

TOWN OF HEATH

MASSACHUSETTS



SELECT BOARD

MEETING MINUTES - TOWN OF HEATH SELECT BOARD

This meeting was held on Tuesday, September 8, 2026, at 4:00PM.
JACOBS ROAD MUNICIPAL CENTER – CAFETERIA - 18 JACOBS ROAD HEATH, MA 01346

Called to order at 4:00PM with Robyn Provost (Chair), Elissa Viarengo (Member), William Emmet (Member), and Mia Francesconi (Town Coordinator) present.

Others present included Tyson Howard (Highway Superintendent), Barbara Gordon, Anne Emmet, Julie Troy, Jerry Ferguson, Peg Ferguson, Tracy Siok, Larry Siok, Anthony Yurkenas, Ned Wolf (Finance Committee), Bill Fontes, Johnny Depin (Greenfield Recorder), Sue Lively, Eileen Lively, Timothy Lively, Robert McGahan (Finance Committee), Melinda Lannon, Sam Lane, Wendy Whalen (Finance Committee), Sheila Litchfield (Board of Health), Susan Gruen (Board of Health), Gene Garland (Board of Health), Jason Erali (Board of Health), and Kyle Jarvis.

R. Provost announced that the meeting was being audio recorded.

Review Agenda

Meeting Minutes: 08/25/2026

Tabled to the next meeting.

Accounts Payable/Payroll Warrants

Approved by signature.

4:00PM: Tyson Howard, Highway Superintendent – Number Nine Road Discussion & Next Steps

T. Howard stated that a volunteer, Kyle Jarvis, had completed the roadside mowing on Number Nine Road over the weekend and had exposed many culverts that were not previously visible. Some of the culverts need to be enlarged, so he recommended that the full project be put on hold until the drainage work is complete as the Highway Department will not be able to complete the necessary drainage work before the Winter by themselves. In the meantime, the Highway Department will complete patching on the sections that can be patched and put down an overlay of asphalt on the sections that cannot. This extra material on the roadway will contribute to a stronger base when reclamation is completed. R. Provost stated that the new plan would be funded by a combination of Chapter 90 funds, funds from MassDOT's Winter Recovery Assistance Program (WRAP), and, ideally, a grant through the MassWorks Infrastructure Program. Patching, overlay, and as much drainage work as possible will be completed before the Winter. In the Spring of 2027, drainage work will continue, roadside mowing will be completed, and some work will likely be done to thin the tree canopy. In the Summer of 2027, the road will be reclaimed, and a coat of hot-mix asphalt binder will be applied. Pending application for and receipt of a grant, a topcoat of hot-mix asphalt would be applied to the road in the Spring of 2028. Members explained that they had heard from many residents since the last meeting and would not be

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leaving the road dirt for an extended period. R. Provost will prepare a written plan that will be available to the public within the next couple of weeks. Both E. Viarengo and W. Emmet expressed their support for this new plan. E. Lively asked how the Board will guarantee that this work be completed. R. Provost explained that she would be creating the planning documents herself, but that residents will have to trust the Highway Department and Select Board. J. Troy noted the heavy commercial traffic that travels over the road daily. R. Provost responded that the heavy commercial traffic had been accounted for in developing this new plan. L. Siok stated that he felt much better having heard of the new plan than he had two weeks prior at the last meeting. S. Lane asked if there would be enough money left to shim/patch Sumner Stetson Road. R. Provost explained that Sumner Stetson Road would be included wherever possible, but that Number Nine Road was the priority. L. Siok requested that stop signs be placed at the end of Groll Road and Stone Hill Road. The Highway Department will check with the Police Chief to determine whether stop signs are appropriate in those locations.

5:00PM: Finance Committee – Discuss Big Ticket Budget Items for FY '28: FCTS Building Project; MTRSD Building Project; Probable Creation of New West County Ambulance Service; General FY '28 Budget Discussion & Planning

R. Provost summarized the recent presentation by Martha Thurber and Sheryl Stanton of the Mohawk Trail Regional School District (MTRSD) regarding the proposed building project and associated feasibility study. She urged the Finance Committee to review the slide show that was presented along with the flyers that had been provided to them by M. Francesconi. R. Provost then explained that the debt authorization vote for the Franklin County Technical School (FCTS) would take place on October 6th and would cost the Town of Heath approximately \$85,000 per year for thirty years if passed. The MTRSD project would be a similar cost to the Town. M. Francesconi summarized the recent discussions regarding the western Franklin County EMS regionalization initiative and explained that the initial first-year estimates for the service were around \$100,000 for the Town of Heath. R. Provost asked if the Finance Committee could investigate the benefits of continuing to be a member of the Hampshire County Group Insurance Trust (HCGIT) and report back to the Select Board with their findings. The Finance Committee agreed.

Town Building Maintenance – Community Hall Lift Mechanical Issue; Community Hall On-Demand Hot Water Heater Leak & Replacement Estimate; Sawyer Hall Heating System Issue & Resolution Estimate – Vote Possible

PLEASE NOTE: Due to an administrative error, this agenda item and the corresponding discussion referred to the on-demand hot water heater leak and replacement estimate in/for Community Hall. This leak and replacement estimate was in/for Sawyer Hall, not Community Hall.

M. Francesconi explained that after the generic replacement part didn't fit in the lift, the elevator company was supposed to reach back out with next steps. She had sent a follow-up email but had not yet received a reply. She was also told conflicting information by the insurance company, and she wasn't sure whether the next steps would be covered. R. Provost will contact the insurance company. The Building Maintenance Coordinator, Timothy Lively, received an estimate from White Heating to fix the

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overheating problems at Sawyer Hall. The estimate was not clear whether the necessary electrical work was included. R. Provost will follow up with T. Lively. M. Francesconi then explained that the hot water heater in Community Hall had begun to leak and needed to be replaced. T. Lively received a replacement estimate of \$667.91 from Hartnett Plumbing LLC.

A motion was made by E. Viarengo and seconded by W. Emmet to accept the replacement estimate of \$667.91 from Hartnett Plumbing LLC for the replacement of the hot water heater at Community Hall.

Vote: Unanimous

Motion Carries: 3-0

Former Library Space at Sawyer Hall – Letter of Intent & Expression of Interest from Casey Clark of “A Foragers Trade”

Members agreed that they were interested in discussing the possibility of leasing space to Casey Clark of A Foragers Trade. They asked that M. Francesconi set up a time for the Select Board to meet with C. Clark to give all present the opportunity to meet in-person and ask questions.

6:30PM: Board of Health – Discuss Next Steps, Timeline, & Recommendations for Town Nurse Position – Vote Possible

Members reviewed the recommendations from both the Town Nurse Interview Committee and the Board of Health to offer the Town Nurse position to Rachel Lewis for the remainder of Fiscal Year 2027 (FY '27). The Board of Health will handle onboarding and managing the overlap between Claire Rabbitt, the current Town Nurse, and R. Lewis. The Select Board requested that the Board of Health, Select Board, and R. Lewis meet in February to discuss the future of the position and R. Lewis' thoughts on the job description.

A motion was made by E. Viarengo and seconded by W. Emmet to offer Rachel Lewis the temporary, unbenefited position of Town Nurse for the remainder of Fiscal Year 2027, for approximately five (5) hours per week at an hourly rate of \$45.50.

Vote: Unanimous

Motion Carries: 3-0

Northeast IT – Firewall Service/Maintenance Platform Migration & Cost Comparison; Town Coordinator Laptop Replacement Options; Server Warranty Extension Update – Vote Possible

M. Francesconi explained that she approved the estimate from Northeast IT and the server warranty had been extended. Northeast IT informed her that the Town would need to move to a new firewall service/maintenance platform as the current platform was raising their prices significantly. They believed they had found a plug-and-play option that was inexpensive and will be sending M. Francesconi an estimate. M. Francesconi stated that her laptop had stopped working and would need to be replaced. M. Francesconi will come up with options to present to the Board.

Public Comment

None.

Town Coordinator Updates

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Jacobs Road Municipal Center Roof Leak

The roof leak was repaired by Titan Roofing. T. Lively has a call into the company to find out exactly what was repaired.

Green Communities Grant

MassSave had not approved the Town's rebate submission and JAMROG was still corresponding with the inspection company and National Grid.

Deerfield River Watershed Association, Wild & Scenic Initiative

The Association will be meeting with the Select Board in late October to discuss this initiative. The Conservation Commission was invited.

Heath Salt Shed Retaining Wall

Work had begun on the retaining wall.

Roller

M. Francesconi had received the Notice to Proceed for acquisition of the roller and associated trailer. Unfortunately, the dealer who supplied the estimates and had claimed to be on the State contract for this type of heavy equipment was not, so M. Francesconi was working on possible solutions.

Fire Extinguisher Inspection Problem

A company that was not under contract with the Town had completed fire extinguisher inspections without M. Francesconi's awareness. The company billed the Town, but M. Francesconi disputed the bill, and it was forgiven. The company who is supposed to complete the fire extinguisher inspections will do so in the coming months.

Burnt Hill-Catamount Trail Enforcement Order

William Lattrell, the Conservation Commission Consultant, had informed M. Francesconi that the Town's Restoration Plan for the Burnt Hill-Catamount Trail Enforcement Order was approved by the Conservation Commission. M. Francesconi will reach out to the consultant to determine next steps.

Mail

- T. Howard re. Most Recent Binder & FDR Estimates for Number Nine Road
- J. Troy & M. Francesconi re. Number Nine Road Q & A
- Buckland Finance Committee re. FCTSD Cost Per Town Comparisons
- Buckland Finance Committee re. FCTSD Project Forum Slideshow
- Buckland Finance Committee re. FCTSD Project Cost Per Town
- Buckland Finance Committee re. FCTSD Regional Agreement Extracts
- M. Sumner re. FCTSD District-Wide Ballot Vote Information
- MTRSD re. 2D8T Select Board Update Slideshow
- FRCOG re. West Cty. Ambulance Collaboration Project DRAFT Brochure

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- FRCOG re. West Cty. Ambulance Collaboration Project DRAFT Press Release
 - FRCOG & S. Reynolds re. Nonprofit Ambulance Service Grant Eligibility
 - E. Viarengo re. Town Nurse Interview Committee Recommendation
 - G. Garland re. Board of Health Town Nurse Recommendation
 - G. Garland & M. Francesconi re. Plan for Town Nurse Contract
 - T. Lively re. Community Hall Lift Repair Attempt
 - Hartnett Plumbing re. Commercial Water Heater Replacement Estimate
 - White Heating re. Sawyer Hall Heating System Repair Estimate
 - C. Clark re. Expression of Interest & Letter of Intent for Sawyer Hall Space
 - D. Morneault (Northeast IT) re. Firewall, Laptop Replacement, & Server
 - T. Jenkins (Shelburne PD) re. Mental Health Services
 - D. Heinicke re. Golf Carts & Mohawk Estates
 - S. Gruen re. West Nile Virus Risk Level Change
 - S. Gruen re. PVMCD EPI Week 33 Surveillance Report
 - B. Dean (FRCOG) re. Selectboard 101 Workshop Flyer
 - J. Atwood (FRCOG) re. Planning Updates – Eco One Stop & MHP

New business that could not be anticipated 48 hours prior to the meeting

None.

Next Meeting: Tuesday, September 22, 2026, 5:00PM

Meeting Adjournment

A motion was made by E. Viarengo and seconded by R. Provost to adjourn the meeting of the Select Board at 7:27PM.

Vote: Unanimous

Motion Carries: 3-0

Respectfully submitted,

Mia Francesconi, Town Coordinator
Town of Heath

ATTACHMENTS NOT INCLUDED IN MAIL:

- *Sign-In Sheet, September 8, 2026*
- *Julie Troy re. Number Nine Road Questions for Select Board*
- *2D8T Sustainability Study One Page Overview*

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- *2D8T Single-Campus School District Flyer*
 - *2D8T Enrollment & Demographics Key Findings & Considerations*
 - *2D8T Finance Key Findings & Considerations*
 - *2D8T Transportation & Sustainability Key Findings & Considerations*
 - *2D8T Sustainability Study Facilities at a Glance*
 - *2D8T Repurposing of Vacated School Buildings*
 - *Anne Emmet re. Number Nine Road Comments*
 - *Town of Heath Personnel Policy Attachment G-1*
 - *Town of Heath Personnel Policy Attachment G-2*
 - *Town of Heath Personnel Policy Attachment G-3*
 - *Town of Heath Personnel Policy Attachment G-4*
 - *Town of Heath Personnel Policy Attachment G-5 w/ FY '27 Grades/Rate Range*

Heath
Select Board Meeting

DATE: September 8, 2026

Please Sign In

Name (please print)

Print Name
Barbara Gordon
Anne Emmet
Tyson Howd
Julie Troy
JERRY & PEG FERGUSON
Tracy Siod
Harry Siod
Anthony Yurkencas
Ned Wolf
Bill Fontes
Johnny Depin
- Sue Lively
Eileen Lively
Timothy Lively
Robert McGahan
Melinda Lannon
SAM LAWE
Wendy Whalen
Blitchfield
Susan Grier
GENE GRIFFIN
Jason Erail

Sign
Barbara Gordon
Anne Emmet
Tyson Howd
Julie Troy
Jerry Ferguson
Tracy Siod
Harry Siod
Anthony Yurkencas
Ned Wolf
Bill Fontes
Johnny Depin
Sue Lively
Eileen Lively
Timothy Lively
Robert McGahan
Melinda Lannon
Sam Lawe
Wendy Whalen
Blitchfield
Susan Grier
Gene Griffin
Jason Erail



Outlook

Re: Number Nine Rd

From Julie Troy <julie.troy@att.net>
Date Tue 9/1/2026 4:26 PM
To BOS <BOS@townofheath.org>
Cc Heath Highway <highway@townofheath.org>

Hello Mia,

Thank you for your responses to my questions. I'm sorry this has fallen to you because I realize the time it takes to answer so thoughtfully. I was hoping for more input directly from the SB members, but expect that will be forthcoming at the next SB meeting. I am hoping that all of the SB members will clarify their opinions on the matter of the comparison of the evaluations by Mr Stokes vs our Highway Department and are able to reach an agreement (i.e., vote on) the Number Nine Rd project so that it can proceed in a timely fashion.

Best regards,

Julie

[Sent from AT&T Yahoo Mail for iPad](#)

On Friday, August 28, 2026, 2:59 PM, BOS <BOS@townofheath.org> wrote:

Hello, Julie.

Thank you for your email.

I will do my best to answer your questions in the order they were asked. I will also pass your email along to the Select Board.

- who is David Stokes? (reference was made to his role in approving road projects, but it was not stated what his position is or what his role is in decision making for town projects).

David Stokes is the District 1 State Aid Engineer for MassDOT. In my previous email to you, I mentioned that the project would be funded by a State program called Chapter 90. Chapter 90 funds are raised by the State, then divided amongst the 351 cities/towns based on road mileage and population. However, the program is reimbursement based, so the State holds onto and keeps track of each city/town's funds. If a city/town wants to use the funds for a project, a city/town (in District 1) must submit a project request to Mr. Stokes. He then reviews the request, ensures that the project meets MassDOT specifications, then either approves or denies the request accordingly. Basically, his job is to make sure that the projects that District 1 towns use Chapter 90 funding for are being carried out appropriately and in accordance with MassDOT's standards. He also approves/denies Chapter 90 reimbursement requests, serves as a grant reviewer for numerous infrastructure-focused,



SUSTAINABILITY STUDY: ONE PAGE OVERVIEW

Spring 2026

What is the Sustainability Study?

The 2 district 8 towns Sustainability Committee was organized to study and analyze the operating and organizational structures of the Mohawk Trail and Hawlemont school districts in light of ongoing **enrollment, fiscal and educational pressures**. Formed in early 2024, the Committee's goal is to develop a plan to provide students with a broad array of **high-quality educational opportunities** that prepare them for future success – in college, career and life – and to do so in a sustainable way that our rural towns can afford.

This document provides stakeholders with a concise, factual summary of the 2D8T Sustainability Study, the Steering Committee's recommended Plan of Action, and the ongoing work being done to provide additional detail to the Plan and address questions raised by stakeholders. We encourage informed dialogue and constructive feedback as this process continues.

Why Conduct the Study

Mohawk Trail and Hawlemont face critical challenges that affect most rural districts: **declining enrollment, rising costs, flat state aid, and increasing student needs**. Without action, these challenges will continue to produce budget deficits, cuts to educational programming and staff, rising town assessments, and limited academic and social opportunities for students.

How the Study Was Conducted

Over 16+ months, the Steering Committee, composed of community members and district leadership, supported and reviewed in-depth analysis of current **educational programming, enrollment, staffing, finance, facilities, and transportation**. Initial findings were shared in extensive outreach communities and staff, and the input received has helped shape the ongoing work.

Models Examined

After reviewing 177 ideas offered by stakeholders and staff, 5 operational models were selected for detailed review:

Status Quo

change to existing operations

Partial Elementary Consolidation

consolidate elementary students into fewer schools

Move Grade 6

create a Grade 6-8 middle school on the Mohawk Trail

Create a Single PreK-12 Campus

consolidate all elementary schools and create a single K-12 on the Mohawk Trail site

Key Findings of Comprehensive Option Analysis

- Maintaining the **Status Quo** does not address existing fiscal or educational challenges.
- A single campus provides the greatest opportunity for long-term **fiscal Sustainability**.
- Larger student bodies best support **robust academic and social** environments; ensure **equitable access** to academics, student supports, co- and extra-curricular activities; and encourage **strong professional collaboration**.
- Creating a single campus will require **some modifications** to existing Mohawk Trail facilities.

SUSTAINABILITY STUDY OVERVIEW (CONTINUED)

✓ Steering Committee Recommendation

In Spring 2025, The Steering Committee and both School Committees voted to pursue the aspirational goal of **educating all students at a single PK–12 campus at Mohawk Trail.** – and to complete additional work to better understand potential outcomes, address community concerns and develop detailed operational and educational plans. This goal would be achieved gradually over 5-7 years.

Robust Academics

Maximum Economies of Scale

Centralized/Shared Staffing

Greater Opportunities for Staff Learning/Collaboration

👤 Staffing & Programming

Impact: Centralized staffing results in (estimated) 41-65 fewer staff across all roles.

Goal: To the extent possible, manage reductions through retirement and staff turnover.

⚠️ What Has NOT Been Decided

No specific decisions have been made. Educational visioning work (now underway) will determine specific needs.

🌐 Current and Future Planning

Phase III focuses on **planning, not implementation.** Key activities include:

- 🔹 Developing a detailed education vision (all grades)
- 🔹 Refining transportation models
- 🔹 Exploring economic and social impacts on communities
- 🔹 Investigating school building re-use
- 🔹 Analyzing staffing impact
- 🔹 Creating detailed financial projections
- 🔹 Developing a new Regional Agreement (details changes)

Fall 2025– Summer 2026	Fall 2026 – Winter 2027	Winter 2027– Spring 2028	Late Fall 2028	3-5 years, 2032 or later
Complete operational planning and educational visioning	Secure funding for full facilities planning (Town Vote or other sources)	Complete regional agreement with significant community input	Vote to approve regional agreement Vote to authorize capital for facilities modifications	Construction New campus opens 2030 or later

Bottom Line: The Sustainability Study identifies a structured pathway to address our current challenges. It does not mandate immediate change. Community input remains essential. **Nothing happens without a unanimous vote of all 8 towns.**



**MOHAWK TRAIL & HAWLEMONT
REGIONAL SCHOOL DISTRICTS**
Inspiring Every Learner



2Districts8Towns



One Campus. Expanded Opportunities. Sustainable Future.

More Peers. More Programs. More Support. More Possibilities For Every Student.

More Classmates, More Connections



- Athletics at every age, interest-based groups, and clubs
- More potential friends in every grade
- Opportunities for comprehensive music and arts programming
- Every student can find where they belong
- A community hub to foster collaboration across the eight towns

Expanded Academic Opportunities



- Multiple sections per grade, more flexible student groupings
- Project-based learning
- Stronger enrichment and intervention
- Advanced coursework options tailored to student readiness
- World language instruction beginning in elementary school

Stronger Student Support



- More access to specialists in literacy, math, and counseling
- Stronger special education services
- Expanded social-emotional supports
- Earlier identification when students are struggling and need support
- Deeper collaboration among educators across grades and specialties

Cross-Age Leadership



- Intentional and meaningful connections across grade levels
- Older students mentor and tutor younger ones
- Real leadership roles for middle and high schoolers
- Active student involvement in shaping the single-campus culture

Middle and High School Opportunities



- A wide range of electives
- Defined career pathways for students with focused interests
- Internships in early childhood classrooms and career pathways that support a student's next steps
- Preparing students for local professional and civic leadership

Learning Beyond the Classroom



- Outdoor and environmental learning rooted in our region
- Strong community partnerships that provide hands-on experience
- Internships and local career connections
- Interdisciplinary, project-based learning across grade levels

**A single-campus school district is about opening doors –
academically, socially, and emotionally – for every student.**

ENROLLMENT AND DEMOGRAPHICS

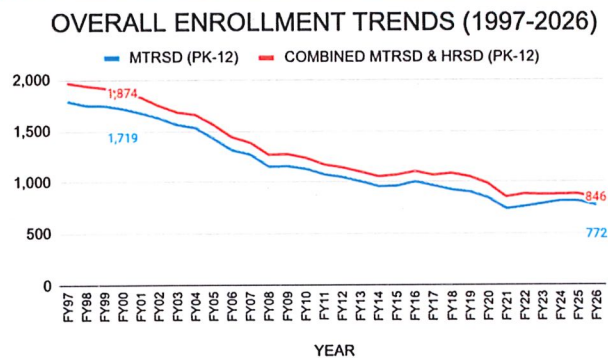
KEY FINDINGS AND CONSIDERATIONS

CONTEXT

- Our enrollment trends are shaped by lower birth rates, regional population decline, school choice patterns, and student movement across districts and schools.
- Enrollment is foundational to district sustainability, directly influencing program offerings, staffing, facilities, and finances.
- Recent analyses and updates confirm that while enrollment decline has slowed compared to historical losses, overall enrollment continues to decrease by approximately 1–2% annually.

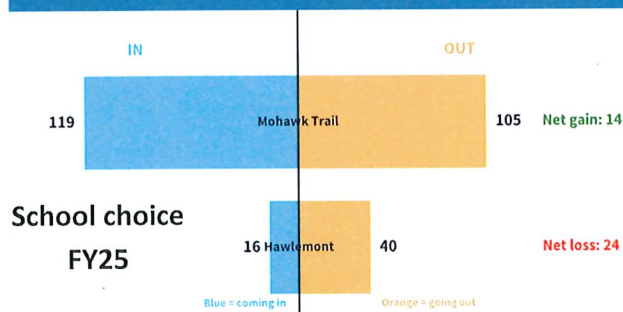


Historical Decline Reflects Regional Demographic Change (2000-2025)

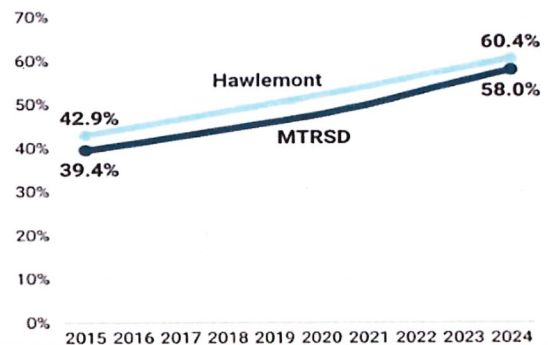


Since 2000, combined enrollment has dropped 55%

- MTRSD has dropped 55%, 947 fewer students
- HRSD has dropped 52%, 81 fewer students

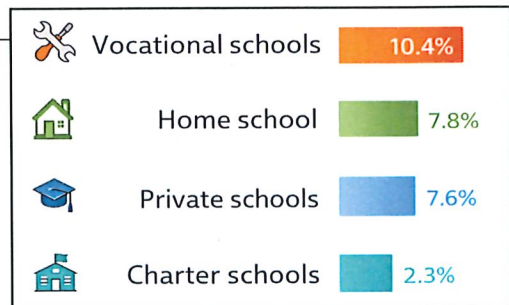


High Needs Students Trends (2015 – 2024)



Increasing numbers of high needs students (low income, special education, and English learners) necessitate specific and targeted resources and supports.

School Aged Students in the 8 towns attend:



SUSTAINABILITY IMPLICATIONS

- Projected enrollment is expected to continue declining gradually, with smaller class sizes becoming more common.
- Smaller groups of students can create challenges in maintaining comprehensive academic programs, staffing, efficiency, fiscal sustainability, and peer groups necessary for academic and social growth.

Enrollment trends reflect long-term demographic shifts rather than short-term decisions. Planning for the future requires aligning educational programming, facilities, staffing, and finances with smaller, more slowly declining enrollment levels.

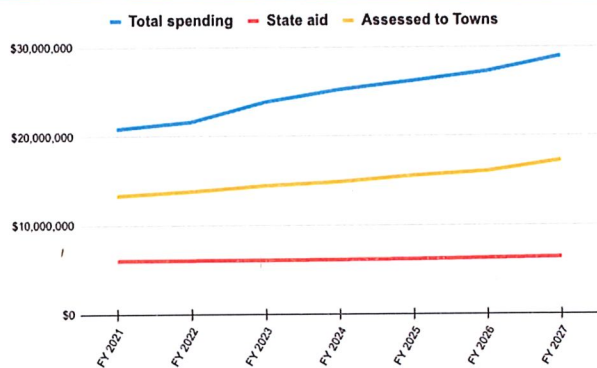
FINANCE

KEY FINDINGS AND CONSIDERATIONS

OUR CURRENT SITUATION

- Chapter 70 state aid is flat—based on student enrollment and does not account for the rise in fixed costs.
- Operational costs—driven significantly by staffing, benefits, special education, and transportation—are greatly outpacing Chapter 70 revenue, resulting in an increased burden on local taxpayers.
- Many district towns direct more than 50% of their budgets toward public education. Several may soon be facing budget overrides that would increase property taxes.

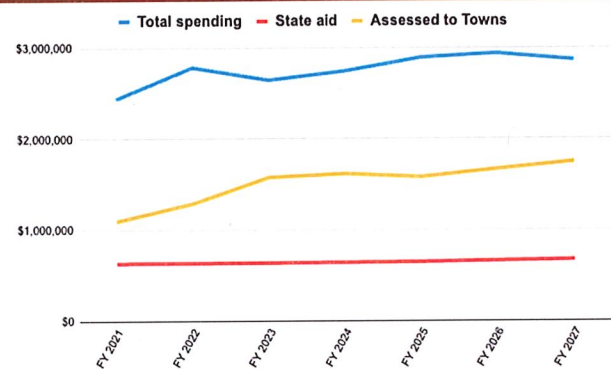
Mohawk Trail (FY21 – FY27)



Since Fiscal Year 2021, Total spending has increased 39%

- Town assessments have increased 29%
- State aid has increased just over 6%

Hawlemont (FY21 – FY27)



Since Fiscal Year 2021, Total spending has increased 17%

- Town assessments have increased 59%
- State aid has increased just over 6%

OUR INITIAL ANALYSIS INDICATED A SINGLE CAMPUS WOULD:

INCREASE OPERATIONAL EFFICIENCY: Savings are possible through reduced duplication of programming, personnel, and facilities, resulting in improved economies of scale.

STABILIZE SCHOOL BUDGET: Consolidation would improve long-term budget planning and flexibility, and better align operational costs with available funding.

PROVIDE REINVESTMENT OPPORTUNITIES: Operational savings could be used to fund new educational programming, to reduce the rate of town assessment growth, and to offset some if not all capital expenditures.

NOTE: ONGOING ANALYSIS WILL INCLUDE REVIEW OF CONSTRUCTION OPTIONS/CAPITAL COSTS AND THE IMPACT OF THESE COSTS ON TOWN ASSESSMENTS

Long-term sustainability will require aligning district structure, programming, staffing, and costs with changing enrollment and revenue realities.

Learn more at 2districts8towns.org

TRANSPORTATION & SUSTAINABILITY

KEY FINDINGS AND CONSIDERATIONS

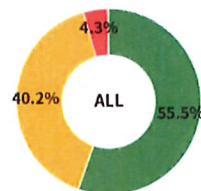
PURPOSE AND CONTEXT

Transportation is a central component of the districts' long-term sustainability discussion. In a large, rural region with dispersed population centers, transportation affects **educational access, student experience, operational complexity, and fiscal stability**. Our recent analysis examined current transportation operations and modeled alternative scenarios to understand how changes in school organization and bus tiering may influence ride times, costs, and system efficiency.



CURRENT TRANSPORTATION SYSTEM (TWO-TIER, MULTIPLE SCHOOLS)

Transportation services approximately 70% of Mohawk Trail students and 45% of Hawlemont students, reflecting geography and eligibility requirements. Grades K-6 and 7-12 ride on separate tiers.



Under 30 min 30-60 min Over 60 min

AVERAGE RIDE TIMES (TWO-TIER):

ALL	29.1 MINUTES
ELEMENTARY	28.2 MINUTES
MIDDLE/HIGH	29.7 MINUTES

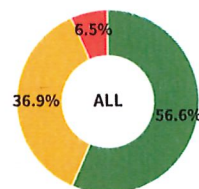
MODELED SCENARIOS: SINGLE CAMPUS, SINGLE TIER & TWO TIER

This model considered a PreK-12 campus at Mohawk Trail with a single tier run (K-12 students together on the same bus), and two tiers (K-5 and 6-12 in separate buses). Both reflect increased ridership as some walkers would now be bussed to school.

SINGLE CAMPUS, SINGLE TIER

AVERAGE RIDE TIMES (SINGLE TIER):

ALL	28.1 MINUTES
ELEMENTARY	25.9 MINUTES
MIDDLE/HIGH	30.1 MINUTES

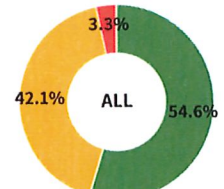


Under 30 min 30-60 min Over 60 min

SINGLE CAMPUS, TWO TIER

AVERAGE RIDE TIMES (TWO TIER):

ALL	27.6 MINUTES
ELEMENTARY	25.5 MINUTES
MIDDLE/HIGH	29.0 MINUTES

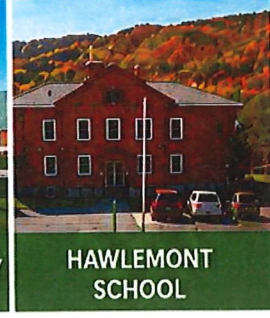
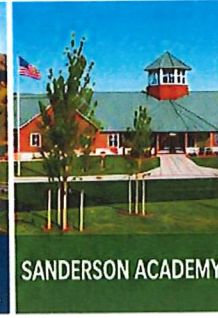
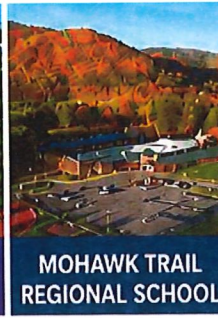
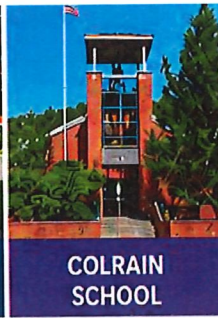
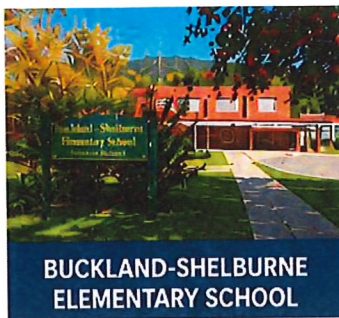


SUSTAINABILITY IMPLICATIONS

- Transportation outcomes are driven primarily by geography; long rural routes remain in any configuration, though average ride times remain comparable across models.
- Long ride times (60 – 76 minutes) are limited to a **very small** number of students – strategies and investments to mitigate ride time for these students can be planned.
- Two-tier/single campus produces better ride-time outcomes while a single-tier model offers potential for simpler routing, clearer schedule, and improved operational efficiency
- Additional considerations include school start-end times and contractual factors.



Transportation outcomes should be considered alongside broader sustainability goals that include educational programming, fiscal sustainability, long-term enrollment trends, facilities and staffing.



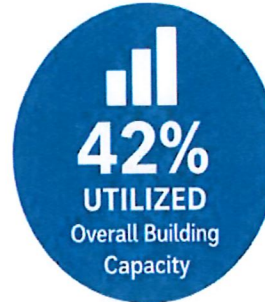
2D8T

MOHAWK TRAIL &
HAWLEMONT REGIONAL
SCHOOL DISTRICTS

2D8T Sustainability Study

Facilities at a Glance

*Understanding Capacity, Facilities, Investments,
and Future Opportunities*



WHAT WE LEARNED ABOUT OUR FACILITIES



CAPACITY

- Current enrollment utilizes approximately 42% of available building capacity.
- Hawlemont: 31% utilized
- BSE: 66% utilized
- Significant excess capacity exists across the district.



FACILITY OPTIONS

- Multiple grade configurations are physically possible.
- All students could fit within MTRS based on current enrollment and capacity.
- Younger students would require specialized spaces and modifications.
- Alternative configurations remain possible.



THE MSBA PROCESS

- District entered the Eligibility Phase in July 2026.
- Feasibility Study follows local approval.
- Community votes required at key milestones.
- Typical MSBA project timeline:



FUTURE INVESTMENTS

All buildings have identified future capital and maintenance needs, including:

- ✓ Roofing
- ✓ HVAC Systems
- ✓ Electrical Infrastructure
- ✓ Security Systems
- ✓ Accessibility Upgrades
- ✓ Deferred Maintenance



BUILDING REUSE

If facilities become available, communities will face additional decisions.

- Ownership decisions come first.
- A community planning process will be essential.
- Potential future uses may include:
 - Childcare
 - Municipal Services
 - Community Centers
 - Housing
 - Mixed-Use Development

THE PATH FORWARD



Evaluate Current
Facilities & Needs



Engage Students,
Families &
Communities



Make Informed
Decisions



Invest in a
Sustainable
Future



Key Finding

The district currently maintains substantially more building space than current enrollment requires.

Future decisions will involve balancing educational opportunities, facility investments, community priorities, and long-term sustainability.



REPURPOSING OF VACATED SCHOOL BUILDINGS (last updated 6.15.26, j. eberwein)

If school buildings are vacated and students are relocated to other facilities, what happens to those buildings? Questions include ownership, maintenance responsibilities, costs, and potential future uses.

Introduction

One of the most common questions raised during discussions about school consolidation and facilities planning is: *What happens to a school building if students are relocated elsewhere?*

While there is no single answer, experience from Massachusetts and across the country demonstrates that former school buildings can be successfully repurposed for a variety of community, educational, residential, municipal, and commercial uses.

Importantly, decisions regarding the future use of a building are typically made by the building owner, which may be a municipality, school district, or other public entity depending upon ownership arrangements and the provisions of a regional agreement.

Although a school may no longer be used for educational purposes, the building often remains one of the community's most significant public assets. Thoughtful planning can help ensure that the building continues to provide value to residents while minimizing long-term costs.

Ownership

Currently, the MTRSD and HRSD schools are owned as follows:

School	Owner
Buckland Shelburne Elementary	Mohawk Trail Regional School District
Colrain Central School	Town of Colrain
Mohawk Trail Regional Middle/High	Mohawk Trail Regional School District
Sanderson Academy	Mohawk Trail Regional School District
Hawlemont Elementary	Town of Charlemont (old high school and lot) Mohawk Trail Regional School District (new building)

Transfer of Assets

The potential transfer of assets involves two distinct components:

1. Transfer of Existing District Assets to a New Regional District

If the participating districts vote to merge and a new regional school district is established, all assets and liabilities of the existing districts must be transferred to the newly created district. Current Massachusetts regional school district statutes do not provide a mechanism for this type of transfer. As a result, special legislation is required.

As part of the South Berkshire regionalization effort, the following legislative language was drafted to address this issue:

As of such Operational Date, all property and assets (including, without limitation, any real property) owned by the Southern Berkshire Regional School District and the Berkshire Hills Regional School District shall, by operation of this legislation, be deemed transferred to the New District, together with all liabilities of such existing districts as of that date, and the New District shall accept and assume all such assets and liabilities.

Additional draft language was also developed through the Six District Partnership regionalization effort and may serve as a useful reference. Regardless of the specific approach taken, special legislation would need to be drafted, filed, and approved by the Massachusetts Legislature in order to authorize the transfer of assets and liabilities from the existing districts to a newly formed district.

2. Transfer of Closed School Buildings from the New District to Member Towns

If the region adopts a single-campus model, one or more elementary school buildings will close. In that event, the closed facilities—currently owned by either the Mohawk Trail Regional School District (MTRSD) or Hawlemont Regional School District (HRSD)—would need to be retained by the new district or, preferably, transferred back to the member towns for future local use.

Because most school buildings have been supported through capital investments from multiple towns over time, any transfer process would need to recognize those shared contributions and establish a fair mechanism for returning ownership to the host community. Under the conceptual framework discussed to date, the transfer process would proceed as follows:

School	Owner
NO TRANSFER REQUIRED, ALREADY TOWN OWNED	
Colrain Central School	Town of Colrain
Hawlemont Elementary	Town of Charlemont (old high school and lot)
TRANSFER REQUIRED, CURRENTLY DISTRICT OWNED	

Buckland Shelburne Elementary	To the towns of Shelburne and Buckland
Sanderson Academy	To the towns of Ashfield and Plainfield
Hawlemont Elementary	Town of Hawley and Charlemont (new building)
WILL BE TRANSFERRED FROM OLD DISTRICT TO NEW DISTRICT	
Mohawk Trail Regional Middle/High	NEWLY EXPANDED, Mohawk Trail Regional School District

Currently, DESE and legal are advising on this topic, including how this transfer would occur.

Considerations for Future Use, Evaluating

The 2024 Facilities Report summarizes findings from the 2018 Hanover Research report ([Repurposing School Facilities](#)) which examined how communities have managed school buildings following closure or consolidation. While no single approach fits every community, the research suggests that one of the most important decisions facing districts and municipalities is determining whether to retain ownership of a facility or transfer it to another entity.

Retain Ownership

A district or municipality may choose to retain ownership of a closed school building for future public use. Potential options include:

- Mothballing the facility for possible future use
- Demolishing the structure if maintenance costs or building conditions warrant
- Repurposing the building for public purposes, such as:
 - Municipal or district administrative offices
 - Storage and maintenance facilities
 - Training and professional development centers
 - Government offices
 - Early childhood education programs
 - Community centers, recreation programs, or senior services
 - Temporary housing or emergency shelter uses

Transfer, Lease, or Sell the Facility

Alternatively, a district or municipality may elect to transfer ownership or grant long-term use rights to another organization. Potential approaches include:

- Leasing or selling the facility to private, nonprofit, or public entities
- Redeveloping the property for housing, healthcare, workforce development, or other community-serving purposes
- Soliciting redevelopment proposals through a formal Request for Proposals (RFP) process

- Prioritizing proposals that provide measurable community benefits, preserve public access, or support local economic development

Regardless of the option selected, communities are encouraged to evaluate potential uses through the lens of long-term financial sustainability, community benefit, preservation of public assets, and alignment with local planning goals.

Communities that are considering the future use of a vacated school building may wish to evaluate options through several lenses:

1. Preserve Community Value

A school building often represents one of the largest public investments within a community. Even if educational use changes, communities should consider how the building can continue to provide public value through community services, economic development, housing, recreation, or other uses.

Questions to consider:

- Does the proposed use serve a community need?
- Will the building remain accessible to residents?
- Does the use contribute to community vitality?

2. Minimize Ongoing Costs

Vacant buildings can become expensive liabilities if they are not actively managed.

Questions to consider:

- What are the annual operating costs?
- What capital investments will be required?
- Can the proposed use generate revenue or offset expenses?
- Is there a responsible long-term owner or operator?

3. Match the Use to the Building

Not every building is suited for every purpose.

Questions to consider:

- Does the building layout support the proposed use?
- Are accessibility upgrades required?
- Is there adequate parking, utilities, and infrastructure?
- What renovations would be necessary?

4. Consider Community and Economic Benefits

Repurposing can support broader community goals.

Potential benefits may include:

- Housing development
- Economic development
- Workforce training
- Childcare and early education
- Recreation and wellness services
- Municipal services
- Cultural and community programming

5. Preserve Future Flexibility

Enrollment patterns, demographics, and community needs can change over time.

Questions to consider:

- Could the building support multiple uses?
- Can portions of the building be leased while preserving future options?
- Is permanent disposition preferable to temporary use?

Common Reuse Models

Within Massachusetts, former school buildings have been successfully repurposed for a variety of applications; below includes a short list.

<u>Use</u>	<u>Examples</u>
Community Centers	Senior centers, recreation, nonprofit space
Municipal Offices	Town halls, public safety, administrative offices
Early Childhood Centers	Preschool and childcare programs/services
Housing	Senior housing, workforce housing, mixed-income housing
Educational Uses	Charter schools, vocational programs, adult education
Business Incubators	Shared office and small business space
Health and Wellness	Medical office centers, therapy services

Mixed-Use Facilities

Combination of municipal, nonprofit, and commercial tenants

There are a number of re-use examples that towns can explore with additional research and/or outreach to communities that have chosen a specific re-use option.

Examples include:

- [Hampshire College \(ongoing\)](#): Potential housing use
- [The 204 Cultural Arts Municipal Building \(Harwich, MA\)](#): Middle school to arts and public gathering spaces
- [Auburn, MA](#): Two schools repurposed for senior housing in partnership with developer
- [Brown School Reuse Study \(Newburyport, MA\)](#): Adaptive reuse study, mixed use.

A review of successful school repurposing efforts across Massachusetts suggests that the most successful projects typically begin planning before a building becomes vacant, involve extensive community engagement, and often combine multiple uses within a single facility. Community centers, municipal services, housing, arts and cultural facilities, childcare programs, and mixed-use community hubs are among the most common adaptive reuse strategies. Importantly, many communities have found that preserving occupancy and community value is often more important than identifying a single replacement use immediately following school closure.

Town Officials

In addition to presentations provided to individual Select Boards during 2025, the 2D8T/BERK12 team convened a joint meeting of town officials and town administrators on February 5, 2026. The meeting provided an opportunity to review the overall 2D8T process and discuss several topics of interest to participating communities.

Discussion topics included:

- An overview of the 2D8T process and project timeline
- Development of a potential regional agreement
- Alternative apportionment methodologies
- Potential capital projects, including renovation and/or construction at Mohawk Trail Regional School
- The impact of the Franklin County Technical School project
- Potential future use and ownership of school facilities that may be vacated through consolidation

A significant portion of the discussion focused on questions related to school building ownership, transfer, and reuse. Several common themes emerged:

- Town officials expressed interest in receiving additional information regarding the legal process through which school properties may be transferred from a regional school district to municipalities should a building no longer be needed for educational purposes. Participants noted that ownership, liability, and disposition procedures would be important considerations in any future planning effort.
- There was general recognition that if a school building were vacated, the district would likely prefer that ownership transfer to the affected municipalities. District representatives noted that managing and redeveloping surplus real estate is outside the district's core educational mission and expertise.
- Participants also observed that because each elementary school serves multiple member towns, future decisions regarding ownership, reuse, and redevelopment would likely require coordination among those communities if ownership were transferred.
- The discussion revealed differing perspectives among municipalities regarding future ownership of school facilities. Some communities expressed interest in exploring alternative public uses for former school buildings, including municipal offices, community services, and other civic purposes. Others expressed concern about the potential financial burden associated with assuming ownership, maintaining large facilities, and addressing future capital needs if buildings were no longer used as schools.

As a result of these discussions, town officials encouraged the district and project team to begin gathering information regarding potential school reuse and repurposing strategies. The outreach conducted with the Franklin Regional Council of Governments (FRCOG), the review of adaptive reuse case studies, and the information included in this report represent an initial response to that request.

Overall, the discussion reinforced the importance of beginning conversations about potential building reuse well in advance of any future decisions regarding school closures or facility consolidation. It also highlighted the need for additional information regarding ownership transfer, redevelopment processes, funding opportunities, and examples from other communities that have successfully repurposed former school buildings.

Initial Information, Franklin Regional Council of Governments (FRCOG)

Recognizing community questions/concerns about repurposing/reuse of facilities (elementary schools) that may be closed, the 2D8T/BERK12 team started to conduct initial outreach and intelligence gathering in the winter 2026. This has included 1) meeting and information provided by FRCOG, and 2) a meeting with town officials.

FRCOG: Our team, after an initial connection with the Director, Linda Dunleavy, met with specialists Jessica Atwood and Ted Harvey. Several themes emerged regarding the process communities may wish to follow when considering the future use of a vacated school building.

Importantly, FRCOG emphasized that there is no single model that fits every community or every building. Each facility has unique characteristics, opportunities, and constraints. For example, Buckland-Shelburne

Elementary was identified as a potentially attractive and flexible facility, while Hawlemont's location within a floodplain presents additional considerations that may influence future reuse options.

Step 1: Determine Ownership and Disposition Process

Before evaluating future uses, communities must determine:

- Who owns the property
- How ownership would transfer if the building is no longer used as a school
- What legal requirements govern the disposition of public property
- Whether the property would remain under district ownership, transfer to a municipality, or be conveyed to another entity

This step often requires consultation with municipal counsel, district counsel, and state agencies.

Step 2: Community Visioning and Priority Setting

FRCOG strongly recommended beginning with a community engagement process before pursuing redevelopment opportunities.

Key questions include:

- What would residents like to see in the building?
- What uses would residents oppose?
- What community needs currently exist?
- What public benefits should be prioritized?

Common tools include:

- Community surveys
- Public forums
- Stakeholder interviews
- Visioning workshops

The goal is to identify two or three preferred community outcomes before evaluating specific redevelopment proposals.

Step 3: Preliminary Feasibility Assessment

Once priorities have been established, communities can begin evaluating whether desired uses are realistic and financially achievable.

Potential studies include:

- Building condition assessments
- Structural evaluations
- Environmental reviews
- Hazardous materials assessments (asbestos, lead paint, etc.)
- Brownfields investigations
- Utility and infrastructure assessments

- Market feasibility studies

FRCOG indicated that feasibility work often ranges from approximately \$25,000 to \$50,000 depending on the complexity of the property and the scope of analysis.

Step 4: Market and Redevelopment Analysis

A consultant may then evaluate:

- Potential redevelopment partners
- Housing demand
- Commercial demand
- Municipal space needs
- Financial feasibility

The goal is to determine whether the community's desired uses are economically and physically achievable.

FRCOG noted that market feasibility studies can be among the more expensive elements of the process but often provide critical information before major decisions are made.

Step 5: Request for Information (RFI)

After preliminary planning is complete, communities may issue a Request for Information (RFI). An RFI is not a formal sale process. Instead, it asks potential developers, nonprofit organizations, housing providers, and community organizations to express interest and provide ideas for future use.

The purpose is to:

- Gauge market interest
- Identify potential partners
- Explore creative reuse concepts
- Inform future decision-making

FRCOG indicated that issuing an RFI before community priorities and feasibility work are completed may be premature.

Step 6: Concept Development and Public Review

Based on community input and feasibility findings, consultants may prepare conceptual redevelopment options.

These concepts are typically shared through:

- Public meetings
- Community presentations
- Open houses
- Feedback sessions

Input received during this phase helps refine redevelopment concepts before communities make final decisions.

Step 7: Community Decision and Implementation

Following review of feasibility studies, public input, and redevelopment options, local officials determine how to proceed.

Potential outcomes include:

- Municipal reuse
- Community center use
- Housing development
- Mixed-use redevelopment
- Nonprofit occupancy
- Sale or lease of the property

Funding for study

FRCOG highlighted several state resources that may assist communities in evaluating and planning for school reuse.

One Stop for Growth and MassDevelopment Technical Assistance

Through the Commonwealth's One Stop for Growth application portal, municipalities may apply for MassDevelopment's Real Estate Services Technical Assistance Program.

Rather than providing direct grant funding, the program provides access to professional consultants who help communities evaluate surplus public properties. A typical process includes:

- Community meetings and surveys
- Identification of community priorities
- Consultant-led feasibility analysis
- Conceptual redevelopment designs
- Public review of alternatives
- Final recommendations to local officials

FRCOG has experience partnering with communities that have received these awards and may be able to support local engagement efforts using District Local Technical Assistance (DLTA) funding. In some cases, communities may receive approximately \$25,000–\$35,000 in technical assistance services through state-supported consulting programs.

District Local Technical Assistance (DLTA)

FRCOG also administers District Local Technical Assistance (DLTA) funding, which may support planning efforts related to municipal and economic development initiatives.

Typical timeline:

- Applications and letters of interest: January
- Awards announced: June
- Planning work: Fall/Winter
- Final reports delivered: Following spring

FRCOG noted that it may be possible to conduct additional research on former school reuse projects and lessons learned from other communities using DLTA resources.

Regional Approach

Because the 2D8T effort involves multiple facilities and multiple municipalities, FRCOG suggested that communities may wish to consider a regional planning approach rather than evaluating each building independently.

Such an approach could:

- Reduce duplication of effort
- Support larger planning grant applications
- Coordinate consultant services
- Compare opportunities across multiple buildings
- Align future building uses with broader regional goals

While future decisions regarding any specific facility would remain local, a coordinated planning effort may provide communities with additional resources and flexibility.

A consistent message emerged from discussions with FRCOG: successful school reuse projects typically begin with planning rather than redevelopment. Communities that engage residents early, identify priorities, complete feasibility work, and explore funding opportunities before pursuing disposition of a property are often best positioned to achieve successful long-term outcomes. Note: FRCOG provided a link to a YouTube video that was reviewed and may be of additional interest: [WMHCC Meeting: Historic School Reuse](#)

Potential Next Steps Checklist

Key next steps/questions should include, broadly:

- **Clarify Ownership and Transfer Requirements:** Who should own the buildings if they are no longer used as schools?

- **Monitor Community Interest:** What future uses would best serve community needs and priorities?
- **Develop Building-Specific Profiles:** Given each building's condition, features, and future maintenance needs, what reuse opportunities are realistic?
- **Consider a Regional Planning Approach:** Should planning and reuse studies be coordinated across multiple buildings and communities?
- **Pursue Planning and Technical Assistance Funding:** What grants, technical assistance, and planning resources are available to support this work?
- **Begin Planning Before Decisions Are Required:** How can planning efforts align with the broader 2D8T timeline to ensure communities are prepared for future decisions?

The table below summarizes potential future actions (a bit more detail) that communities, districts, and stakeholders may consider if one or more school facilities become available for repurposing. Not all steps will be necessary in every circumstance, and many would occur only if future decisions result in a school building becoming vacant.

Step	Action	Lead Entity	Timing	Status
☐	Clarify legal requirements for transfer of school properties from district ownership to municipalities	District Counsel / DESE / Municipal Counsel	Ongoing	Underway
☐	Determine ownership, liability, and maintenance responsibilities during any transition period	District & Municipal Officials	Prior to closure	Underway
☐	Continue discussions with member towns regarding potential future uses of school facilities	District & Town Officials	Ongoing	Underway

☐	Develop building-specific profiles including operating costs, maintenance needs, and capital requirements	District Facilities Staff / Consultants	Future	Refresh existing 2D8T/district information
☐	Identify community priorities through surveys, public meetings, and stakeholder engagement	Municipalities / FRCOG	If closure becomes likely	Future
☐	Explore opportunities for a coordinated regional planning effort involving multiple facilities	Municipalities / FRCOG	Future	Not Started
☐	Research successful school reuse projects and lessons learned from other communities	FRCOG / Municipalities	Ongoing	Underway
☐	Pursue planning and technical assistance funding (DLTA, One Stop for Growth, MassDevelopment, etc.)	Municipalities / FRCOG	Future	Not Started
☐	Conduct preliminary building feasibility studies, including structural, environmental, and market assessments	Municipalities / Consultants	Future	Not Started
☐	Evaluate redevelopment opportunities and potential community partners	Municipalities / Consultants	Future	Not Started

☐	Consider issuing a Request for Information (RFI) to gauge market interest and identify potential reuse concepts	Municipalities	After feasibility work	Future
☐	Develop conceptual reuse alternatives and share with the public for feedback	Municipalities / Consultants	Future	Not Started
☐	Evaluate financial impacts, including operating costs, capital investments, and potential revenue opportunities	Municipalities / Consultants	Future	Not Started
☐	Select a preferred reuse strategy and determine ownership structure	Municipalities	Future	Not Started
☐	Implement redevelopment, leasing, municipal reuse, or other approved use	Municipalities / Development Partners	Future	Not Started

The research conducted to date suggests that former school buildings can often continue serving important community purposes long after their educational use has ended. While no single reuse model is appropriate for every community, successful projects typically share common characteristics: early planning, strong community engagement, realistic financial analysis, and a willingness to explore multiple potential uses before selecting a preferred path forward.

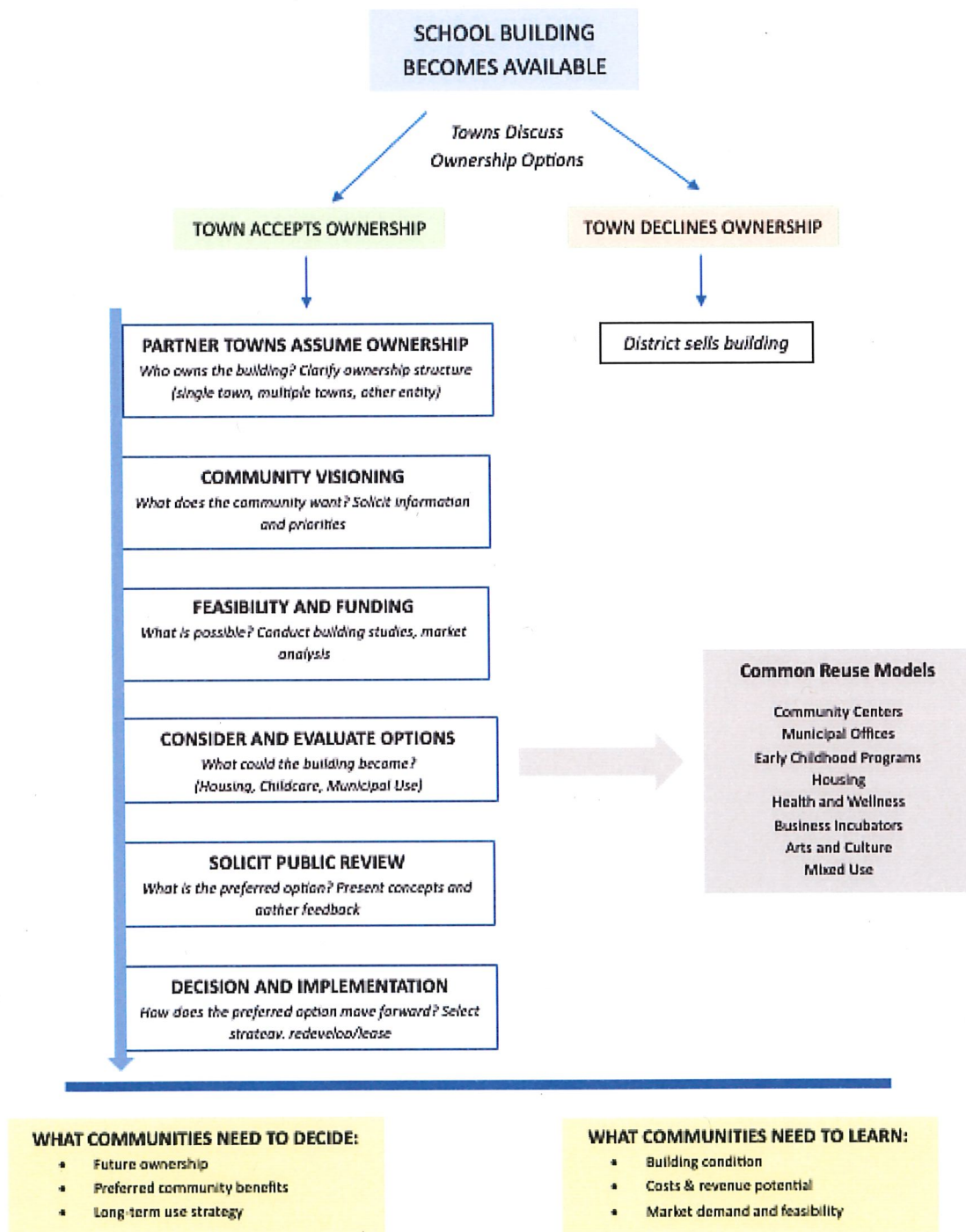
Should one or more school buildings become available in the future, communities will have an opportunity to determine how those facilities can continue to support local and regional needs for decades to come.

The most consistent message received from FRCOG, MassDevelopment, and communities that have successfully repurposed former school buildings is that planning should begin before buildings become vacant. Early planning provides communities with the greatest flexibility, allows time to secure grants

and technical assistance, and helps ensure that former school facilities continue to serve community needs long after their educational use has ended.

School Reuse & Repurposing Framework

Planning Process for Communities Considering Future Use of Vacated School Buildings



BEST PRACTICE: Communities that begin planning early, engage stakeholders throughout the process, and carefully evaluate reuse options are best positioned to transform former school buildings into long-term community assets.

September 4, 2026

Re: Repaved Number 9 Rd. In 2026

Dear Members of the Select Board,

I live at 284 Number 9 Rd., which is at the north end of Number 9 Rd., on the VT border. We bought the property 20 years ago. Except for restoration work after Hurricane Irene, Number 9 Rd. has had maintenance and small patches, but no improvement or extensive repaving. From Groll Rd. to the Vermont line, it can't be repaved with a "Colrain smear". In many places, there's no asphalt for the new layer to stick to.

Number 9 Rd. has to be repaved this year. It is a zigzag hazard now and another winter will make it worse.

I've included a bullet page of information about Number 9 Rd., covering **Heath Residents Health and Safety, Users of Number 9 Rd., Effects of Grinding instead of Paving, and Why Pave Now?**

Please vote to repave of Number 9. Rd. this fall, with a complete rebuild at the north end past Groll Rd.

Thank you for your hard work on this issue.


Anne Emmet

Repaying of Number 9 Rd. 2026

Number 9 Rd. is a through road between MA and VT.

The portion of the road from Groll Rd. to the Vermont line must be properly paved this year. Portions of the road have no asphalt at all. Potholes are often filled with a gravel dirt mixture; there is no patch applied, as the first snow plow would peel it up. Many parts of the road are essentially one lane, forcing one drive on the wrong side.

Heath Residents Health and Safety

- Heath's only EMT lives at the North end, and has to drive the full length of the road to get to the Fire Station
- Heath is part of a group of towns providing mutual aid in firefighting. One of those is Whitingham, VT, for whom Number 9 is the most direct route to Heath.
- There are approximately 10 households north of Groll Rd. which house seniors.

Users of Number 9 Rd.

- Heath Residents, especially those on Number 9 Rd.
- Commuters
- Travelers to and from VT
- School buses
- Logging Trucks and equipment
- Heavy construction, farming equipment and gravel trucks
- Fuel delivery trucks
- FedEx, UPS and other heavy delivery trucks

Effects of Grinding instead of paving

- In winter thaws and spring, heavy trucks will make deep ruts in the road, which then freeze. Drive Cyrus Rd. for example. Even four wheel drive passenger vehicles get stuck when the road is muddy. If neither Cyrus nor Number 9 roads is passable, some residents on Number 9 Rd. will be unable to drive in either direction.
- Number 9 has 6 very long and steep driveways. Heavy rain and snow melt pour down those drives, and will almost certainly make gullies across the road.

Why Pave Now?

- One more winter will make parts of Number 9 Rd. even harder to use safely, with more wash outs, gravel potholes, and patches on existing bumps.
- Except restoration after Hurricane Irene 15 years ago, the road has had only maintenance for at least two decades, with no improvement.
- Heath has bids in hand to complete the work.
- Heath has already submitted the reimbursement request for the work for Chapter 90 funds.

Anne Emmet 9/2/2026

Town of Heath
Personnel Policy

Attachment G1: Job Classification Plan -Position Rating Summary Sheet

POSITION RATING SUMMARY SHEET

POSITION CLASSIFICATION TITLE _____

FACTOR	EVALUATOR'S POINTS			
	1	2	3	FINAL RATING
1. Education/ Basic Knowledge				
2. Experience				
3. Judgment and Initiative				
4. Supervision Required				
5. Accountability				
6. Contacts with Others				
7. Confidentiality				
8. Physical Environment				
9. Manual & Visual Skills				
10. Physical Effort				
11. Occupational Risks				
12. Character of Supervision				
13. Scope of Supervision				
TOTAL POINTS				

Date: _____

Name of
Evaluator 1: _____

Evaluator 2: _____

Evaluator 3: _____

Town of Heath Personnel Policy

TYPICAL JOB EVALAUTION ELEMENTS

1. EDUCATION/ BASIC KNOWLEDGE	Measures the requirement for varying degrees of knowledge of theory, principles, systems, procedures, and techniques in specialized or general fields of learning. Knowledge is normally acquired through formal education; however, "equivalency: consideration should be given to self-study, evening courses, military service training, etc.
2. EXPERIENCE	Experience measures the length of previous experience in a related position or the length of "on the job training: required to perform the basic duties of the job proficiently.
3. JUDGMENT & INITIATIVE	Measures the requirement for decision-making ranging from a simple reasoning to complex problem solving through inferential reasoning. Consideration is also given to the analytical, cognitive, and critical thinking skills required to perform the position duties.
4. SUPERVISION REQUIRED/ INDEPENDENT ACTION	Assesses the relative degree of independence the individual exercises in performing the assigned duties of a position. In certain positions, Independent Action may be thought of as the degree of freedom from supervision; while, in other positions, Independent Action frequently is a reflection of delegated authority.
5. ACCOUNTABILITY	Measures the likelihood of errors, the possibility of error detection, and the probable effects of errors on department, organization, or customer/client. Probable results of errors are measured in terms of monetary losses, injury to other, jeopardy to organization's programs, loss of accounts, damage to equipment or facilities, etc.
6. CONTACT WITH OTHERS/ INTERRELATIONSHIPS	Measures the relative level of discretion, resourcefulness, and persuasiveness which may be required to achieve desired objectives through negotiations, or influencing the decisions of others within or outside the organization.
7. CONFIDENTIALITY	Measures the relative level of discretion required; the degree of confidential or personal information learned about residents or employees that must be protected and shared only on a need-to-know basis and within various confidentiality laws or regulations.
8. PHYSICAL ENVIRONMENT	Measures the environmental conditions under which the work of a specific position may be performed. Considered are elements which may impede the incumbent's ability to perform assigned duties, through the creation of work distractions or unpleasant conditions.
9. MANUAL & VISUAL SKILLS	Measures the application of varying degrees of manual and visual skills, such as eye and hand coordination, finger dexterity, manipulative ability, etc., for varying lengths of time.
10. PHYSICAL EFFORT	Measures the degree of exertion required in the performance of various position responsibilities. In addition to direct physical labor, consideration should be given to general activity, i.e., standing, walking, etc., as well as physical force exerted for short or intermittent periods of time.
11. OCCUPATIONAL RISKS	Measures the relative degree of exposure to job-related accidental injury which may be present in various positions. It is important in applying this element to determine probability of injury during the performance of assigned position functions, as well as the potential severity of injuries, should accidents actually occur.
12. CHARACTER OF SUPERVISION	Considers the types of supervision provided, i.e. functional, technical, direct, administrative, etc., as well as directly related organizational responsibilities, e.g., responsibility for hiring, training, rewarding, and terminating subordinate personnel.
13. SCOPE OF SUPERVISION	Refers to actual numbers of persons supervised. In applying this element, it is important to consider whether Supervisory Responsibility is direct or indirect.

Town of Heath
Personnel Policy

Attachment G3: Job Classification Plan – Weighting Factors for Job Elements

POINTS ASSIGNED TO FACTOR DEGREES

<u>WEIGHTING →</u> <u>FACTORS ↓</u>	<u>1st</u> <u>Degree</u> <u>No H.S.</u> <u>diploma</u>	<u>2nd</u> <u>Degree</u> <u>GED</u>	<u>3rd</u> <u>Degree</u> <u>H.S.</u> <u>diploma</u>	<u>4th</u> <u>Degree</u> <u>Associates</u> <u>Degree</u>	<u>5th</u> <u>Degree</u> <u>Bachelors</u> <u>Degree</u>	<u>6th</u> <u>Degree</u> <u>Masters</u> <u>Degree</u>	<u>7th</u> <u>Degree</u> <u>Doctorate</u>
<u>TRAINING</u>							
1. Education/ Basic Knowledge	15	30	45	60	75	100	
2. Experience	20	40	60	80	100	125	150
<u>INITIATIVE</u>							
3. Judgment and Initiative	15	30	45	60	75	90	105
4. Supervision Required	5	10	20	40	50	60	
<u>RESPONSIBILITY</u>							
5. Accountability	5	10	20	30	40	60	80
6. Contacts with others	5	10	20	40	60	80	
7. Confidentiality	5	10	15	20	25		
<u>JOB CONDITIONS</u>							
8. Physical Environment	5	10	15	20	25		
9. Manual & Visual Skills	5	10	15	20	25		
10. Physical Effort	5	10	15	20	25		
11. Occupational Risks	5	10	15	20	25		
<u>SUPERVISION</u>							
12. Character of Supervision	5	10	20	40	60	80	
13. Scope of Supervision	5	10	20	40	60	80	100

Town of Heath
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Attachment G4: Job Classification Plan – Grade Determination Worksheet

GRADE DETERMINATION

SCORE RANGE	GRADE
149 AND UNDER	1
150 – 174	2
175 – 199	3
200 – 224	4
225 - 249	5
250 - 274	6
275 - 299	7
300 - 324	8
325 - 349	9
350 - 374	10
375 - 399	11
400 - 424	12
425 - 449	13
450 - 474	14
475 - 499	15
500 - 524	16
525 - 549	17
550 - 574	18
575 - 599	19
600 - 624	20

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Attachment G5: Job Classification Plan – Grades/Rate Range

Please contact Town Coordinator for current year updates.

GRADES

FY27 GRADES \$15 Minimum Wage
2.8 % COLA

3	20.66	17.29	15.00
4	24.34	20.25	18.23
5	25.55	21.27	19.14
6	26.83	22.33	20.10
7	28.17	23.45	21.10
8	29.58	24.62	22.16
9	31.06	25.85	23.27
10	32.61	27.14	24.43
11	34.24	28.50	25.65
12	35.96	29.92	26.93
13	37.75	31.42	28.28
14	39.64	32.99	29.69
15	41.62	34.64	31.18
16	43.71	36.37	32.74
17	45.89	38.19	34.38
18	48.19	40.10	36.09
19	50.59	42.11	37.90
20	53.12	44.21	39.79