

ATHOL-ROYALSTON REGIONAL SCHOOL DISTRICT  
ATHOL, MASSACHUSETTS

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR SUPERINTENDENT

Personal Information:

Name Matthew Ehrenworth Home Phone [REDACTED]  
Address [REDACTED] Office Phone [REDACTED]  
[REDACTED] Cell Phone [REDACTED]  
city state zip  
Email Address [REDACTED]

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

Certifications Held

Certification	State
Superintendent/Assistant Superintendent	MA (License #393425)
Business Administrator	MA (License #393425)
Principal/Assistant Principal 9-12, 5-8, and PK-6	MA (License #393425)

Are you licensed as a superintendent in Massachusetts?  YES  NO

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

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

Date of application: \_\_\_\_\_

Current School District Information:

Are you presently under contract to a school district? Yes

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

Name of District Blackstone-Millville Regional School District

Position Assistant Superintendent

### Academic and Professional Training:

High School(s), Colleges, Universities Attended	Location	Degree
Touro College	New York, NY	M.S. School Administration and Supervision
Boston University	Boston, MA	B.S. Health Sciences

### Professional Experience:

No. Years	Dates From/To	Position	School District
4	Aug 2018-Present	Assistant Superintendent	Blackstone-Millville Regional School District
5	Sep 2013-Aug 2018	Dir. of Business & Operations	Christa McAuliffe Regional Charter School
2	Jul 2011-Jun 2013	Principal, Coakley MS	Norwood Public Schools
2	Jul 2009-Jun 2011	Principal, Leicester MS	Leicester Public Schools
3	Jul 2006-Jul 2009	Assistant Principal, Marlborough MS	Marlborough Public Schools
1.5	Feb 2005-Jun 2006	Assistant Principal, Fitchburg HS	Fitchburg Public Schools
6	Sep 1998-Jun 2004	Teacher/Dean, Jamaica HS	New York City Dept. of Education

### Other Relevant Work Experience and Achievements:

Naquag School Improvement Committee Member (Wachusett Regional School District)	2016-2018
Christa McAuliffe Charter School Foundation Treasurer (McAuliffe Charter School Foundation Board)	2013-2018
School Committee Member (Wachusett Regional School District – Rutland representative)	2013- 2016

**Memberships in Professional Organizations:**

Massachusetts Association of School Superintendents (MASS)

The School Superintendents Association (AASA)

Massachusetts Association of School Business Officials (MASBO)

Association of School Business Officials International (ASBO)

Massachusetts School Administrators' Association (MSAA)

Blackstone Valley Educators' Consortium (BVEC)

French River Education Center (FREC)

Mass. Certified Public Procurement Officials (MCPPO)

**References:**

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

Name Jason DeFalco, EdD. Address [REDACTED]  
Relationship Superintendent Phone Number [REDACTED]

Name Jane Reggio Address [REDACTED]  
Relationship SC Chairperson Phone Number [REDACTED]

Name Dan Saltzman Address [REDACTED]  
Relationship Technology Director Phone Number [REDACTED]

**Release of information:**

Please check one box:

Upon request from the media, I  do  do not give permission to the school committee to release my resumé.

\*\* This section is unclear about the timing of the release. Should I be selected as a finalist, I agree to release any necessary documentation (including my resumé) to the media.

A complete application form includes the following:

- 1. A completed and signed application form.
- 2. An up-to-date resume.
- 3. A copy of the candidate's Massachusetts superintendent license, or evidence that the candidate is eligible for licensure as a superintendent in Massachusetts and has submitted his/her application to the Department of Education.
- 4. Evidence of highest degree earned (copy of diploma, license and/or certificate).
- 5. Three recent letters of reference (within the past three years preferred) from persons **other than those listed on the previous page.**
- 6. The Committee requests a personal statement describing your major educational accomplishments and the specific leadership and management skills you can bring to the superintendency of the Athol-Royalston Regional School District.

All application documents listed above must be received via email on or before **March 25, 2022** at 3:00pm.

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

I understand that, under the requirements of the Massachusetts Open Meeting Law, should I become a finalist, certain facts of my application will become public information and that the school committee may request a copy of my transcripts.

Signature Matthew Frenno Date 3/23/22

Email all information to Ann-marie Martin: [amartin@masc.org](mailto:amartin@masc.org)

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

## MATTHEW J. EHRENWORTH



### GOAL

To work collaboratively with district governance, school leadership, town administrators/boards, and the entire ARRSD community to move the school system forward and provide its students with the best education possible.

### CURRENT EMPLOYMENT

#### Assistant Superintendent

Blackstone-Millville Regional School District Blackstone, MA

August 2018-Present

##### *Instructional Leadership*

- Co-direct the District Leadership Team in the development and communication of the district's Blueprint for Improvement (strategic plan)
- Collaborate with leadership and faculty to evaluate and select professional development opportunities, explore, and decide upon curricula and instructional resources
- Assist the Superintendent with the professional growth and oversight of four building principals and two assistant principals
- Conduct learning walks to observe instructional practices, calibrate evaluation processes, and support principals in providing meaningful feedback to classroom teachers
- Work with the Director of Learner Support Services to ensure that students on Individualized Education Plans (IEPs) and English language learners receive all necessary support and instructional modifications/scaffolding
- Engage with building-based Instructional Leadership Teams and Practice Teaching and Learning Coaches to ensure that each school is advancing its instructional focus and improving student outcomes
- Partner with the Superintendent to drive Diversity, Equity, and Inclusion (DEI) work, ensuring the growth and success of all students regardless of race, gender identity, special needs, socio-economic status, or any other factor

##### *Fiscal Leadership*

- Develop, oversee, and regularly report on an approximately \$30,000,000 operating budget
- Serve as chief procurement officer, monitoring and authorizing all expenditures, as well as soliciting, reviewing, and executing service and material contracts
- Control all accounting and financial processes for the district, including but not limited to accounts payable, accounts receivable, payroll, and annual auditing
- Manage state and federal grants, drawing down funds, and completing required reports (e.g. FR-1)
- Create and submit the end-of-year financial report, fiscal policies, and other documents as required by the Department of Elementary and Secondary Education
- Maintain and reconcile fourteen bank accounts (including general funds, student activities, payroll, and capital)

##### *Operational Leadership*

- Interface with town administrators, Select Boards, government officials, and local police and fire departments to address district concerns, advocate for student needs, and advance various initiatives
- Oversee all aspects of facilities and grounds management, including emergency plans and procedures
- Monitor and foster the work and growth of the district's Food Services department
- Coordinate district transportation in conjunction with contracted bus/transportation vendor
- Supervise and facilitate the work of the Technology department
- Support and evaluate seven district-level personnel (Business Office staff, Director of Facilities, Food Services Director, Technology Director)

##### *Human Resource Leadership*

- Oversee all aspects of benefits procurement and administration for active and retired employees
- Ensure district compliance with Title IX, Americans with Disabilities Act, and other state and federal employment regulations
- Participate in the negotiation and development of three different collective bargaining agreements
- Conduct or assist in all personnel matters, including but not limited to onboarding, termination, conflict resolution, and investigations
- Collaborate with district counsel to address matters such as severance agreements, lawsuits, and claims made to the Department of Labor, the Office of Civil Rights, etc.

*Highlights of my work within the Blackstone-Millville Regional School District include:*

- Production of "District Blueprint" and establishment of both school based and grade/content level instructional leadership teams (as outlined within it)
- Successful development and adoption of three budgets (soon to be four) with minimal impact to towns and no overrides
- Navigation of three financial audits yielding no substantial findings
- Writing and award of almost \$2M in competitive grant funding and \$160K in FEMA reimbursements
- Reorganization of central office responsibilities, introducing and training a Human Resource Specialist and a Director of Facilities
- Creation and implementation of Covid-19 policies, protocols, and union agreements, resulting in the district having the 6<sup>th</sup> highest amount of in-person learning in the state of Massachusetts
- Amending the Regional Agreement (last done in 1984), which outlines a process for the district to alter student placement within and across towns
- Reconfiguration of buildings/grades, turning two town-based elementary schools into one regional early learning center (PK-2) and one regional intermediate elementary school (3-5)
- Organization and execution of teacher/classroom movement and new transportation routes associated with district reconfiguration
- Initiation and oversight of two Massachusetts School Building Authority (MSBA) Accelerated Repair Projects: one replacement of windows and boilers; one transition from oil-burning boilers to a propane system
- Development of a Capital Study, facilitation of a capital planning subcommittee, and creation of a Statement of Interest for a Core Renovation Project (constructing a new middle/high school)

## **EDUCATION**

Touro College                      New York, NY  
Graduate School of Education and Psychology  
MS: School Administration and Supervision (2002)

Boston University                  Boston, MA  
Sargent College of Allied Health Professions  
BS: Health Studies; Minor: Psychology (1997)

## **LICENSES HELD**

Massachusetts: Superintendent/Assistant Superintendent All Levels; School Business Administrator All Levels; Principal/Assistant Principal 8-12; Principal/Assistant Principal 5-8; Principal/Assistant Principal PK-6; Biology 5-8 & 8-12  
New York State: School Administrator/Supervisor; Biology/General Science 7-12 (Permanent)

## **TECHNOLOGY PROFICIENCY**

DESE Security Portal (including directory administration, Dropbox, Edwin Analytics, school lunch reporting/claims); Payroll software/platforms (Infinite Visions/Budget Sense, Payroll Forward, Millennium, ADP); Accounting software/platforms (Infinite Visions/Budget Sense, Munis, QuickBooks online, Quicken); MyTRS Benefits Administration platform (including deduction report submission); DLS Gateway; Virtual Gateway; Medicaid reporting/submissions portal; Pay.gov; Microsoft Suite (including Word, Excel, PowerPoint, Publisher); Google Suite (including Google Docs, Google Sheets, Google Drive, and Google Classroom)

## **PROFESSIONAL AFFILIATIONS**

Massachusetts Association of School Superintendents (MASS); The School Superintendents Association (AASA); Massachusetts Association of School Business Officials (MASBO); Association of School Business Officials International (ASBO); Massachusetts School Administrators' Association (MSAA); Blackstone Valley Educators' Consortium (BVEC), French River Education Center (FREC); Mass. Certified Public Procurement Officials (MCPPO)

## **PREVIOUS EMPLOYMENT**

### **Director of Business and Operations**

Christa McAuliffe Regional Charter School/District      Framingham, MA

2013-2018

#### *Fiscal Responsibilities*

- Financial/Accounting Management
- Budgeting
- Purchasing/Procurement
- Internal Control/Audit Process
- Grants Management/State and Federal Reporting

### **Other Responsibilities**

- School/District Instructional Leadership
- Human Resources
- Facilities Management / Landlord on behalf of 501(c)(3)
- Program Oversight (Transportation, Food Services, Health Services, Technology, After-School Enrichment, and Athletics)
- Direct Supervision and Evaluation (Business Assistant, Technology Specialist, Data Team, Nurse, Custodians, Cafeteria staff, and the Enrichment and Athletics Coordinators)

### **Principal**

Dr. Philip O. Coakley Middle School Norwood, MA 2011-2013

- Directed educational program and operations of a 750-student middle school
- Instituted instructional, co-curricular, special education, and remediation programs
- Created opportunities to engage parents and community in the education of their children
- Collaborated with faculty/union officials to ensure working conditions and improve instruction
- Prepared school budget and monitored/approved all expenditures

### **Principal**

Leicester Middle School Leicester, MA 2009-2011

- Directed operations of a 420-student middle school
- Implemented instructional, co-curricular, special education, and remediation programs
- Created opportunities to engage parents and community in the education of their children
- Developed school's master schedule
- Prepared school budget and monitored/approved expenditures

### **Assistant Principal of Operations**

1LT Charles W. Whitcomb School Marlborough, MA 2006-2009

- Supervised and evaluated 25 teachers
- Managed every aspect of student affairs, including discipline, mediation, and attendance
- Helped create school budget, approved expenditures
- Organized and maintained school schedule and student information system
- Supervised multiple sub-separate programs (therapeutic learning, language based learning disabilities, autism spectrum)

### **Assistant Principal**

Fitchburg High School Fitchburg, MA 2005-2006

- Reinforced student behavioral expectations and administered appropriate consequences
- Served as Math and Science Department Chairperson, supervising teachers and facilitating monthly meetings
- Collaborated with principal and administrators to form school policy
- Engaged in financial analysis and planning for the school
- Devised crisis protocol and served as decision maker and contact person in the event of an emergency

### **RELATED EXPERIENCES**

*Naquag School Improvement Committee Member (Wachusett Regional School District)* 2016-2018

- Assisted in the annual review and development of school improvement plan
- Served on advisory board with the school principal and representative faculty members

*Christa McAuliffe Charter School Foundation Treasurer (McAuliffe Charter School Foundation Board)* 2013-2018

- Managed the finances of a 501(c)(3) nonprofit organization
- Represented owners in all real estate and financial transactions pertaining to property valued at ~\$10M

*School Committee Member (Wachusett Regional School District – Rutland representative)* 2013- 2016

- Collaborated with committee members to interpret and develop school district policy
- Worked as a member of various sub-committees (legal affairs, facilities/security, contract negotiations)

March 23, 2022

Dear Members of the Hiring Committee:

I'd like to begin by thanking you for your commitment to the Athol-Royalston Regional School District. Having organized and engaged in numerous search processes, I am familiar with the amount of work that goes into selecting the right candidate, particularly for a key leadership role within the school district. My hope is that the Athol-Royalston students who cross the graduation stage in the years to come will reflect the success of your endeavor.

Like you, I have shown my commitment to working for the children and families of smaller industrial/suburban and rural communities. I am a resident of Rutland, have three children who have attended regional public schools since kindergarten, and have been volunteering in the Wachusett community (Cub Scouts, Little League, PTOs, School Improvement Council, etc.) for over a decade. From 2013-2016, I also participated as a Rutland representative on the Wachusett Regional District School Committee. I would like nothing more than to lead the work in a local school district with a strong sense of community. As Superintendent, I would be able to provide the district with 100% of my focus (24 hours a day/7 days a week). This is exactly what the students of Athol-Royalston deserve and need.

Professionally, I am in my twenty-fourth year in education. I have been a teacher, assistant principal, principal, and district-level administrator. I have successfully worked in urban, suburban, and rural school communities. Most recently, I am in my fourth year, serving as the Assistant Superintendent for the Blackstone-Millville Regional School District (BMRSD). This district is similar in many ways to the Athol-Royalston Regional School District (ARRSD). I believe that my leadership experience and work within the BMRSD community have prepared me to make an extremely successful and nearly seamless transition into the Superintendent's role for the ARRSD community.

Throughout my career, I have acquired a thorough understanding of every facet required to effectively and efficiently run a school district—from the instruction, to the business and operations, to the politics. I firmly believe that to lead the work, you must know the work.

I am a highly motivated individual who possesses a strong character and deep insight with respect to the inner workings of educational institutions. My qualifications, my understanding of small regional communities, and my unwavering commitment to children and their education would make me an ideal leader for the Athol-Royalston Regional School District. I hope you will afford me the opportunity to demonstrate this.

I appreciate your time and consideration, and I look forward to hearing from you at your earliest convenience.

Respectfully,

A handwritten signature in black ink, appearing to read "Matthew Ehrenworth". The signature is fluid and cursive, with a large initial "M" and "E".

Matthew Ehrenworth



## PERSONAL STATEMENT

MATTHEW J. EHRENWORTH

It is with great pleasure that I submit this personal statement for your consideration of me as the next Superintendent of the Athol-Royalston Regional School District (ARRSD). With over 24 years of experience in education, I bring a thorough understanding of PK-13 (including special education programs) curriculum and instruction, as well as school-based human resources, finances, operations, and politics. I am a trauma-informed professional who understands that each student brings their own personal history with them and has their own unique learning needs. I strive to ensure equity for all students and adults in every level of this work across the entire district community. I am confident that my experience, along with my leadership and management skills, will enable me to improve and/or create the systems and structures required to sustain the growth of your district, student learning, and student outcomes.

As a leader in my current district, I (along with my team) have had significant accomplishments in various aspects of education. From an instructional perspective, I have led the development of school-based Instructional Leadership Teams (ILTs) and grade-level Professional Learning Communities (PLCs) at each school within the district. These ILTs work together to analyze school-wide learning data and cultural information to develop and drive the instructional focus of each school, assess and address the curriculum being used, and identify professional development needs. The PLCs concentrate on formative assessments and individual student data to help differentiate classroom instruction and identify the specific learning needs of students. This information is used to properly group students for our Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) programs. Recently, our middle of year (MOY) data from our *STAR Testing* showed significant improvement in Student Growth Percentiles (SGP) at almost every grade level.

In conjunction with my Director of Student Learner Supports, I have also developed and guided Social Emotional Learning (SEL) Teams at each building. These groups have surveyed the needs of their students, implemented mental health screeners, and selected and implemented age-appropriate SEL curricula. They continue to meet regularly in order to discuss the needs of specific students within their buildings, review curricula, organize grade-and building-based activities, and more.

Side-by-side with my Superintendent, I have also been leading the district's Diversity, Equity, and Inclusion (DEI) work. I am particularly proud of our district's accomplishments in this area. We have orchestrated book studies for our leadership team and fostered a deep reflection on subconscious bias and its impact on our work. We have initiated a review of our policies and curricula to ensure that our materials equitably serve and accurately reflect the students in our community, while also fostering appreciation of the global diversity that they will encounter outside our towns. Our instructional coaches have been provided with training on coaching for equity, which assists us in directly impacting the practices of all of our educators. In support of this work, I authored an Anti-Hate Crimes grant with our district social worker, for which we were awarded approximately \$20,000 to help us purchase materials and sustain the partnerships that we have developed with the Anti-Defamation League and Teachers 21. Lastly, my team developed a protocol for shadowing students who may experience different types of bias (i.e. transgender, English learners, and students of color). This protocol, including the debriefing, has helped and will continue to help our instructional leaders and educators better understand our schools from the perspective of these students.

I have also had an impact on education through my work with the finances and operations of the district. I have developed and presented three budgets which have supported the instructional priorities and goals of the district. My work enabled each of these budgets to be approved with minimal impact to the towns and no need for an override. My fourth budget has been developed and presented; through my work with the Town Administrators, Select Boards, and Finance Committees of both towns, I have every reason to believe that this budget will also be approved at our upcoming Annual Town Meetings. Similarly, I was successful in gaining approval to revise our regional agreement and reorganize/regionalize our two elementary schools. This process resulted in students from both towns being in the same grade-level classes (PK-13), ensuring equitable delivery of instruction for the students and preparation/planning time for the staff.

As stated in my cover letter, I firmly believe that in order to lead the work, you need to know the work. I have had direct experience working in each and every facet of running a school system. I know when and how to delegate, constructively organize time and tasks, pay attention to every detail, collaborate well, and persist through difficult endeavors. These and other skills, combined with my experiences, make me a highly effective manager of all the work that needs to get done. What makes me most effective is my ability and willingness to jump in and help with whatever work is needed. Particularly in a smaller school system, everyone must "wear many hats" and take on additional responsibilities as needed. I would never ask anyone to do anything that I wouldn't be willing to do myself.

I communicate clearly, listen carefully, engage the right people, inspire others, and actively demonstrate my passion for education and helping students grow. These and other skills make me a strong leader. This is clearly demonstrated by what I have achieved, but more so by the success of my students and district.

I look forward to discussing my candidacy for Superintendent further.