,747	36,787	40,567	43,087	40,567	36,787	31,747	25,447	24,187	416,001

55 Plant managers, custodians, maintenance staff, etc. on payroll.
56 Cost, fuel, oil, electricity, gas, water, trash, waste disposal, telephone services, etc.
57 Custodial and maintenance services including building security.
58 Maintenance of equipment, including vehicles' parts and resale materials, and tools, including vehicles.
59 Operating lease/rental for buildings and grounds.
60 Operating lease/rental for equipment, such as a photocopier.
61 Annual payments for long-term capital debt.
62 Annual costs for capital improvement or acquisition of buildings and grounds including related fees for services from architects, project planners, etc.
63 Annual costs for acquisition of capital equipment (including computer labs, furniture, etc.).
64 Plant operation and maintenance services provided by an Educational Management Organization (EMO) as specified in the contract.
65 Specify other plant operation and maintenance expenditures, if applicable. Provide the title or a brief description of the operational or maintenance expenditure in cells D101-E101.
66 Specify other plant operation and maintenance expenditures, if applicable. Provide the title or a brief description of the operational or maintenance expenditure in cells D102-E102.
67 Subtotal calculates automatically.

Fixed Charges

68	Payroll taxes	$6,463	$6,463	$6,463	$6,463	$6,463	$6,463	$6,463	$6,463	$6,463	$6,463	$6,463	$6,463	77,561
69	Fringe Benefits	$32,801	$32,801	$32,801	$32,801	$32,801	$32,801	$32,801	$32,801	$32,801	$32,801	$32,801	$32,801	393,611
70	Insurance from employee	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	72,000
71	Other:	$791	$791	$791	$791	$791	$791	$791	$791	$791	$791	$791	$791	9,489
72	Other:	-	-	-	-	-	-	-	-	-	-	-	-	0
73	Subtotal	46,055	46,055	46,055	46,055	46,055	46,055	46,055	46,055	46,055	46,055	46,055	46,055	552,662

68 Includes school contributions on behalf of its employees for Medicaid, social security, worker's compensation, and unemployment insurance.
69 Health and life insurance premiums or payments, pension plans, and other employee retirement systems paid by the school for the benefit of the employee / school's portion.
70 Insurance premiums for property, fire, liability, flood, bonds, or business against the school resulting from self-insurance.
71 Specify other fixed charge expenditures, if applicable, which may include costs of public safety inspections. Provide the title or a brief description of the fixed charges expenditure in cells D111-E111.
72 Specify other fixed charge expenditures, if applicable. Provide the title or a brief description of the fixed charges expenditure in cells D112-E112.
73 Subtotal calculates automatically.

Community Services (Including Dissemination)

74	Dissemination Activities	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	1,000
75	Civic Activities	-	-	-	-	-	-	-	-	-	-	-	-	0
76	Subtotal	83	83	83	83	83	83	83	83	83	83	83	83	1,000

74 Activities declared to disseminate the school's best practices to external groups. Includes presentations at or hosting of conferences, etc.
75 Services provided by the school for the community such as parent meetings, school council meetings, etc.
76 Subtotal calculates automatically.

77	**Contingency Fund**	-	-	-	-	-	-	-	-	-	-	-	-	0

77 Funds successfully set aside as a contingency.

78	**TOTAL OPERATING EXPENDITURES**	389,998	384,998	306,300	326,340	316,380	320,160	322,680	320,160	316,380	311,340	305,040	303,780	3,923,556

78 Total Operating Expenditures calculates automatically.

79	**SURPLUS/(DEFICIT)**	49,071	(120,941)	(42,243)	(3,633)	6,327	2,547	27	33,612	37,392	42,432	48,732	18,927	72,254

79 Surplus/Deficit calculates automatically.

80	**BEGINNING CASH BALANCE**	49,071	(71,870)	(114,113)	(117,746)	(111,418)	(108,871)	(108,843)	(75,231)	(37,838)	4,594	53,326		

80 A formula is embedded to capture the previous month's Ending Cash Balance, adjust as necessary. Type in your initial cash balance, if any, in cells G130-H130.

81	**ENDING CASH BALANCE**	49,071	(71,870)	(114,113)	(117,746)	(111,418)	(108,871)	(108,843)	(75,231)	(37,838)	4,594	53,326	72,254	

81 Ending Cash Balance calculates automatically.

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Application Process

Response ID:2 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Clifton Hamilton
Present employer and job title : Asymchem Boston Corporation, Director of Chemistry and Preformulations
Education/Professional Training : PhD in Chemistry/Pharmaceutical Scientist
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : Graduate Research Instructor for Temple University and Treasurer of Graduate Employees Union at Temple University
Town of Residence : Ashby
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School

3. How did you become aware of the proposed school?

Neighbor (Rose) discussed founding school to replace closed local elementary school

4. Why do you serve as a member of this founding group?

Inspired to help give children (including my own toddler) an alternative to NMRSD and Fitchburg public schools that do not adequately respond to the needs and desires of many of their students.

5. When did you join the applicant group (month and year)?

May 2026

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

I taught nursing chemistry labs for several years as an undergraduate at Old Dominion University, and continued to teach labs and recitations as a graduate student at Temple University (Honors Chemistry, Analytical Chemistry, Inorganic Chemistry, and Crystallography courses). I was a dues paying member of my Graduate Student Union (TUGSA, member AFT), and participated in the local chapter of the AFL-CIO in Philadelphia. I have a minor in education from my undergraduate degree, though I chose to start graduate school rather than complete the semester of student teaching that was required to major in education.

7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.

If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

I would be willing to serve as the treasurer of the board and would be willing to serve for several years.

8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I have worked as a Director to create a new research group for a pharmaceutical organization. I have a level-headed approach to the difficulties and costs associated with starting a new organization that can help balance some of the more creative and idealistic board members. In my opinion, they're the true heart of the operation, and I would like to help behind the scenes to make their vision reality.

9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s).
(If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

I have not personally written any part of the application, but have consistently attended the meetings, participated in conversations, asked questions to help inspire deeper thought, and given feedback as appropriate. I'm willing to have a more active role if it would be helpful, but am also fine continuing to contribute in lesser ways if my counterparts do not require my assistance.

10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

n/a

11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

n/a

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

no

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

I would report it to the rest of the board and push for some form of a written warning for a first infraction, or propose removing them from the board if the actions were repeated and/or if there were serious and obvious ethical infractions.

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that

would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

no

15. I reviewed the complete initial application prior to submission.

YES

16. I reviewed the complete final application prior to submission.

YES

17. The initial application fully reflects the expertise I bring as a member of the applicant group.

YES

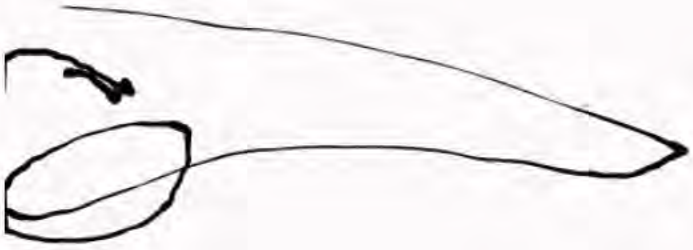
18. The final application fully reflects the expertise I bring as a member of the applicant group.

YES

19. Please indicate in which areas you possess professional expertise:

Management

20. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Clifton R. Hamilton

2. Thank You!

New Send Email

Jul 26, 2026 09:45:52 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Application Process

Response ID:3 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Kristel Bennett
Present employer and job title : Town of Billerica, Director of Public Health
Education/Professional Training : Education: Masters in Public Health from Suffolk University/ Professional Training: Local Public Health
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : No employment or membership in a school organization.
Town of Residence : Ashby
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School

3. How did you become aware of the proposed school?

I was involved in early discussions and community meetings held in the Ashby Public Library regarding potential use of the closed Ashby Elementary School.

4. Why do you serve as a member of this founding group?

I am passionate about this school, in that the school will provide a unique educational experience that will have an incredible impact on the communities served. I truly believe in this school and am willing to support and contribute to its foundation.

5. When did you join the applicant group (month and year)?

I joined the applicant group in March 2026.

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

My three children are in public school. When I moved to Ashby 4 years ago, my children were in Ashby Elementary School, and we experienced an incredible elementary school that felt like a family and supported each of my children individually. When Ashby Elementary School was closed, my children were shuffled to other schools within the district. I have decided to keep them within the school district because I believe the public education that is available to them is the best and will provide them a solid foundation.

Through the development of Ashby Evergreen Charter School, I believe this will provide a unique education experience to all that attend where the child will have an individual learning plan tailored to them, they will be able to be outdoors and use the energy that they have in a creative way.

My background is in local public health; I have experience working on budgets for local public health and shared service agreements. I collaborate well and am able to provide support in topic area such as governance, and policy compliance. My goal is to serve this community and I feel that contributing to Ashby Evergreen Charter School will serve the entire community by providing a unique charter school this community.

7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

If granted, I anticipate holding the role as a member of the board. I anticipate to be a member of the board for several years. To help provide provide support to the school in the longevity of the school.

8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

My background in public health, specifically with enforcement of safety rules has given me the ability to understand compliance matters. As a Director of Public Health in Massachusetts, I understand there are responsibilities to public funding, policy approvals, and state and federal regulations and my background will support the implementation of the proposed school.

9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s).
(If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

My involvement was focused on development of the charter and policy and compliance. I have provided feedback and helped proofread sections of the charter.

10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

This is not applicable.

11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

There is no financial interest from me or an immediate family member in the proposed school.

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No. I have not and my family have not received funds, gifts, loans, services or any other benefit for any purpose from the proposed school.

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

I would address with this the board member and then discuss this with the other board members. The board members should be providing support to Ashby Evergreen Charter School that is only in the best interest of the school. If this did not resolve the issue, then I would seek guidance from the appropriate DESE department.

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

No conflict of interest.

15. I reviewed the complete initial application prior to submission.

YES

16. I reviewed the complete final application prior to submission.

YES

17. The initial application fully reflects the expertise I bring as a member of the applicant group.

YES

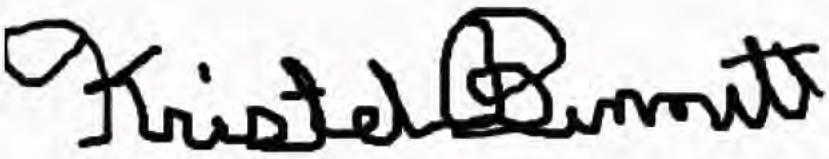
18. The final application fully reflects the expertise I bring as a member of the applicant group.

YES

19. Please indicate in which areas you possess professional expertise:

Community Service
Finance/Business
Management
Special Education
Human Resources
School Governance
Other - Write In: Building maintenance, Title 5 sanitary requirements, and food services.

20. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Kristel Bennett

2. Thank You!

New Send Email

Jul 29, 2026 15:47:57 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Application Process

Response ID:4 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : June McNeil
Present employer and job title : Manager of E-Commerce at PromoCentric
Education/Professional Training : Associate Degree in Business Administration, concentration in Management - Mount Wachusett Community College
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : Ashby Representative and Vice Chair of North Middlesex Regional School District School Committee May 2019-May 2025, Chair of Ashby Elementary Building Committee August 2022-May 2025
Town of Residence : Ashby MA
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School

3. How did you become aware of the proposed school?

I attended the initial Community Conversation held at the Ashby Free Public Library when this idea was first talked about and exploratory committees started to form.

4. Why do you serve as a member of this founding group?

I am very enthusiastic and supportive of a new educational option for families in our area. The Finnish Forest school model is so intriguing to me, a proven successful methodology, and seems ideal for our rural area. This is a chance to try something new and create something that could be a better option for local families. If successful, this could potentially be the first of several schools in the US following the world-renowned Finnish Forest model. I would be proud to help launch this new innovative initiative.

5. When did you join the applicant group (month and year)?

July 2026

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

In my time serving on the regional School Committee, I was a steady strong advocate for student equity across towns. There were several occasions where Ashby students would have been at a disadvantage if not for my advocacy. During covid, free meals were provided for pick up in Townsend and Pepperell but not Ashby. I insisted the service needed to be provided to students from all towns and personally coordinated a volunteer meal delivery system to help ensure Ashby would have the minimum numbers demanded by the district to include Ashby families. There was also an internet cafe provided in the other

towns that I had to advocate to be offered in Ashby as well. Additionally, I advocated against the closure of AES due to the many negative and disproportional impacts on Ashby students and families as well as potential future negative impacts on the community and district finances.

Another topic I was vocal about was the negative impact of drastically increasing high school and middle school activity user fees which disproportionately limited afterschool opportunities for lower income students in our district (which already feels a huge sense of income inequality). I feel very strongly that all students deserve equitable opportunities when it comes to public education.

7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

Proposed Board of Trustees Member. We have not discussed specific offices in depth yet but I would be willing to serve as a Secretary, Chair, or Vice Chair if needed.

8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I bring years of school committee experience to the group as well as a marketing and business management background. I've also lived most of my life in Ashby and have been involved in many community groups and know the town, the residents, and the area well. I am also well-versed on the Ashby Elementary building and repair needs.

9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s).
(If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

My involvement has been consulting and answering questions about AES and the NM district, networking key stakeholders, and garnering public support for this initiative. I am handling graphic design needs, and assisting with AECS social media posts and conversations. I have reviewed the charter application in full and suggested minor edits. I have regularly attended meetings of the proposed board members and I have attended some of the DESE meetings when able (typically scheduled during working hours).

10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

I know a few proposed board members. Chris Chew is my neighbor and I know Heather and Rose from the library. We all get along well. My husband knows them too. No one is disfavored that I am aware of.

11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

No financial interest whatsoever.

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

I would likely reach out to contacts at DESE for advice depending on the situation.

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

No conflicts

15. I reviewed the complete initial application prior to submission.

NO

16. I reviewed the complete final application prior to submission.

YES

17. The initial application fully reflects the expertise I bring as a member of the applicant group.

YES

18. The final application fully reflects the expertise I bring as a member of the applicant group.

YES

19. Please indicate in which areas you possess professional expertise:

Community Service
Fundraising
Management
School Improvement
School Governance
Finance/Business

20. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: June McNeil

2. Thank You!

New Send Email

Jul 27, 2026 17:21:06 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Application Process

Response ID:5 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Heather Brodie Perry
Present employer and job title : Ashby Free Public Library, Director
Education/Professional Training : Librarian, PHD From Simmons University, MLS State University of New York at Albany, BA Stonehill College
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : Professor at Stonehill College 2000-2021
Town of Residence : Ashby
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School

3. How did you become aware of the proposed school?

I became aware of the opportunity to create this proposed school through a community conversation that grew out of the closure of Ashby Elementary School. When the North Middlesex Regional School District voted to close the school, many residents were deeply concerned not only about the loss of their neighborhood school but also about the future of the vacant building and what its closure would mean for the community.

As Director of the Ashby Free Public Library, I had successfully facilitated numerous community conversations on important local issues, particularly during the Smithsonian Voices and Votes initiative. Recognizing the need for the community to have a voice in the future of the school, I organized a public conversation at the library to ask a simple question: What should become of the former Ashby Elementary School?

The discussion quickly evolved beyond the building itself. Community members overwhelmingly expressed a desire to preserve the site as a place of learning rather than see it repurposed for another use. As we explored different educational possibilities, the idea of creating a public charter school emerged as the option that best aligned with the community's hopes and aspirations. From that point forward, the conversation shifted from what to do with an empty building to what kind of school would best serve future generations of children.

During my more than twenty years as a college professor, I had often watched students research and present on the Finnish education system, whose emphasis on child-centered learning, collaboration, outdoor education, and student well-being consistently ranked among the world's strongest educational models. Knowing that Ashby, Fitchburg, and the surrounding region have deep Finnish cultural roots, I suggested that we explore combining Finnish educational philosophy with place-based and forest education to create a school that would be both academically rigorous and deeply connected to our local landscape and community.

That idea became the foundation for what is now the Ashby Evergreen Charter School. What began as a community conversation about preserving a vacant school building evolved into a shared vision for creating an innovative public school rooted in place, inspired by Finnish educational principles, and designed to serve children, families, and the broader community

for generations to come.

4. Why do you serve as a member of this founding group?

I serve as a member of the founding group because this school represents the intersection of many of my lifelong passions: education, research, community building, and creating opportunities that help people thrive.

As Director of the Ashby Free Public Library, I initially became involved because the library was a natural gathering place for community conversations. The library provided both the meeting space and the means to communicate with residents through its mailing lists and outreach efforts. What began as facilitating those conversations quickly became a personal commitment to helping bring the community's vision to life.

Throughout my career, I have been passionate about researching innovative educational models and helping communities solve complex problems. The Finnish educational philosophy, with its emphasis on child development, outdoor learning, collaboration, and student well-being, immediately resonated with me. I believe it offers an exciting opportunity to rethink education in ways that better meet the needs of today's children while remaining academically rigorous.

The library has also given me a unique perspective on the educational needs of our community. We are home to several active homeschool cooperatives, and I work closely with families representing a wide range of educational choices and learning needs. Through those relationships, I have seen firsthand that many families are looking for alternatives that better fit their children than traditional educational models. Those experiences reinforced my belief that there is room for another high-quality public educational option in our region.

Perhaps most importantly, I believe deeply in the power of communities to create positive change when people work together toward a shared vision. The Ashby Evergreen Charter School has grown from a grassroots effort driven by local residents who wanted to preserve education in Ashby and create something exceptional for future generations. I have been honored to help organize that effort, conduct the research, bring people together, and help transform an idea into a comprehensive charter proposal.

I often joke that I have trouble "minding my own business," but the truth is that when I see an opportunity to build something that can make a lasting difference, I have a difficult time walking away. I believe this school has the potential to become an extraordinary educational community, and I wanted to contribute my skills, experience, and energy to making that vision a reality.

5. When did you join the applicant group (month and year)?

February 2026

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

grew up in Ashby and attended Ashby schools before pursuing my education and career elsewhere. Although I have only recently returned to the community, Ashby has always been home, and returning as Director of the Ashby Free Public Library has given me the opportunity to reconnect with the town and contribute to its future in meaningful ways.

Prior to returning to Ashby, I was not involved in the town's public schools. While raising my children in East Bridgewater, however, I was an active supporter of their schools and participated in a variety of school and educational activities as a parent. Those experiences gave me an appreciation for the important role schools play in the life of a community and reinforced my belief that families, educators, and community members all share responsibility for supporting children's success.

Since returning to Ashby, my involvement in public education has centered on the development of the Ashby Evergreen Charter School. Through this effort, I have worked collaboratively with community members, educators, researchers, charter school

leaders, and local organizations to help create a new educational opportunity for children and families throughout the region. This work has allowed me to combine my professional experience in education, community engagement, and organizational leadership with my lifelong connection to the town where I grew up.

7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

I am a proposed board member and would be willing to hold whatever office I was assigned by the board.

8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

My professional background, leadership experience, and deep commitment to the Ashby community uniquely position me to help successfully implement the Ashby Evergreen Charter School. Throughout my career, I have worked at the intersection of education, community engagement, research, strategic planning, and organizational leadership. While my professional experience has been in libraries and higher education rather than K–12 administration, those experiences have prepared me to help build an innovative school from the ground up.

As Director of the Ashby Free Public Library, I have transformed the library into a vibrant community learning center that serves residents of all ages. I have successfully secured numerous competitive grants, developed partnerships with educational, cultural, and community organizations, managed budgets and public resources, supervised staff and volunteers, led strategic planning efforts, and created educational programming that has significantly increased community participation. Much of this work required bringing together diverse stakeholders around a shared vision and turning ambitious ideas into successful programs.

My background as a college librarian and professor has strengthened my understanding of teaching, learning, curriculum, research, and information literacy. Over more than two decades in higher education, I worked closely with students and faculty, teaching research skills, supporting inquiry-based learning, and helping students become independent thinkers. Those experiences also exposed me to educational innovation from around the world, including the Finnish educational system, whose emphasis on child-centered learning, collaboration, outdoor education, and student well-being became one of the inspirations for the Ashby Evergreen educational model.

As the primary organizer and lead writer of the charter proposal, I have coordinated the research, community engagement, and planning necessary to develop this application. I have worked collaboratively with educators, researchers, charter school leaders, municipal officials, and community organizations to design a school that reflects both educational best practices and the unique strengths of our region. This process has required extensive study of Massachusetts charter school law, curriculum frameworks, governance, finance, special education, English Learner services, accountability systems, and school operations.

Within the school community, I anticipate continuing to serve as a founding leader and strategic visionary. During the planning process, I expect to help coordinate community partnerships, support fundraising and grant development, assist with strategic planning, and foster relationships with families, volunteers, and community organizations. My experience building collaborative networks and engaging community members will help ensure that Ashby Evergreen remains deeply connected to the people and organizations that make place-based education meaningful.

Perhaps my greatest contribution is my ability to bring people together around a common purpose. The Ashby Evergreen Charter School began as a community conversation about the future of a vacant school building and has grown into a shared vision for an innovative public school because of collaboration, persistence, and a belief that communities can build extraordinary things together. I am committed to helping ensure that this vision becomes a successful, sustainable school that serves children and families throughout the region for generations to come.

9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

I have served as the primary author and coordinator of the Ashby Evergreen Charter School application. From the beginning of the planning process, I organized meetings, coordinated research, gathered information, and synthesized the work of the founding group into the written application.

I conducted extensive research on Massachusetts charter school requirements, Finnish education, place-based learning, forest schools, curriculum design, governance, finance, accountability, special education, English Learner services, and charter school best practices. I met with representatives from the Massachusetts Department of Elementary and Secondary Education, the Massachusetts Charter Public School Association, leaders from existing charter schools, higher education faculty, educational researchers, and community partners to ensure the proposal reflects both Massachusetts requirements and current educational research.

While I have been responsible for drafting and editing the majority of the application, every section has been shaped through ongoing discussion and feedback from the founding group. Board members and advisors have reviewed drafts, suggested revisions, shared expertise in their respective fields, and helped refine the educational model, governance structure, financial plan, and operational details. Subject matter experts have also provided guidance in specialized areas including curriculum, school finance, special education, and charter school operations.

Throughout the writing process, I have viewed my role as bringing together the many ideas, perspectives, and areas of expertise contributed by the founding group into a cohesive proposal that accurately reflects our shared vision. The application is the product of hundreds of hours of research, collaboration, writing, revision, and community engagement, and I have been honored to coordinate that work on behalf of the founding group.

10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

N/A

11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

I serve on the board of the Ashby Community Collaborative (ACC), a 501(c)(3) nonprofit organization established to support the development of Ashby Evergreen Charter School through community fundraising and outreach. The organization was formed in anticipation of the expenses associated with promoting the proposed school before a charter award, when the school itself would not yet have access to public operating funds. We anticipated needing to raise private funds to cover preliminary outreach and recruitment expenses, including printing informational flyers and brochures, producing yard signs, developing promotional materials, and supporting other community engagement activities necessary to introduce the school to prospective families and the broader community.

I serve as the Clerk of the Ashby Community Collaborative. Although the ACC's purpose is to support the development of Ashby

Evergreen, it is a separate nonprofit organization with its own board and responsibilities. I recognize the importance of maintaining clear boundaries between my volunteer role with the ACC and any responsibilities or decisions involving Ashby Evergreen Charter School. I would disclose any actual or potential conflict of interest and recuse myself from discussions, deliberations, and votes involving matters that could create a conflict of interest or the appearance of one. I am committed to transparency, appropriate governance practices, and ensuring that decisions are made in the best interests of the school and its students.

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

N/A

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

If I believed that one or more members of the Board of Trustees were acting unethically or not in the best interests of the school, I would approach the situation thoughtfully, professionally, and with the understanding that board members have a fiduciary responsibility to put the interests of the school and its students above personal interests.

My first step would be to ensure that I understood the facts and distinguish between a disagreement over policy or strategy and a genuine ethical concern. If appropriate, I would speak privately with the individual involved to seek clarification and, if possible, resolve any misunderstanding directly and respectfully.

If my concerns remained, I would follow the governance procedures established by the Board of Trustees. Depending on the nature of the issue, I would bring the matter to the Board Chair or, if the concern involved the Chair, to the Vice Chair or the appropriate committee, such as the Governance Committee. If the matter involved a conflict of interest, I would expect the board to follow Massachusetts conflict-of-interest laws, Open Meeting Law requirements, and the school's bylaws and ethics policies.

If the conduct involved a potential violation of law, misuse of public funds, fraud, or another serious ethical breach, I would support involving legal counsel and notifying the appropriate authorities, including the Massachusetts Department of Elementary and Secondary Education if required. Protecting the integrity of the school, maintaining public trust, and ensuring compliance with all legal and ethical obligations must always take precedence over personal relationships or avoiding difficult conversations.

I believe strong governance depends on transparency, accountability, and mutual respect. Board members should be willing to ask difficult questions, hold one another accountable, and address concerns promptly and professionally. By following established policies and focusing on what is in the best interests of students and the school community, I would work to ensure that any concerns are handled fairly, confidentially when appropriate, and in a manner that preserves both the integrity of the Board and the mission of the Ashby Evergreen Charter School.

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

No. Before agreeing to serve on the founding Board of Trustees, I sought guidance from the Massachusetts State Ethics Commission regarding whether my position as Director of the Ashby Free Public Library created a conflict of interest. The Commission advised me that serving as both a municipal employee and a member of the charter school's Board of Trustees does not, in itself, constitute a conflict of interest under Massachusetts law.

The Ethics Commission also provided additional guidance regarding circumstances that could present conflicts and the situations in which disclosure or recusal would be appropriate. I understand my continuing obligation to comply with Massachusetts conflict-of-interest laws and will disclose and recuse myself from any matters in which an actual or potential

conflict arises. I am committed to ensuring that all decisions are made in the best interests of the Ashby Evergreen Charter School and in accordance with applicable ethics requirements.

15. I reviewed the complete initial application prior to submission.

YES

16. I reviewed the complete final application prior to submission.

YES

17. The initial application fully reflects the expertise I bring as a member of the applicant group.

YES

18. The final application fully reflects the expertise I bring as a member of the applicant group.

YES

19. Please indicate in which areas you possess professional expertise:

Community Service
Fundraising
Educational Leadership
Blended/Virtual Education
Other - Write In: College Professor
Other - Write In: Librarian

20. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Heather Brodie Perry

2. Thank You!

New Send Email

Jul 27, 2026 17:39:38 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Application Process

Response ID:6 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Nolan Marr Kaldenberg
Present employer and job title : Self-employed Trusts and Estates Attorney
Education/Professional Training : Nh/Ma licensed attorney/JD/retired USAF NCO/Paralegal
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : N/a
Town of Residence : Littleton Ma
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School

3. How did you become aware of the proposed school?

My Aunt Heather Perry is to my understanding largly responsible for the proposal to found the school, she has consulted with me a few times in regards to differently issues and requirements surrounding the process of applying, and she requested that I join the board.

4. Why do you serve as a member of this founding group?

To fulfill the requirment that a licensed attorney serves as a member of the board, further I have an interest in serving as a board member personally outside merely fulfilling a requirement.

5. When did you join the applicant group (month and year)?

July 2026

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

I have previously served as a member of the elections board during undergrad, although as a student, during my education I was engaged in leadership rolls and community service. Finally I served my country in the United States Air Force. I have very strong commitments to community service, and bettering my community.

7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and

your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

I would serve as a member of the board in whatever capacity was needed, especially as council to the school board. I would serve as long as I live in the area I plan on moving even closer than I currently live within the next few years, and I would only willingly leave if another well situated attorney had an interest in the position.

8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

As an attorney, I would provide my services as required both by the law and necessity to the school.

9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

Advisory roll

10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

N/a

11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

N/a

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

I would take all legal and ethical steps to either have them willingly step down from.their position or have them removed. In such a case that they could not be removed I would voice my oposition and resign.

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

No

15. I reviewed the complete initial application prior to submission.

NO

16. I reviewed the complete final application prior to submission.

YES

17. The initial application fully reflects the expertise I bring as a member of the applicant group.

YES

18. The final application fully reflects the expertise I bring as a member of the applicant group.

YES

19. Please indicate in which areas you possess professional expertise:

Fundraising
Educational Leadership
Law
School Governance

20. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Nolan Marr Kaldenberg

2. Thank You!

New Send Email

Aug 05, 2026 11:42:40 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Application Process

Response ID:7 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Danielle Blais
Present employer and job title : psychotherapist in private practice
Education/Professional Training : MA in Expressive Therapies, BA in Linguistics
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : n/a
Town of Residence : Ashby
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School

3. How did you become aware of the proposed school?

I attended a community discussion at the Ashby Free Public Library about the future of the Ashby Elementary School building after its closure by the district, and learned that some community members were interested in opening a public forest elementary school.

4. Why do you serve as a member of this founding group?

I have been looking for ways to support youth mental health in my own community for the past few years, especially since COVID disrupted social development and the scale of unmet needs has turned into community discussions around the "youth mental health crisis." For several years now, I've been reading research on the benefits of nature and ways that communities around the globe have been trying to support mental health through community interventions, including movements around Social Prescribing, Let Grow, and forest therapy trails, among others. What that research has made clear to me is that, although individual interventions to address youth mental health needs are critical, they are not sufficient on their own to meet the current level of need, especially considering the developmental importance of social supports like peer connections and trusted adults. These social supports are built in the places where young people spend their time- and school is the main place that almost all young people go.
When I looked for ways to help local schools implement changes that would be protective of student mental health (and therefore their ability to engage with their education), I found that the changes that seemed simplest to me- including more time spent in free play with their peers, time outdoors engaging with the natural world, and lessons that connect students to the natural and social communities around them- are difficult for most public schools to make. I also found in my research about burnout that teachers report significantly higher rates of burnout than other professions, and that teacher burnout directly impacts student wellbeing and their ability to succeed academically. This idea of designing a school around these basic wellness needs is exciting to me, because it could provide a sense of community belonging and agency for students and teachers alike, which could improve engagement with both learning and teaching. It can also build a connection to place, and a sense of responsibility for it, that students and the adults who care for them can carry into their own yards, households, and communities now and wherever they live later.

5. When did you join the applicant group (month and year)?

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

When I graduated from my master's program, I moved back home to Townsend, MA, and worked in community mental health for two years, providing in-home therapy for adults, children, and families in the surrounding communities, with a significant portion of my caseload at any given time residing in Fitchburg. I then pivoted to providing mental health supports within a more holistic framework at a mental health center modeled on the Dutch system of Care Farms. I brought that perspective to my next position as a school-based counselor, this time at a nonprofit community health center, where I continued serving students at Longsjo Middle School in Fitchburg and other area schools, before opening the private practice I maintain today.

My connection to the North Middlesex Regional School District is long-standing. I attended Townsend public schools and graduated from the North Middlesex Regional School District, and I am now a parent of two children educated in Massachusetts public schools, one of whom graduated from Montachusett Regional Vocational Technical School, and the other enters [redacted] grade at [redacted] this fall. I have volunteered as a presenter at [redacted] STEAM Day across five programs since my own children were students there in [redacted] facilitating expressive arts activities for students in grades five through eight, most recently leading a whole-class outdoor building challenge. I was a member of the first graduating class at North Middlesex Regional High School to have a Project Graduation, and I have returned as a chaperone for five of the past six years, also helping with event preparation in 2025 and 2026.

Over the past year I have taught several free, grant-funded workshops at the Ashby Free Public Library supporting adult learners in caring for their health, and I presented for a local PTO on stress management for caregivers, teaching participants to recognize symptoms of stress in themselves and in the children they care for. I've also attended two community conversations to address the youth mental health crisis specifically, and a social services networking event to learn more about the service gaps in the community. Drawing on my research into nature-based therapies, I developed a low-cost continuing education workshop on burnout prevention, approved by the Massachusetts Mental Health Counselors Association for continuing education credit for licensed mental health counselors. I offered it twice at a state park in Ashby, using nature-based methods to build connection among participants as a protective factor while teaching them to recognize burnout early — in service to the counselors and, through them, their clients. Since 2019 I have also taken time out of my private practice to serve as a Mental Health Professional at Camp Kesem, a residential camp for children ages five to eighteen affected by a parent's cancer, first as a volunteer and in three subsequent sessions by invitation.

7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

Employee: School Mental Health Professional

8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I would serve as the School Mental Health Professional, which is a systems-level role focused on prevention rather than a clinical caseload. My work would be to help build and sustain the conditions that allow children to learn well, because those are the same conditions that are protective of their mental health and overall well-being. The role requires someone who can work effectively with students, teachers, and families in support of the whole school community.

My unique qualifications for that role is in range rather than depth in any particular sub-specialty. I have practiced with children, adolescents, adults, and families across homes, schools, a working farm, a residential camp, a community center, and outpatient and residential programs. I have direct experience working with children and serving as a consultative support to the

adults who care for children — camp leadership and counselors, the staff of a nonprofit after-school program, and a parent-teacher organization.

As one of the first employees at Cultivate Counseling Center/Cultivate Care Farm during its founding period, I learned the mechanisms of nature-based interventions in supporting children and adolescent growth, development, and learning, and I helped develop the organization's day treatment program and therapy groups while its model, staffing, and referral base changed continuously. Through this experience, I understand the types of flexibility that the founding years of the school will ask of staff: maintaining clear commitments to the mission while adapting to changing circumstances as the school learns what it needs to succeed with the actual students, staff, and weather that show up each day.

My educational background, including extensive and immersive study abroad programs and training in Expressive Therapies and Linguistics, gives me an understanding of communication and a toolbox of approaches that do not depend on verbal fluency, which matters when working with a young student body drawn from different cultures and communities and who don't yet have words for what they experience, think, or feel. It also shapes how I understand students in the context of their bio-psycho-social realities rather than a set of symptoms to be managed.

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9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

I have been involved in developing the school's design since the beginning of the applicant group's work. I collaborated closely with Heather in discussing and drafting the portions of the application addressing the culture and wellbeing of the school community, including the wellbeing architecture, the student support model, and the two-role mental health staffing structure. I researched the regulatory framework governing that staffing, including licensure requirements for student support personnel at Commonwealth charter schools and MassHealth School-Based Medicaid eligibility, and drafted those sections to reflect it accurately.

Beyond those sections, I worked with the finance and budget team to organize and develop the budget, tracking decisions and synchronizing them across sections of the application. I also reviewed the applications and drafts for internal consistency and against DESE's feedback on the initial application, identifying places where sections contradicted one another, and tracked open items requiring attention before submission. Once completed, I assembled the final documents for submission.

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10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

I have known Heather Brodie Perry as my local librarian, and we have had many conversations over the past few years about the benefits of nature, as I have checked out dozens of books about the subject and she is the only librarian. In the past year, I have also taught cooking classes at the library, and I reported to Heather as a contractor as she obtained a grant for these classes.

Incidentally, my sister Nichole Shea also knows Heather from her professional work- Nichole works as a digital archivist at the Boston Public Library. In her role, Nichole collects physical materials from libraries across Massachusetts and digitizes them with her team, and she has met with Heather to digitize some of Ashby's historical materials.

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11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

I am the owner of Roots & Horizons, LLC, a Massachusetts limited liability company organized to provide educational and wellness services, including licensed psychotherapy, that incorporate nature and expressive arts. Talk to Danielle, my private psychotherapy practice, is a DBA of that company.
I have no current agreement, understanding, or arrangement for Roots & Horizons to provide services to Ashby Evergreen, and none is contemplated as part of the school's proposed program or budget. I disclose it here because the company's stated purpose overlaps the school's model, and there has been discussion of allowing community members and local businesses to rent the facilities outside of school hours. It is possible that at some future point the company could offer community programming outside of school hours in this way, for example, weekend or summer offerings open to the public. If any such possibility became concrete, I would disclose it in writing to the Board of Trustees in advance and take no part in the school's evaluation or decision.
If a charter is granted, I would serve as a full-time employee and anticipate reducing my private practice substantially in order to do so. I hold no governance role with the proposed school, so I would have no vote or decision-making authority over any contract to which I was a party. I understand that as an employee of a public school I am subject to the Massachusetts conflict of interest law, G.L. c. 268A, and to the school's own conflict of interest policy, and I will comply with both.

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

If I couldn't resolve my doubts by talking with the person directly, I would file a written complaint with the board of trustees describing the facts that I'm aware of, and escalate the issue to the Commisioner of Education at DESE if the board did not properly address the matter.

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

N/A

15. I reviewed the complete initial application prior to submission.

YES

16. I reviewed the complete final application prior to submission.

YES

17. The initial application fully reflects the expertise I bring as a member of the applicant group.

YES

18. The final application fully reflects the expertise I bring as a member of the applicant group.

YES

19. Please indicate in which areas you possess professional expertise:

Community Service
Other - Write In: Mental Health

20. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify

that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Danielle Blais

2. Thank You!

New Send Email

Aug 12, 2026 12:58:51 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Application Process

Response ID:8 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Christina Willey
Present employer and job title : Owner at TerraFlora Landscapes
Education/Professional Training : Highschool Diploma and certificate programs in landscaping field
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : None
Town of Residence : Pepperell
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School

3. How did you become aware of the proposed school?

Through community outreach on Facebook. A post in a local Facebook group in our community detailed the plans and I immediately attended meetings. I have personally wanted an elementary charter school to serve Northmiddlesex district since moving to the area in 2016.

4. Why do you serve as a member of this founding group?

First, because I'm passionate about alternative educational approaches. My children have attended alternative outdoor educational programs in the past and will attend a charter school for high school. Second, because I would like to see the school come to fruition for my youngest to potentially attend. Finally, I am a designer and builder for community outdoor spaces. My business has a more ecological and natural minded approach that blends well the Finnish style model being utilized by the Evergreen. I am highly passionate about building an environmentally friendly play based space for both the students and community to use.

5. When did you join the applicant group (month and year)?

July of 2026

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

My commitment for public education and my community comes from primarily the process (ups and downs) of helping my own children navigate their educational careers. I have both homeschooled them with outdoor based alternative models, and have sent them to [redacted] public school. With the need for extensive [redacted], my children struggled greatly to get their educational needs met within the public school system due to their active nature. An outdoor based elementary school would have been the solution we needed. I speak with disenchanted parents within the district regularly, with kids similar to mine, who feel there is a gap in their children's education due to lack of access to outdoors and physical play. I am a builder by

nature and profession, designing and building large estates and community spaces. I love my school district and community, and being part of a team to create an accepting, active, ecologically friendly outdoor school for the students and learning space for the community would be a fulfilling experience. It combines my passion for alternative education for the students who don't fit or desire the typical model and my expertise in designing outdoor spaces with a natural play based element. I have long dreamt of being part of a team to build a nature based school program.

7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

My anticipated role within the school community would be to design and build an outdoor nature based play space for Evergreen, and to design and care for the grounds as a whole. To incorporate community and student spaces, and ensure everything is built to code with approval from town and school board. I would not be present for day to day functioning of school. I would subcontract work out as needed, would oversee the overall design of the grounds, and would volunteer my time as well as gain community outreach to help support some projects.

I anticipate serving as a board member indefinitely, or potentially until my children have aged out of north middlesex school district (roughly 15 years).

8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

My qualifications and role within the community would be to design, facilitate building and sourcing materials and contractors needed to build the outdoor space intrinsic and necessary to the Finnish style outdoor based school program. My career as a landscape designer and ecological landscaping business owner puts me in a position to have the skills and knoweldge to successfully design and build an appropriate enriching outdoor space for Evergreen, to include play spaces, community gardens, vegetable and food growing spaces, walking trails and educational native pollinators gardens. I have previous experience designing and building nature based play areas for local daycares in the community and have the knowledge on school regulations and building code for play spaces/structures. My role overseeing, designing and building, exhibit quality native gardens at the Museum of Concord, in Concord MA also exhibits my ability to design and build community spaces.

9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s).
(If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

I have no involvement in writing the application, and have only offered my feedback for what the outdoor spaces should include.

10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

None

11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment,

the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

I am running for board member as a volunteer, and volunteering my time to design and build the outdoor space. I will subcontract out most of the work needed, and call upon the community as needed for installation of projects. However, Evergreen may hire my personal company is so desired to execute some of the outdoor work, but it is not a requirement of having me on the board. If they choose to hire my company, I would offer them my lower community service rates I utilize for public spaces, schools, churches, libraries and museums.

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

None

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

First, I would assess accurately and reasonably and confirm unethical behavior is taking place. I would address and discuss the unethical behavior with rest of board members and determine appropriate action. Some unethical behavior only requires verbal warning to rectify, or retraining, some require termination and some would require legal action. Once discernment was used to discover what action is appropriate, then would take the action required to solve the unethical behavior. I would continue to follow through with action until the unethical behavior is stopped, and board member has appropriate training needed to stay on board, or board member would be terminated. Would follow up with anyone who may have been harmed (student or staff) by unethical behavior to ensure their wellbeing and provide continuing support if needed.

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

None

15. I reviewed the complete initial application prior to submission.

YES

16. I reviewed the complete final application prior to submission.

YES

17. The initial application fully reflects the expertise I bring as a member of the applicant group.

YES

18. The final application fully reflects the expertise I bring as a member of the applicant group.

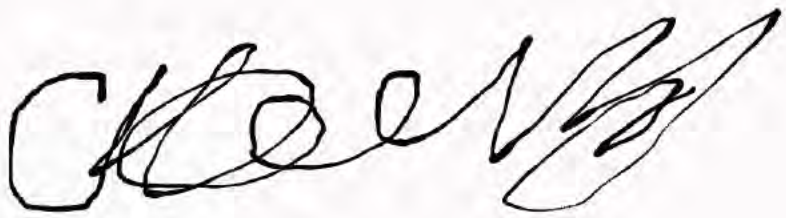
YES

19. Please indicate in which areas you possess professional expertise:

Community Service
Fundraising
Educational Leadership
Finance/Business
Management

School Improvement
Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
Real Estate
Other - Write In: Grounds Maintenance
Other - Write In: Building Maintenance

20. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Christina Willey

2. Thank You!

New Send Email

Aug 13, 2026 07:24:36 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Application Process

Response ID:9 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Rosemary smith
Present employer and job title : Ashby Free Public Library, children's librarian
Education/Professional Training : AS science baking & pastry arts, AA business management
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : Shawsheen Vocational Technical High School, culinary arts teacher
Town of Residence : Ashby ma
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School

3. How did you become aware of the proposed school?

I started the conversation alongside Heather Brodie Perry saying how cool it would be to repurpose the closed elementary school into a new elementary school and we both are very interested in the Finnish learning styles, hands on learning, and supporting children who are neurodivergent have an opportunity to learn a different way. We hosted a community conversation about what to do with the building and overwhelmingly the community wanted it used as an educational resource. We shared our ideas and listened to what others ideas were and the community asked if we could follow the ideology of the Finnish model as it provides so many opportunities for children to learn in a different way as well as it is believed that it fits extremely well with the culture of our town as well as our surrounding area as a whole.

4. Why do you serve as a member of this founding group?

I serve as a member of this founding group because I believe this pedagogy would have been extremely beneficial for my children when they were younger who did not fit well with standard public schooling and I would like the opportunity to help as many children have a school that supports them, allows them to move, explore, and navigate learning in the way that fits them and there is so much opportunity for that in this school. My oldest son is [redacted] and could not fit in the box of public classrooms where he had to sit still, discouraged from asking hard questions and ultimately his self confidence and love of learning was destroyed. We turned to homeschooling and have thankfully regained that love of learning through alternative methods of learning that align very closely with the values of the Finnish methodology of learning. I believe in this idea and the change is can be for those who struggle to be the square peg trying to fit in the round hole of traditional public education.

5. When did you join the applicant group (month and year)?

From conception which I believe was January 2026 "officially" we had been tossing around "pipe dream" ideas for quite some time before that starting when we discovered Ashby Elementary was closing and all other avenues of trying to keep it open were exhausted which was about June 2024 if I remember correctly

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

I am deeply committed to community service and community building in addition to teaching in a few different capacities. From teaching daycare/preschool to high school vocational education to creating a homeschooling cooperative that has been successful in connecting parents and children with others providing not only educational opportunities and support but also social and community service opportunities as well. I have also done foster care with my family my whole life but as an adult being a registered respite home while my parents still take in foster children. Most of our foster placements are complex cases be it medically fragile, neurodivergent, or abuse trauma related. Though I am technically just respite I am very involved with every placement child that my parents take in to this day as it takes a community to raise and support individual needs. For example, my [redacted] who was adopted through foster care was never supposed to walk, talk, feed [redacted] or anything because of the circumstances that [redacted] was born with but through countless hours of kangaroo care, therapies, specialists, and time [redacted] is a thriving [redacted] who not only walks, talks, and feeds [redacted] and has astonished [redacted] medial teams [redacted] also does gymnastics, is meeting grade level expectations, and is an amazing artist. They say [redacted] only got this far because of the supports and time we have provided. Granted this is not the case for all children but I have first hand seen in many occasions that when children are given the right supports and tools to thrive they do!

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7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

I would like to be a board member to support keeping the charter aligned with its vision and provide any supports that are needed. I plan to help the charter with obtaining grants, fundraising, resource gathering (such as specialized clothing needs for a largely outdoor utilizing school), and community relations. I plan to continue in this role for the foreseeable future.

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8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

All schools need funding and often the funding provided does not cover all things. There are improvements to the building that we would like to make, supplies that many teachers are often covering out of their own pockets, as well as other learning opportunities such as field trips, greenhouses etc that often go beyond the scope of basic funding. I have decades of experience in fundraising and community relationship building that I am confident that we can achieve extra funding for projects that go beyond the basics.

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9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s).
(If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

I have not personally written much of the physical charter. My role has mostly been brainstorming ideas, questions, researching the answers to those questions, and communication with anyone and everyone interested in the process whether they want to be involved in the process or just wanting updates. My role has been to support Heather and Danielle, and the rest of the team in whatever capacity is necessary at this time. I have read through the charter as it has been written and suggested feedback as needed and do plan on doing so for the final application as well. Where my background is more of the community aspect that is where I have focused most so far.

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10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

N/A

11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

N/A

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

If I believed one or more members of the schools proposed board was acting unethically or not in the best interests of the school I would, depending on the severity of the situation, first have a conversation with that person directly and with at least one other board member to find out if there is a problem or miscommunication happening somewhere, share my view on how things are going-what I believe the issues are and what we can do to move forward in a more effective, professional, and best interest koi the school manner. Now I say this as being a minor issue that is easily resolvable. If it were a question of safety or illegal activity or behavior even if only rumored I would absolutely have the authorities involved as soon as possible to do investigations as that is their profession and area of expertise. The safety and well-being of children and staff are of utmost importance and anything that could jeopardize that needs to be met with immediate intervention.

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

I do not believe there any situations that may give the appearance of a conflict of interest or hinder me from making any decisions, difficult or not, that are in the best interest of the school

15. I reviewed the complete initial application prior to submission.

YES

16. I reviewed the complete final application prior to submission.

YES

17. The initial application fully reflects the expertise I bring as a member of the applicant group.

YES

18. The final application fully reflects the expertise I bring as a member of the applicant group.

YES

19. Please indicate in which areas you possess professional expertise:

Community Service
Fundraising
Early Childhood/Elementary Education
Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)

20. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Rosemary Smith

2. Thank You!

New Send Email

Aug 13, 2026 09:40:14 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Application Process

Response ID:10 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Christopher Chew
Present employer and job title : Westford Public Schools, Superintendent
Education/Professional Training : Ed. D in Ed Leadership
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : Career public educator: Westford Public Schools, North Middlesex Regional School District, Tynsgborough Public Schools, and Chelmsford Public Schools
Town of Residence : Ashby
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School

3. How did you become aware of the proposed school?

Through community conversations held in the Ashby Public Library regarding possible uses of the recently closed Ashby Elementary School.

4. Why do you serve as a member of this founding group?

I believe that this is an opportunity to create a truly unique educational experience for children in our region that could provide a powerful model for schools across the Commonwealth.

5. When did you join the applicant group (month and year)?

March 2026

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

My entire career which spans nearly 30 years has been focused on public education.

7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

I anticipate serving as a board member in a leadership position such as chair or vice-chair as we build capacity. My focus as a board member would be the longevity of the organization and trying to recruit members who would help lead the board into the future.

8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

My professional experience in education as a classroom teacher, building level administrator at the 6-12 level and finally as a superintendent of a high achieving public school district with approximately 4,500 students will provide direct practical understanding of best practices for developing and sustaining engaging learning environments that will meet the needs of all of our students and staff.

9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

My involvement was primarily focused on the developing the initial projected budget. However, I also helped to proofread and provide feedback on all of the other sections, as well.

10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

I am not aware of any issues or concerns.

11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

We do not have any financial interest.

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No.

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

As a board member, my first step would be to share my concern directly with the individual or individuals. If that did not alleviate my concerns, I would address them with the full board and most likely the school's legal counsel. If that did not resolve the issue, I would bring my concern to the appropriate department at DESE to seek additional guidance.

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission

(Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

No, there are not any situations of which I am aware that would give the appearance of a conflict of interest of that would make it difficult for me to discharge my duties and make decisions that are solely in the best interest of the school.

15. I reviewed the complete initial application prior to submission.

YES

16. I reviewed the complete final application prior to submission.

YES

17. The initial application fully reflects the expertise I bring as a member of the applicant group.

YES

18. The final application fully reflects the expertise I bring as a member of the applicant group.

YES

19. Please indicate in which areas you possess professional expertise:

Educational Leadership
Finance/Business
Management
Early Childhood/Elementary Education
Secondary Education
School Improvement
Blended/Virtual Education
Special Education
English Language Education
Human Resources
School Governance

20. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Christopher Chew

2. Thank You!

New Send Email

Aug 13, 2026 10:03:49 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Final Application Process

Response ID:11 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Vanessa Larkin
Present employer and job title : Head of School, Wellesley Montessori School; Adjunct Professor, Education Department, Holyoke Community College
Education/Professional Training : Doctorate in Educational Leadership; Master's Degree in Educational Administration; Bachelor's Degree in Early Childhood Education Administration; Montessori Credential; Massachusetts EEC Director II Certification.
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : Yes – Board Member of an Independent School; Adjunct Professor in the Education Department at a Community College; Educational Consultant; and Founder and Head of School of Multiple Independent Schools
Town of Residence : Ashby
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School

3. How did you become aware of the proposed school?

As an Ashby resident, I became aware of the initiative to establish a charter school in response to the closure of the town's elementary school. Recognizing the importance of restoring local educational opportunities for children and families, I attended community information sessions and became actively involved in advancing the school's mission and supporting its development.

4. Why do you serve as a member of this founding group?

I serve as a member of the Ashby Evergreen Charter School founding group because I believe deeply in creating innovative, equitable, and meaningful educational opportunities that recognize the unique strengths, interests, and potential of every child. With more than 25 years of experience in education, including school leadership, curriculum development, and teacher preparation, I am passionate about helping establish a school that challenges traditional approaches to education while maintaining high academic expectations.

Ashby Evergreen's Finnish-inspired, nature-based, and student-centered educational philosophy closely aligns with my own beliefs about how children learn best. I believe that academic excellence and student well-being are not mutually exclusive, and that children thrive when they are provided opportunities for exploration, independence, creativity, and authentic engagement with their environment. As a founding group member, I am committed to contributing my experience in educational leadership, organizational development, curriculum alignment, and inclusive instructional practices to help establish a school that is both innovative and academically rigorous.

I am particularly motivated by the opportunity to help build a school from its foundation, ensuring that its mission, educational practices, and organizational structures reflect a lasting commitment to educational equity, strong community partnerships, and

the holistic development of children. My participation reflects my belief that public education can and should provide families with meaningful choices that honor diverse learners while preparing students for lifelong success.

5. When did you join the applicant group (month and year)?

July 2026

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

Throughout my more than 25 years in education, I have demonstrated a sustained commitment to expanding educational opportunities, supporting diverse learners, and strengthening the quality of education available to children and families. My professional experience spans early childhood education, school administration, curriculum development, educator preparation, and organizational leadership, providing me with a comprehensive understanding of the responsibilities associated with establishing and governing a successful public charter school.

As a professor of Education at Holyoke Community College, I directly contribute to strengthening the educational workforce by preparing future educators to serve children and families across Massachusetts. I teach courses in curriculum development, educational administration, leadership, and developmentally appropriate practices, including courses delivered in Spanish to increase access to professional education for multilingual and historically underserved populations. Through this work, I help aspiring educators develop the knowledge and skills necessary to create inclusive, culturally responsive, and academically meaningful learning environments.

In my role as Head of School and School Founder, I have been responsible for educational leadership, curriculum oversight, staff development, regulatory compliance, family engagement, and organizational operations. I have worked to establish inclusive learning environments that recognize individual developmental differences, support children with diverse learning needs, and foster meaningful partnerships with families. My experience collaborating with a nonprofit governing board has also strengthened my understanding of fiscal responsibility, strategic planning, organizational accountability, and the importance of effective governance.

My commitment to educational equity is also reflected in my continued professional development. I hold a doctorate in Educational Leadership and a master's degree in Educational Administration, and I have pursued Massachusetts Sheltered English Immersion (SEI) endorsement to further strengthen my ability to support multilingual learners and ensure equitable access to rigorous instruction.

My involvement with Ashby Evergreen Charter School represents an extension of these longstanding professional commitments. I have actively contributed to the development of the school's educational program, including curriculum planning, alignment with Massachusetts Curriculum Frameworks, English Learner programming, staffing structures, and instructional schedules. I have also participated in discussions regarding organizational sustainability, resource allocation, and the implementation of a Finnish-inspired, nature-based educational model that balances academic achievement with student well-being.

I recognize the importance of establishing a public charter school that is responsive to the needs of Ashby and the surrounding communities. I am committed to helping develop a school that provides families with an accessible, tuition-free educational option grounded in academic excellence, inclusion, environmental stewardship, and authentic community engagement. My goal is to contribute the experience, professional judgment, and educational leadership necessary to ensure that Ashby Evergreen is thoughtfully designed, responsibly governed, and positioned to serve its students and families successfully for generations to come.

7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?

If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

If a charter is granted, I hope to be considered for the position of founding Head of School at Ashby Evergreen Charter School. While no formal appointment or employment agreement has been made, I am enthusiastic about the possibility of contributing my educational leadership experience to the school's establishment and long-term success.

Should I be selected for this position, I would anticipate providing instructional and operational leadership, supporting the implementation of the school's Finnish-inspired, nature-based educational model, overseeing curriculum and staff development, and ensuring compliance with Massachusetts educational standards and regulatory requirements. I would also work collaboratively with the Board of Trustees, educators, families, and community partners to establish a strong foundation for academic excellence, educational equity, and organizational sustainability.

I would view this opportunity as a long-term professional commitment, ideally beginning during the pre-opening planning phase and continuing through the school's initial years of operation and planned expansion through eighth grade.

At present, my involvement is as a founding group member, contributing my expertise in educational leadership, curriculum development, staffing, and school operations. I remain committed to supporting the school's successful establishment regardless of whether I am ultimately selected for a formal leadership position.

8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

My professional experience and educational background have provided me with a unique combination of instructional expertise, organizational leadership, and practical school administration that I believe will be valuable in bringing Ashby Evergreen Charter School's vision to life. Having worked extensively in both educational leadership and teacher preparation, I understand the importance of developing a school where educational philosophy, instructional practices, and operational systems work cohesively to support student success.

My doctoral studies in educational leadership, combined with my experience leading a Montessori school, have shaped my approach to creating learning environments that balance academic rigor with student independence, curiosity, and holistic development. These principles closely align with Ashby Evergreen's Finnish-inspired, nature-based model. I recognize that successfully implementing this approach requires intentionally connecting experiential and interdisciplinary learning with Massachusetts academic standards, meaningful assessments, and clearly defined instructional expectations.

My experience overseeing school operations has also reinforced the importance of building strong organizational foundations. I understand how staffing decisions, resource allocation, professional development, and scheduling directly influence instructional quality and long-term sustainability. Additionally, my work preparing future educators has strengthened my appreciation for collaborative teaching practices, reflective instruction, and the importance of supporting teachers as professionals.

Through my involvement in the founding process, I have been able to apply this combined experience to the development of Ashby Evergreen's curriculum, instructional structures, staffing considerations, and educational programming. I believe my greatest contribution is the ability to bridge educational theory and practical implementation, ensuring that the school's innovative philosophy is supported by effective systems and measurable academic outcomes.

Whether continuing to contribute as a founding group member or potentially serving as Head of School if selected, I am committed to helping establish a school that remains true to its mission while meeting the academic, operational, and accountability expectations of a Massachusetts public charter school. My goal is to help create a strong and sustainable educational foundation that will serve students, educators, and families as Ashby Evergreen grows.

9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

I have been actively involved in the development and refinement of Ashby Evergreen Charter School's application, contributing both written content and substantive feedback to ensure that the proposed educational program is academically sound, operationally feasible, and aligned with Massachusetts Department of Elementary and Secondary Education (DESE) expectations.

My contributions have focused primarily on the educational and operational components of the application, including curriculum development, alignment with the Massachusetts Curriculum Frameworks, instructional approaches, assessment practices, English Learner programming, staffing structures, and student scheduling. I have worked collaboratively with members of the founding group to explore how the school's Finnish-inspired, nature-based philosophy can be translated into a comprehensive instructional model that meets the needs of diverse learners while maintaining academic rigor and accountability.

I have also provided feedback regarding organizational structure, leadership roles, staffing configurations, and the relationship between educational programming and financial sustainability. This has included examining how instructional schedules, teacher planning time, specialized services, and staffing resources can be structured to support the school's mission while remaining practical and sustainable.

Throughout the process, I have reviewed proposed materials, offered recommendations, and participated in collaborative discussions to strengthen the clarity, consistency, and feasibility of the application. My involvement has been particularly focused on ensuring that the school's educational vision is supported by specific implementation strategies rather than remaining conceptual.

As the application progresses, I anticipate continuing to work closely with the founding group to refine the educational program, strengthen operational planning, and address any feedback or additional requirements identified by DESE. I view this collaborative process as essential to establishing a strong foundation for the school's successful opening and long-term growth.

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10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

Neither I nor any member of my immediate family has any familial, financial, or preexisting personal or professional relationships with members of the proposed Board of Trustees, prospective school employees, or individuals affiliated with any proposed educational management or school support organization. My relationships with members of the founding group have developed through our shared involvement in planning and establishing Ashby Evergreen Charter School and are professional and collaborative in nature.

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11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

Yes. I have expressed interest in potentially serving as the founding Head of School at Ashby Evergreen Charter School, should a charter be granted. This would be a compensated employment position and therefore represents a potential financial interest.

However, no formal offer, employment agreement, compensation arrangement, or commitment to appoint me to this position has been made. Any future employment would be subject to the school's established hiring procedures and the approval of the Board of Trustees.

At this time, neither I nor any member of my immediate family has any other known financial interest in the proposed school, including property transactions, equipment purchases, or contracts for goods or services.

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

I have not received any funds, gifts, loans, services, or other financial benefits from Ashby Evergreen Charter School or any organization proposing to provide services to the school. However, I have expressed interest in potentially serving as the founding Head of School if a charter is granted. Should I be selected through the school's formal hiring process, I would receive compensation and any applicable employment benefits associated with that position. No employment offer, compensation agreement, or commitment has been made.

Neither I nor any member of my immediate family has received or currently anticipates receiving any other financial benefits from the proposed school or affiliated service providers.

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

If I believed that one or more members of the Board of Trustees were acting unethically or contrary to the best interests of the school, I would approach the situation with professionalism, objectivity, and a commitment to transparency and accountability. My first priority would be to ensure that any concerns were based on credible information and evaluated in accordance with the school's bylaws, conflict-of-interest policies, and applicable laws and regulations.

I would raise the concern through the appropriate governance channels, beginning with the Board Chair or designated governance committee, provided those individuals were not implicated. If necessary, I would bring the matter to the full board, excluding individuals with relevant conflicts, and advocate for an impartial review and appropriate corrective action. For serious concerns involving potential legal violations, misuse of public funds, or threats to student safety, I would support prompt reporting to the appropriate oversight authorities, including DESE when applicable.

My experience in educational leadership has reinforced the importance of maintaining clear boundaries between governance and school operations, addressing concerns through established procedures, and ensuring that decisions remain focused on the school's mission and the students it serves. I believe ethical leadership requires the willingness to address difficult situations respectfully but decisively, even when doing so may be uncomfortable. Ultimately, my responsibility would be to protect the integrity of the school, uphold public trust, and ensure that the educational needs and well-being of students remain the highest priority.

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

Not applicable. I am participating as a member of the founding group but am not seeking a position on the Board of Trustees. My anticipated role, should the opportunity become available and I be selected through the appropriate hiring process, would be as the school's founding Head of School. Any potential financial interest associated with this prospective employment has been disclosed in my previous responses.

15. I reviewed the complete final application prior to submission.

YES

16. The application fully reflects the expertise I bring as a member of the applicant group.

YES

17. Please indicate in which areas you possess professional expertise:

Community Service
Fundraising
Educational Leadership
Finance/Business
Management
Early Childhood/Elementary Education
Secondary Education
School Improvement
Blended/Virtual Education
Special Education
English Language Education
Human Resources
School Governance
Other - Write In: Montessori Education and Child-Centered Instructional Models
Other - Write In: Curriculum Development, Instructional Design, and Educator Preparation

18. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Vanessa Larkin

2. Thank You!

New Send Email

Oct 26, 2026 17:41:57 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Final Application Process

Response ID:12 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Anne Cromwell-Gapp
Present employer and job title : Massachusetts elementary Principal
Education/Professional Training : CAGS in Ed. Leadership
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : 26+ years
Town of Residence : New Hampshire
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School

3. How did you become aware of the proposed school?

I served as the principal for over two decades at the school that was housed at the proposed charter school site before it closed due to budget cuts.

4. Why do you serve as a member of this founding group?

I serve on the founding group working to address the needs of local students and families.

5. When did you join the applicant group (month and year)?

March 2026

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

deep and lasting connections within the town and its community. Throughout my tenure, I worked closely with town departments, including town officials and the fire department, to support the school and its families. I have been working in education since 1983, with experience in both the public and private sectors.

I hold a Bachelor of Arts in Elementary Education, a master's degree in Early Childhood Education, and a Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership. In my most recent role, I mentored teachers and administrators, supporting their professional growth and leadership development. My decades of experience, established community relationships, and understanding of the needs of local students and families position me to make a meaningful contribution to efforts that address the needs created by the town's loss of its only school.

7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?

If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

I have put my name forward to be considered for the school leader position. I believe my extensive experience in education, deep roots in the town, and established relationships with community members and local departments will serve me well in a leadership role at the new school. Having spent two decades as principal of Ashby Elementary School, I understand the importance of strong community partnerships and am committed to helping build a school that meets the needs of its students and families for nearby towns.

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8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I believe there are families who have left the local district and are seeking a different approach to elementary education. I hope to help create a school that responds to those families' needs and provides an engaging, supportive, and student-centered learning environment for all children.

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9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s).
(If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

I have served as a resource and consultant to the founding board on educational matters thus far, sharing my experience and expertise to help inform discussions and guide the development of the new school.

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10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

I have an established professional relationship with members of the proposed school's founding board, having served as a resource and consultant on educational matters. I have also expressed interest in being considered for the school leader position. If selected, I would be employed and compensated by the charter school. My relationships with board members are professional and stem from my educational experience and involvement in efforts to address the needs of students and families in the community.

To the best of my knowledge, I am not aware of any relationships involving personal animosity or disfavor that would affect my ability to serve in a professional capacity. Any additional relationships or affiliations, if applicable, will be disclosed as appropriate.

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11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

If selected for the school leader position, I would be employed and compensated by the charter school.

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12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No, I have not.

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

I would bring any relevant relationships, affiliations, or potential conflicts of interest to the attention of the board to ensure transparency and maintain professional integrity.

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

If selected as the school leader through the application process, I recognize that my prior work with the founding board as a resource and consultant on educational matters, as well as my potential employment by the charter school, could raise questions about a perceived conflict of interest. I would bring any potential conflicts to the board's attention, seek guidance from the Massachusetts State Ethics Commission as appropriate, and comply with all applicable policies and requirements to ensure transparency, professional integrity, and decisions that serve the best interests of the school and its students.

15. I reviewed the complete final application prior to submission.

YES

16. The application fully reflects the expertise I bring as a member of the applicant group.

YES

17. Please indicate in which areas you possess professional expertise:

Community Service
Fundraising
Educational Leadership
Early Childhood/Elementary Education
School Improvement
Special Education
English Language Education
School Governance
Other - Write In: former principal of that building for 21 years

18. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Anne M. Cromwell-Gapp

2. Thank You!

New Send Email

Oct 26, 2026 19:35:15 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Final Application Process

Response ID:14 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Cecile Tousignant
Present employer and job title : self-employed
Education/Professional Training : M.S. In EC Education and Child Development
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : Child Tools Consulting
Town of Residence : Fitchburg
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen

3. How did you become aware of the proposed school?

I read a notice about a meeting of the charter school on Facebook.
Two Fitchburg residents recommended me to the board.

4. Why do you serve as a member of this founding group?

Working and planning with the visionaries of the Ashby Evergreen Charter School is energizing. I served on the proposed Fitchburg Charter (K-8) in 2014 which provided further incentive to find options in the education sector.

5. When did you join the applicant group (month and year)?

October 2026

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

Currently, I participate in Fitchburg as the Community Representative on Fitchburg's Commonwealth Preschool Partnership Initiative (CPPI), Monty Tech Early Childhood Advisory Committee, and act as a North Worcester County representative for the Common Start Coalition, which spearheaded the historic C3 funding into law for the Department of Early Education and Care in 2021.
Retiring as Director and owner of my childcare center in 2006, I launched Child Tools Consulting by coaching, training, consulting, grant writing for center-based and family childcare programs. I am invested in bringing educators into the twenty-first century by offering a combination of education and experience, coupled with thirty years of business background and center-based management in the field of early learning.

7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?

If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

I would serve in whatever capacity I am needed as a board member.
I can offer teacher training, share assessment and evaluation tools, prepare student workshops and/or perform tasks as required or needed.

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8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

Being a team player, my interests and values are reflected in volunteering on many worthy boards, past and present. The involvement and contribution of all board members on any Council provide me with listening and learning opportunities.
I am passionate about appropriate practice and designed learning environments, where for 30 years I built an NAEYC-accredited childcare center that graduated preschoolers who were well-prepared for more formal learning and a fulfilling life. Ashby Evergreen's proposal for outdoor curricula will provide intrinsic, meaningful educational experiences, aligning with my philosophy of how children learn best.

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9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s).
(If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

I was not involved in drafting the original charter; having studied the charter this month, I proposed some edits.

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10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

Question 10 does not apply to me.

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11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

Question 11 does not apply to me.

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12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

Question 12 does not apply to me.

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13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

If one or more members of the school's proposed board were acting unethically or not in the best interests of the school, I would

be committed to inform the full board at an emergency meeting.

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

Question 14 does not apply to me.

15. I reviewed the complete final application prior to submission.

YES

16. The application fully reflects the expertise I bring as a member of the applicant group.

YES

17. Please indicate in which areas you possess professional expertise:

Community Service
Educational Leadership
Finance/Business
Management
Early Childhood/Elementary Education
School Improvement

18. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Cecile Tousignant

2. Thank You!

New Send Email

Oct 27, 2026 16:07:48 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Final Application Process

Response ID:15 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Cecile Romiette Auguste
Present employer and job title : Powerback Rehabilitation / Physical Therapist
Education/Professional Training : Physical Therapy. MBA. Medical Translator
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : Administrative Coordinator at McLean Hospital. Program Director at St Stephens Youth Program. Program Coordinator at Boston Children Hospital
Town of Residence : Ashby
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School

3. How did you become aware of the proposed school?

Through our community via library meetings.

4. Why do you serve as a member of this founding group?

I believe if we work together we can create something truly amazing

5. When did you join the applicant group (month and year)?

Officially joined in August 2026

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

I have served as the Program Director at St Stephens Youth Program for the implementation of a Violence Prevention program.

7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

Consultant for now and support with translation and language access

8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I have a translator certificate. I speak 5 languages. I have worked as a Program Director before

9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

I have offered suggestions

10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

No

11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

No

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

I would report it through the right entity

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

No

15. I reviewed the complete final application prior to submission.

YES

16. The application fully reflects the expertise I bring as a member of the applicant group.

YES

17. Please indicate in which areas you possess professional expertise:

Community Service
Fundraising
Educational Leadership
Management
English Language Education
Other - Write In: Program Director
Other - Write In: Translation

18. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Cecile Romiette Auguste

2. Thank You!

New Send Email

Oct 30, 2026 21:39:04 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Final Application Process

Response ID:16 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Randee Rusch
Present employer and job title : UMass Lowell, Business Administration
Education/Professional Training : BS Biomedical Enigneering
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : 16 yrs NMRSD School Committee
Town of Residence : Townsend
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School

3. How did you become aware of the proposed school?

Through outreach from original organizing group

4. Why do you serve as a member of this founding group?

I believe in education and feel that this is a unique opportunity to apply what I have learned at NMRSD to help a community create educational opportunities that are currently unavailable in the area.

5. When did you join the applicant group (month and year)?

October 2026

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

I served on the NMRSD School Committee for 16 years always striving to represent the students and improve education. I have used policy, negotiations, and budget to keep the core mission about student education and opportunities and have been involved in 2 superintendent searches with the intent to find a Superintendent that supports that goals of the communities.

7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

As a board member I would look to be involved with policy and budget. Those are high interest areas for me as well as where I have a lot of experience. I would be open to other needs of the board.
I anticipate to be part of the board for the first few years minimum.

8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

Being involved with the NMRSD, I come with extensive knowledge of the 3 communities (Ashby, Pepperell and Townsend) and the education process. It should be easy to learn about the 4th community - Fitchburg.
My knowledge of the back end of the education process from policy development to budget to Superintendent evaluation will serve as a resource for other members as they learn those processes. I also have resources to recommend to the board for professional development and guidance.

9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

Joining so late I have only been able to review and give feedback to the primary authors on the final application.

10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

Proposed board members/consultants that I have worked with or were part of the NMRSD during the time of my tenure (all positive relationships)
June McNeil - served together on NMRSD SC
Anne Cromwell Gap - Principal during tenure
Dr. Christopher Chew - Principal during tenure

11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

None

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

None

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

First is to confront and make sure I have all information about the situation and voice my concerns. Then if there is still a concern, bring it to the chair of the Board and if need be to the state.

14. [Applicable to Proposed Board Members Only]

To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

There are no conflicts of interest that I am aware of. Appearance could be I am a volunteer for the Finance Committee in the town of Townsend. There are no intersection of finance for the town and the charter as the state provides the finance for the charter.

15. I reviewed the complete final application prior to submission.

YES

16. The application fully reflects the expertise I bring as a member of the applicant group.

YES

17. Please indicate in which areas you possess professional expertise:

Finance/Business
Other - Write In: School Committee governance

18. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Randee Rusch

2. Thank You!

New Send Email

Nov 01, 2026 10:23:01 Success: Email Sent to: [redacted]

Questionnaire for Members of Charter Applicant Groups: 2026-2027 Final Application Process

Response ID:17 Data

1. All members of a charter applicant group are required to complete the following questionnaire. Once completed, the questionnaire is automatically submitted to the Massachusetts Department of Elementary and Secondary Education.

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant groups.

1. Please enter biographical information below.

Name : Kathryn H. Moore
Present employer and job title : Keystone Educational (FLLAC) Collaborative), Speech-Language Pathologist; Coral Care, Inc., Speech-Language Pathologist
Education/Professional Training : ASHA Certificate of Clinical Competence (CCC), Licensed SLP in Massachusetts, DESE Professional License in Speech-Language Pathology, Emerson College- M.S. in Communication Sciences and Disorders (2013), University of Mary Washington- B.A. in English (2008)
Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization : Employment: Keystone Ed. Collaborative (Massachusetts, SLP, 2022-present), Atlas Preparatory Charter School (Colorado, SLP, 2020-2022), ProCare Therapy (Colorado, Contracted SLP servicing multiple charter schools, 2019), Needham Public Schools (Massachusetts, SLP, 2015-2019)
Town of Residence : Fitchburg, MA 01420
Email Address (to receive communications and a copy of completed survey) : [redacted]

2. What is the name of the proposed charter school you seek to found?

Ashby Evergreen Charter School (AECS)

3. How did you become aware of the proposed school?

I first became aware of the proposed school through social media. I am a member of a local "happenings" Facebook page, and saw a post highlighting the proposed school. I am a Fitchburg resident and parent of two preschool-aged children, so my initial interest was piqued as a prospective parent considering enrollment. As I researched the AECS page, I was excited by the prospect of this innovative school model becoming available to families in our region. After submitting an initial interest form, I reached out to one of the founding board members to discuss the status of the school's DESE application and to volunteer my professional and personal insight to the project. I am a school-based speech-language pathologist with experience working in charter schools. After consulting with the founding group, my involvement grew and I became interested in continuing my support by serving on the founding board.

4. Why do you serve as a member of this founding group?

I am able to provide the board with valuable insight into special education procedures as well as a strong "boots-on-the-ground" perspective that will support special education staff retention and high-quality service delivery. I will help them build a school where all students can thrive with proper supports. I feel that the AECS Finnish-style model, with a focus on individualized learning plans, mental health and well-being, staff professionalism, accessibility to a diverse student body, commitment to neurodiversity-affirming culture, outdoor engagement, and hands-on project-based learning will be a terrific asset to our local community.

5. When did you join the applicant group (month and year)?

September 2026

6. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community.

The Department will review your resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

I have always been committed to supporting underserved populations, and have dedicated my career to helping children of all backgrounds and abilities reach their full potential. Prior to attending graduate school, I worked in the field of early intervention providing Applied Behavior Analysis (ABA) services to children aged 1-3. Much of my work during this time was dedicated to caregiver training to support carry-over of skills and make a meaningful impact on the daily lives of my clients and their families. I became particularly interested in childhood language acquisition, prompting me to seek a career in the field of speech-language pathology. As an SLP, I love working in schools, and feel that a connected and supportive school culture has a positive ripple effect that benefits not only students, but also their families and their community as a whole. In my work, I have served as primary special education liaison between caregivers and their classrooms, and am committed to advocating for my students to ensure their unique needs are being met at school. I served on a committee at Keystone Ed. Collaborative that built a specialized program ("BRIDGES") within our school for students with severe cognitive, communication, and emotional challenges. I currently serve as the speech-language pathologist for these students and am able to witness the impact our organizational efforts have had on their ability to access public education in the collaborative setting. Additionally, as a parent and resident of Fitchburg, I have a personal connection to the effort, and will ensure that my town has a competent voice in board meetings and decision-making.

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7. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
If a proposed board member, name the anticipated office you would hold if any, e.g., such as chairperson or treasurer.
If a proposed school employee, name the anticipated position you would hold, e.g., school leader, administrator, or teacher.
If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.
If none of the above categories align with your role at the proposed school, clarify your present and future role.

I would serve as a founding board member. I would hold any office and serve on any sub-committee assigned to me by the board. With staggered term limits proposed for founding board members, I will be willing to serve for the particular term that I am assigned by the board.

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8. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

My unique position as a school-based speech-language pathologist allows me to provide valuable insight to board decisions, particularly regarding special education and staff retention strategies. I am deeply committed to improving access to quality public education and special education for fellow residents in my home town of Fitchburg, and feel that this personal dedication will make me an asset to the founding board. I look forward to playing an active role in building a school that is academically robust and culturally supportive, with students, caregivers, staff, and fellow community members who genuinely love being a part of AECS team.

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9. Please describe your involvement in writing the application and/or providing feedback to the primary author(s).
(If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

I joined the founding group in September of 2026. By that time, many of the charter application documents had already been drafted. In the past several weeks, my role in the charter application has involved providing written and verbal feedback during the editing stages and weekly virtual meetings with the founding group. I have provided input regarding special education staffing, board of trustee bylaws, extended school year planning, staff orientation/training, neurodiversity-affirming practices, staff and student retention strategies, and marketing strategies to ensure residents throughout the catchment zone are aware of the proposed charter. Outside of these activities, I have assisted in local marketing including putting up signs, posters, and pamphlets in English and Spanish throughout Fitchburg. I have engaged in outreach to fellow community members to introduce the proposed charter school, answer questions, and encourage interested families to submit intent to enroll forms.

10. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

N/A

11. Please indicate if you or an immediate member of your family has or may have a *financial interest* in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Financial interest is defined as anything of economic or monetary value.

N/A

12. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

N/A

13. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

I would follow the protocols detailed in the board of trustees bylaws. I would reach out to the MA State Ethics Commission for advice and clarification if I felt that a board member was potentially acting unethically. I would bring my concerns to the Chair (and/or Vice Chair if the complaint involved the Chair) if I felt that a board member was not complying with their duty to act in the best interests of the school. Simple differences in opinion would not justify a formal complaint and would be addressed privately or within the context of board meeting discussions, depending on the nature of the situation.

14. [Applicable to Proposed Board Members Only]
To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (Request advice from the State Ethics Commission | Mass.gov) about how conflict of interest law applies to their situation.

Not at this time. I have completed the MA Conflict of Interest training on an annual basis as part of my employment at Keystone Ed. Collaborative. Additionally, I recently reached out to the MA State Ethics Commission to gain clarification regarding any potential conflicts of interest involving my salaried position at Keystone Educational Collaborative and proposed AECS board membership. I was advised that holding this municipal position at Keystone does not inherently cause a conflict of interest in serving as a special state employee on the board. I was advised that in the unlikely event of overlap between these two agencies, I could reach out to the State Ethics Commission for guidance on the specific situation. I have retained contact information for the representative I spoke with and was encouraged to reach out with any further questions.

15. I reviewed the complete final application prior to submission.

YES

16. The application fully reflects the expertise I bring as a member of the applicant group.

YES

17. Please indicate in which areas you possess professional expertise:

Community Service
Educational Leadership
Charter Schools
Early Childhood/Elementary Education
Secondary Education
Blended/Virtual Education
Special Education

18. I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.



Signature of: Kathryn H. Moore

2. Thank You!

New Send Email

Nov 03, 2026 17:24:57 Success: Email Sent to: [redacted]