MEMORANDUM

Date: September 23, 2026

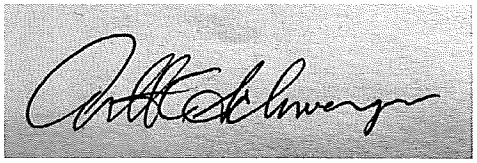
To: Heath Select Board and Town Coordinator

From: Heath Municipal Light Board

RE: Salary Change for Heath Municipal Light Plant Manager

On September 10, 2026, the Heath Municipal Light Board voted unanimously in favor of taking action on the following performance review results:

Having conducted a one year employee performance review with MLP Manager Bailey Cole on August 24, 2026 in person at the MLP Office on 18 Jacobs Rd. by MLB Chair Art Schwenger and MLB Member David Peterson, the Municipal Light Board accepts the favorable review results and recommends to the Heath Selectboard that as of October 1, 2026 the salary for the position be increased 4% to $29.40 per hour (from the current rate of $28.27).



Art Schwenger, Chair, Heath MLB

163 River Road
Clarksburg, MA 01247
Phone 413-663-3791
Fax 413-664-7597

537 Dalton Avenue
Pittsfield, MA 01201
Phone 413-997-4010
Fax 413-997-4014

Date _____ 20 ____

Name _____

Address _____

✔	QUAN.	DESCRIPTION	PRICE
		2016 Dodge Ram 5500 52,957 miles Cummins Turbo diesel G.V.W. 19,000 lb.	
		2002 International 7400, DT 530 91,134 miles 9632 hours G.V.W. 41,780 lb.	
		1987 Case Tractor. 2 Wheel drive model 1394 70 Hp	

WHAT CHIEFS SHOULD KNOW

How RIDGE differs from Clinical & Support Options (CSO)

	CSO CRISIS / CO-RESPONSE	RIDGE
Primary role	Crisis assessment, stabilization, and real-time clinical support	Post-call outreach, screening, resource navigation, and case coordination
Timing	During an active crisis or urgent need	After the immediate police response; outreach generally targeted within 72 hours
Best fit	Immediate clinical evaluation and crisis stabilization	People who do not require hospitalization but need structured follow-up
Funding model	Dedicated capacity may require ongoing local or grant funding	Shared regional staffing without a standalone municipal program
Relationship	Essential crisis-service partner	Complementary; does not replace CSO, EMS, 911, or Section 12

Local control is not negotiable

THIS IS REGIONAL CLINICAL INFRASTRUCTURE - NOT REGIONAL POLICING

Each chief retains authority over department operations, personnel, policies, investigations, arrests, and Section 12 decisions. FCSO becomes involved only through a participating department's referral under its MOU. RIDGE does not transfer police jurisdiction or municipal responsibility.

CIMS integration is operational

- The CIMS Behavioral Health Module has been configured and is being utilized for RIDGE integration.
- Creates one consistent referral workflow instead of scattered emails, calls, and paper notes.
- Tracks whether outreach was attempted, contact occurred, services were offered, and referrals were completed.
- Supports outcome analysis while requiring role-based access, auditability, and limited lawful information sharing.

Participating communities and MOU status

COMMUNITIES	IMPLEMENTATION STATUS
Shelburne and Buckland	Town-specific MOUs have been legally reviewed and executed; both communities are preparing for the November 1 kickoff
Conway and Colrain	Town-specific MOUs have been legally reviewed and executed; both communities have joined the November 1 regional rollout

November 1 kickoff plan

1. Complete final workflow validation and participating-personnel orientation across the four communities.
2. Confirm role-based access and conduct final testing within the configured CIMS Behavioral Health Module.
3. Begin RIDGE referrals across participating communities on November 1, 2026.
4. Monitor early referrals, outreach results, system use, and operational issues during the initial rollout.

Bottom line: We are already responding to these calls. RIDGE gives smaller departments a practical, accountable way to ensure something constructive happens after the cruiser leaves.

Sources: Franklin County Sheriff's Office Behavioral Health Response Program proposal (May 18, 2026); executed RIDGE MOUs for Shelburne, Buckland, Conway, and Colrain (October 2026); M.G.L. c. 123, sec. 12; Clinical & Support Options crisis-services materials. Program operations remain subject to applicable policy, training, confidentiality requirements, and operational readiness.

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Outlook

Boards Clerk Job Description

From Gene Garland <garlandek@yahoo.com>
Date Tue 4/14/2026 6:01 PM
To BOS <towncoordinator@townofheath.org>
Cc Elissa Viarengo <elivialove@gmail.com>

Mia,

Here are the comments/updates for the Boards Clerk Position:

-Evening Hours: Since moving to Jacobs Road there has been no after hours access to the building unless other events were occurring.

-Working knowledge of Microsoft Access is required to track and issue the Temporary Occupancy Permits.

-Clerk is required to attend BOH Meetings to document and prepare the meeting minutes.

-Per the Massachusetts SAPHE 2.0 Act, workforce standards for Board of Health clerical staff are:
• Microsoft Office (or similar) applications. (required at hire)
• Modified Foundations Course for Administrative Staff within 1 year of hire
• On-line permitting (recommended)

-Also recommended is the Annual Massachusetts Association of Health Boards Certificate Program.
Legal Authority of Boards of Health.
Public Records, Open Meeting, and Conflict of Interest Laws and how they can affect controversial issues.
Conducting Quasi-Administrative and Quasi-Judicial Hearings: Suggested Best Practices.

I also want to mention that we had a dedicated BOH Clerk until the decision was made to add on to the position. The 8 hours per week is barely enough for just the BOH. During TOP season the Clerk spends an additional 2 hours per week for 8 weeks.

Last, the date that the job description was approved is inaccurate. The Boards Clerk position wasn't created until 2024.

Thanks for your help,

Gene

-

POSITION DESCRIPTION

Boards Clerk
Appointed Position by the Select Board
Grade 4
Reports to the Board of Health, Conservation Commission, Planning Board and Zoning Board of Appeals

Estimated Time: Average of 8 hours per week to include both daytime and evening hours.

GENERAL PURPOSE

The Boards Clerk provides clerical assistance to four essential town boards. A majority of the work will be assigned to support for the Board of Health (BoH) with some hours also applied for support to the Conservation Commission, Planning Board and Zoning Board of Appeals.

SUPERVISION RECEIVED

Works directly with the chairperson of each of the four respective boards and with general oversight provided by the Town Coordinator.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Performs a variety of routine clerical functions in accordance with Town of Heath procedures and laws. Duties require attention to detail and accuracy. Must be flexible and be willing to perform a variety of office tasks, and be able to prioritize activities, as needed. Attendance at some board meetings and public hearings will be required.

- Checks e-mail, mail and phone and responds or relays information as appropriate to the chairperson of each respective board.
- Prioritizes and organizes mail and email, requests for appointments and prepares meeting agendas.
- Ensures proper posting of board meetings and public hearings, public notices and relevant information.
- Attends and takes minutes at monthly Board of Health meetings.
- Attends public hearings of all boards when requested for minute taking.
- Distributes meeting notes when needed and maintains file for public record, including copy of documents from previous meeting.

- Maintains board files, both public and confidential records, including action files and archives in a neat and organized manner.

- Keeps electronic and manual databases maintained and provides data to town officials and public as necessary.

- Responsible for reviewing and submitting bills for each board for payment.

- Maintains respective webpages on the Town web site. Responsible for posting meeting dates, agendas, minutes and news items to town website as needed.

- Helps to update health bulletin boards at Jacobs Road Municipal Center and Sawyer Hall.

- Assists with the FRGOG online permitting process, for both the public health permitting and Building Inspection programs, as needed, and relays information to Health Agent regarding septic inquiries, food permits, housing complaints, percolation tests. Provides monthly update to the BoH on permits and updates on issues.

- Implements the Temporary Occupancy Permitting program for the BoH including the issuing of permits and permit renewals.

- Coordinates with Assessors when necessary to update BoH records of new owners, or to check on property ownership.

- In cooperation with the respective boards, drafts correspondence to property owners for board review, organizes bulk mailings, conducts file research as necessary.

- Maintains discretion when dealing with the public. Maintains confidentiality of records in accordance with public laws.

- Maintains good communication with respective Chairpersons and Board members as necessary.

DESIRED MINIMUM QUALIFICATIONS

Graduation from high school plus two (2) years of related office experience or any equivalent combination of education and applicable experience.

Working knowledge of the principles and practices of modern office practices and procedures; thorough knowledge of records management techniques. Skill in operation of standard office equipment: word processing, excel, publisher and photo software. Ability to accurately record and maintain records; ability to establish and maintain effective

working relationships with other departments, officials and the public; and ability to communicate effectively verbally and in writing. Ability to work independently.

TOOLS AND EQUIPMENT USED

Including but not limited to use of a personal computer, software to include word processing, spreadsheet, data base, photo processing and mapping; digital camera; GPS; telephone; answering machine, copy machine; fax machine, scanner, shredder and printer.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to walk; use hands to operate, finger, handle, or feel objects, tools, or controls; and reach with hands and arms.

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet to moderate.

SELECTION GUIDELINES

The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment.

The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

APPROVED BY THE SELECT BOARD June 7, 2022
Amended by the Select Board June 18, 2024

Updated 9/28/26

2Districts8Towns



A SHARED EDUCATIONAL VISION

for the Future of MTRSD and HRSD

Rooted in Community. Opening Doors for Every Student.

Introduction

This vision document distills the voices gathered over more than two years of significant planning work and conversations about the future of the Mohawk Trail Regional School District (MTRSD) and the Hawlemont Regional School District (HRSD).

The input came in hundreds of fragments. When sorted, organized, and read together, they tell a coherent story. The students, educators, and community want a school that can only exist here, in the eight towns: one that is shaped by its surroundings, the community, and the relationships that already bind the area together. They want a school that is academically rigorous and emotionally warm, intentionally local, and rooted in the belief that every child should be known, challenged, and experience joy in learning. That same input also raised real and recurring questions, and this document treats them as essential to the work ahead rather than as obstacles to it. Significant community conversations and input will continue to shape this vision and concrete plans for years to come as the community considers and pursues a unified, single-campus model.

The 2 Districts 8 Towns (2D8T) Sustainability Study has focused on areas such as school finance, enrollment, transportation, and more. This report puts into words the community's aspirations for what is essential to the educational experience for a single-campus district. What follows is a synthesis organized around five pillars that emerged from the data, each followed by key findings and descriptions of what they look like in the school and across the single-campus grade bands. While this vision does not showcase every idea, it is a compilation of the most significant themes and input intended to paint a compelling picture of what the single campus can look like and inform the planning to make it a reality.

The Vision

> *We envision a single PK-12 campus that anchors our eight towns — where the outdoors and curriculum come together; where every child is deeply known and connected to trusted adults and peers; where the arts, skills for life, and academic excellence stand together as equals; and where every graduate leaves prepared not just for the next school, but for a life of meaningful work, civic contribution, and continued curiosity.*

The Five Pillars at a Glance

The educational vision for the single-campus Mohawk Trail Regional School District is organized around five pillars that emerged from the data. Each is summarized briefly below and explored in detail in the sections that follow.

1. **The Heart of the Eight Towns** — A unified campus that strengthens educational opportunities, community connections, and regional pride while creating possibilities for expanded programming, partnerships, and community use over time.

2. **The Outdoors as Our Classroom** — Outdoor, experiential, and real-world learning are integral to the student experience, connecting academic learning with the natural environment, local organizations, agriculture, skilled trades, entrepreneurship, and community partnerships.

3. **Academic Excellence and Opportunity** — A district where academic rigor is prioritized along with access to the arts. All students have a PK-12 school experience that meets their needs and supports their next steps after high school.

4. **Educating the Whole Child** — Students have access to athletics, wellness, arts, leadership, and extracurricular opportunities that support physical, social, emotional, and academic development. A whole-child approach to wellness is anchored in belonging and in a campus designed to give students the conditions they need to thrive.

5. **Pathways to What's Next** — Pathways for life after graduation, including world language in the elementary grades, civics across all levels, and internships and career exposure that prepare students for college, trades, the arts, or any combination.

MOHAWK TRAIL & HAWLEMONT REGIONAL SCHOOL DISTRICTS
Inspiring Every Learner

2Districts8Towns

A Shared Educational Vision for MTRSD and HRSD

The Heart of the Eight Towns

A community campus serving as the educational, athletic, cultural, and civic heart of the eight towns.

The Outdoors as Our Classroom

Outdoor and experiential learning are integral, connecting academics with the environment and community.

Academic Excellence and Opportunity

Prioritizing academic rigor and arts access to ensure every student is prepared for their next steps.

Educating the Whole Child

A whole-child approach to wellness, athletics, and arts, designed for all students to thrive and meet their potential.

Pathways to What's Next

Preparing students for life after graduation through career exposure, internships, world languages, and civics learning.

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

How We Listened

The vision in this document was built over time and through many forms of conversation. Focus groups, interviews, and an educator survey informed the concepts and ideas incorporated below. A community convening in April of 2026 guided community members, educators, and caregivers through four prompts framed as Opportunities, Assets, Expectations, and Priorities, then closed with a Preserve / Add / Imagine exercise to capture what should endure, what should grow, and what could be entirely new. A parallel student visioning session asked students the same essential questions through four groups organized around Learning Spaces, Growing the Whole Child, Learning Beyond the Classroom, and The Learning Experience for Students. Alongside these gatherings, monthly meetings of the Educational Visioning Steering Committee created a longer arc of input throughout the year. Principal and district leadership were interviewed and staff surveys and focus groups provided the people closest to daily instruction with dedicated opportunity and space to weigh in. Faculty perspectives on possibilities and ideas to strengthen a single campus converged with what was heard in our community event and student group.

The following events and the number of people who participated in the educational visioning process during the 2025-2026 school year and in August of 2026 can be found below.

- Educational Visioning Steering Committee (n=14)
- Community Convening (n=33)
- Student Visioning Group (n=6)
- School and District Leader Interviews (n=7)
- Educator Survey (n=139)
- Educator in person visioning activity (approximately 200 district staff including teachers, administrators, and paraprofessionals)

This document does not give any single voice precedence over the others. When community members, students, staff, and administrators echo one another, that convergence is treated as a strong signal that there is a clear educational promise within the single-campus vision.

This is an iterative process. As the district moves forward in the coming years, continued input from students, faculty, and the broader community will shape and sharpen this vision along with concrete plans to make it a reality. It will help build the best version of the Mohawk Trail and Hawlemont Regional School Districts for years to come.

Pillar 1: The Heart of the Eight Towns

Participants consistently described a vision for a unified campus that expands educational opportunities while strengthening the connections among students, families, educators, and the eight-town community. Bringing students and educators together on one campus could create opportunities to broaden academic programming, increase access to athletics, extracurricular activities, performing arts, and career pathways, and strengthen community partnerships. These opportunities could create a school experience that is both academically challenging and deeply engaging for students.

The vision builds on significant existing strengths, including strong family and community engagement, active PTOs, support from the Mary Lyon Foundation, and a wide range of student-centered programming. A unified campus could build on these assets while addressing challenges associated with sustaining programs and services across multiple smaller schools. Educators described the potential benefits of working together on one campus, including increased collaboration, shared expertise, expanded instructional opportunities, and improved access to specialized programs and services. Over time, these opportunities could support a broader and more cohesive educational experience while preserving the close-knit relationships that define the district.

Participants also recognized the importance of offering educational experiences that respond to the needs and interests of students and families. Some families currently choose schools outside the district or opt for homeschooling to find broader educational opportunities. A unified campus could position the district to strengthen its academic and extracurricular offerings, expand access to specialized programming, and give students more opportunities to explore their interests. While a single campus does not guarantee expanded programming or changes in enrollment patterns, it could provide a foundation for the district to pursue these opportunities as resources, partnerships, and student needs evolve.

Beyond the educational experience, a clear and consistent message emerged from the community engagement process: participants envisioned a campus that serves not only students but also the broader eight-town region. Community members described a vibrant gathering place where academics, athletics, wellness, the arts, and community life could come together. Ideas included athletic fields, a health center, a food pantry or free store, a community auditorium, and meeting spaces for towns and local organizations. These possibilities reflect a desire for the campus to serve as a visible and meaningful community anchor.

Realizing this broader vision would require thoughtful planning, sustainable resources, community partnerships, and consideration of how facilities and services could evolve over time. Not every

proposed use or amenity would necessarily be feasible or appropriate at the outset. However, developing a unified campus offers an opportunity to consider how the district might accommodate future community uses and partnerships as needs and resources allow. In this way, the campus could become more than a place where students attend school; it could evolve into a destination that strengthens connections across the region and reflects the community's shared investment in its schools.

> *"A true district-wide sense of community — not just school-based."*
>
> *"Sports connections between younger and older students… targeted community events would naturally include all families in the district."*

KEY CHARACTERISTICS

- The campus serves as the educational, athletic, cultural, and civic heart of the eight-town region.
- Expanded academic programming, athletics, extracurricular opportunities, and community partnerships strengthen the district's ability to attract and retain families.
- Family and community engagement is already a defining strength of both districts; consolidation is designed to amplify, not replace, those relationships.
- Programs such as the Hawlemont Agriculture and You (HAY) program are preserved, strengthened, and expanded, providing every student with greater access to hands-on, outdoor, and experiential learning opportunities while celebrating one of the district's unique educational assets.
- A consolidated campus enables educators to collaborate in ways that are difficult to achieve across multiple schools, creating stronger instruction, expanded programming, and more equitable opportunities for every student.

WHAT IT LOOKS LIKE

- Students participate in expanded clubs, athletics, leadership opportunities, and extracurricular activities that were previously difficult to sustain.
- Athletic facilities support school teams, youth recreation, and community events throughout the year.
- Families experience a welcoming campus where academic excellence, wellness, and community services coexist.
- Community-based organizations and work-based learning opportunities connect with and support students from all eight towns in the region.

GROWING THROUGH THE GRADES

Elementary (Grades PK-5)

- Children regularly see neighbors, town residents, and family members in the building, creating connections between school and towns.
- Athletics and team sports are available at the elementary level, along with robust music instruction, including band.
- Parent and family services are easy for caregivers to reach during drop-off and pick-up.
- Community organizations bring after-school programs, enrichment, and family events to all elementary students across the eight towns.

Middle and High School (Grades 6-12)

- Students help host and run community events held on the campus.
- Because students learn and collaborate together from the earliest grades, their peer relationships carry forward and strengthen the middle and high school community.
- Older students benefit from a wider network of trusted adults, including coaches, club advisors, community mentors, and health center staff.

Pillar 2: The Outdoors as Our Classroom

Outdoor learning emerged as one of the district's defining strengths and greatest opportunities for the future. Community members, educators, and students consistently described learning experiences that extend beyond the traditional classroom - where forests, farms, rivers, trails, businesses, and community organizations become part of the educational experience. Students spoke about wanting more outdoor time, book walks, gardens, and "genuinely educational" field trips, while educators emphasized place-based learning, experiential education, and stronger connections between academic learning and the world beyond school.

Participants also envisioned learning that reaches beyond the natural environment alone. They described students engaging in real-world projects, internships, apprenticeships, student-run businesses, agricultural sciences, environmental stewardship, service learning, and partnerships with local organizations and tradespeople. Together, these experiences help students apply academic knowledge, develop practical skills, and better understand how learning connects to their communities and future aspirations.

The district already possesses remarkable assets to support this vision. Programs such as The Hawlemont Agriculture and You (HAY) program, outdoor classrooms, hands-on learning experiences, mindfulness and movement, and the region's extraordinary natural environment provide a strong foundation on which to build. Educators also described opportunities to expand interdisciplinary learning, increase student leadership, strengthen career exploration, and create authentic learning experiences that connect students across grade levels and with the broader community.

The vision calls for outdoor and experiential learning spaces, including gardens, trails, greenhouses, agricultural facilities, makerspaces, and dedicated outdoor classrooms, which should be treated as essential instructional environments. Learning beyond four walls is not an occasional activity but one that becomes an integral part of how students experience school, develop essential skills, and prepare for life beyond graduation. While outdoor learning is currently present in the district, the findings show the community wants it strengthened and expanded..

> *"Outdoor education: take advantage of the campus."*
>
> *"More hands-on experiences, outdoor classrooms, and use of our amazing outdoor landscape."*

KEY CHARACTERISTICS

- Outdoor, experiential, and place-based learning become defining characteristics of the district.
- Students regularly apply academic learning through authentic projects connected to the natural environment, local organizations, businesses, and community partners.
- Agricultural education, environmental stewardship, internships, apprenticeships, entrepreneurship, and service learning expand opportunities for students across grade levels.
- Outdoor classrooms, gardens, trails, greenhouses, and makerspaces are designed as essential instructional spaces.
- Cross-grade learning experiences connect younger and older students through mentoring, leadership, and collaborative projects.
- Experiential learning strengthens academic rigor by helping students solve authentic problems, think critically, and apply learning in meaningful contexts.

WHAT IT LOOKS LIKE

- Students participate in internships, apprenticeships, and community-based learning experiences that connect classroom learning to future careers.
- Students investigate local environmental issues, design solutions, and present their work to community partners.
- High school students mentor younger learners through outdoor education, agriculture, service projects, and environmental stewardship.
- The campus itself becomes a living laboratory where gardens, trails, greenhouses, forests, and agricultural spaces support instruction across disciplines.

GROWING THROUGH THE GRADES

Elementary (Grades PK-5)

- Outdoor time is built into the daily schedule for students.
- Children learn the names and rhythms of local plants, animals, weather, and waterways through hands-on exploration.
- Children help tend a school garden and care for animals as part of their school experience.

Middle and High School (Grades 6-12)

- Interdisciplinary, project-based work connects academic subjects to the local community.
- Internships and career connections place students alongside tradespeople, farmers, early-childhood teachers, and small business owners.
- Students run small agricultural and entrepreneurial ventures connected to their interests and potential career paths.

Pillar 3: Academic Excellence and Opportunity

The community consistently described a future where academic excellence is the foundation of every student's experience. Families, educators, and students envision a district that challenges every learner through rigorous instruction while providing expanded opportunities that are difficult to sustain across multiple smaller schools. Rather than viewing academics, athletics, the arts, career pathways, or experiential learning as competing priorities, the vision embraces each as an essential part of a well-rounded education that prepares students for college, careers, military service, entrepreneurship, and civic life.

Educators repeatedly described the opportunities a unified campus creates for stronger collaboration, shared instructional expertise, flexible student grouping, expanded course offerings, and increased access to specialized programs and services. They emphasized the importance of providing greater academic challenge alongside broader opportunities in STEM, world languages, computer science, agriculture, career and technical education, the performing arts, athletics, and extracurricular activities. Together, these opportunities create a learning environment that is both academically rigorous and responsive to the diverse interests, talents, and aspirations of every student.

The district already possesses remarkable strengths upon which to build. Local artists enrich classrooms, elementary and Mohawk Trail Regional School (MTRS) musicals celebrate student talent, instrumental music spans multiple grade levels, and educators have cultivated meaningful academic and creative experiences throughout the district. Community members and students envisioned expanding these strengths through artist-in-residence programs, dedicated arts and performance spaces, enhanced music instruction, dance, film, interdisciplinary projects, and student work displayed throughout the campus. Students were equally direct in expressing their desire for learning environments that inspire creativity, celebrate achievement, and make their work visible.

The community envisions a district where strong academics and artistic expression are complementary parts of the educational experience. Students made this point directly: their requests for murals, displayed art, hands-on projects, and dedicated spaces signal that they understand their environment as part of artistic expression. They want the arts woven into the experience of being in their school and into their education more broadly where creative work is a real and central part of how they learn.

A PK–12 campus that pairs academic rigor with genuine opportunity in the arts, athletics, and experiential learning positions the district as a destination for families. It reflects the creativity, resilience, and community-centered spirit that define the eight towns, encourages students who might otherwise look elsewhere through school choice to remain, and attracts new families seeking an exceptional public education experience.

> *"Expanded arts identity across the district."*
>
> *"More academic programming. Languages. Computer science. STEM. Better access to sports, theater, music, and extracurriculars."*

KEY CHARACTERISTICS

- Academic excellence and high expectations define the educational experience across every grade level.
- Students have access to expanded opportunities in advanced coursework, STEM, world languages, computer science, agriculture, career and technical education, athletics, fine arts, and extracurricular activities.
- Creative expression strengthens academic learning through interdisciplinary projects, performances, exhibitions, and authentic learning experiences.
- A larger PK–12 campus expands elective offerings, specialized programming, flexible instructional grouping, and individualized student support.
- Athletics, music, theater, clubs, and student leadership opportunities contribute to student engagement, a sense of belonging, and school pride.
- Students graduate prepared with the academic knowledge, creativity, problem-solving skills, and adaptability needed for success in a rapidly changing world.

WHAT IT LOOKS LIKE

- In every hallway, student work fills the walls at every age level. Paintings, photography, and writing are displayed in a curated exhibit organized by students.
- Arts spaces support visual art alongside music and theater, with regular productions throughout the year. Participation is broad enough to sustain ambitious performances and experiences, and families from across the eight towns fill the seats at MTRS productions.
- Creative work connects visibly to academic learning. For example, a history unit surfaces in a student exhibit, a science concept in a short film, a novel in a staged scene, so that the arts deepen core academics rather than compete with them.
- An artist-in-residence works on campus for part of each year in a studio visible to students. They teach classes for students during the day and open their work to the community after school.

GROWING THROUGH THE GRADES

Elementary (Grades PK-5)

- Students experience a rich and engaging academic program that develops critical thinking, communication, creativity, and problem-solving skills.

- Every student receives regular instruction in music, visual art, and/or theater.
- Children make art and music with school-based specialist teachers. Bands, orchestras, and theater productions form full, dynamic groups drawing students from across the eight towns.
- Local artists and an artist-in-residence visit elementary classrooms for hands-on workshops.

Middle and High School (Grades 6-12)

- Students develop a strong foundation in core subjects. They learn to apply academic skills of research, writing, and critical analysis.
- Students choose from a wider range of arts electives that might include dance, film, theater, music, and visual art.
- Students take on substantial creative projects and build technical skills in a chosen form, often connecting that work to their academic coursework.
- Theater, film, and music productions draw audiences from across the eight towns, bringing youth, families, and caregivers together.

Pillar 4: Educating the Whole Child

Community conversations focused on students' well-being as a precondition for their success. Participants recommended a comprehensive school-based health center that includes mental and behavioral health and wellness counselors to support students during the transition to a single campus. In addition, they cited a focus on nutrition and habits, physical safety, mindfulness, and movement, which are to be preserved and enhanced.

Educators added an important dimension to this pillar: the single campus concentrates specialists who make whole-child support possible. Today, service providers, including special education teachers, speech and occupational therapists, counselors, and behavior specialists, split their time across buildings, and students' access is limited. On a single campus, these providers gain daily access to students and to one another. There is potential for easier consultation and direct service for licensed providers, more consistent behavioral supports and systems across the district, and the possibility of earlier and consistent interventions.

Students raised wellness in their own vocabulary: outdoor breaks, mental health resources, a mental health booster week, study halls and time for homework at school, and access to specialized services, such as speech therapy, for everyone who needs it. Students noted that the design of the school day should intentionally support both learning and well-being. They advocated for schedules that provide

flexibility, reduce unnecessary transitions, and create opportunities for deeper learning, collaboration, and personalized support.

Physical space is itself part of wellness. Quiet and safe rooms, natural light, attention to acoustics, and proper air quality and temperature controls are important aspects of a learning environment. They are conditions for the kind of calm, focus, and regulation that students of every age need to thrive. Educators reinforced this point from lived experience, describing classrooms in aging buildings, inconsistent heating and cooling, and air-quality concerns that no amount of programming can compensate for. A purposefully designed campus with necessary infrastructure improvements can address conditions that presently vary widely from building to building.

A single-campus district creates more opportunities for friend groups and peer networks. Students want a buddy system across grades and want the transition between schools to be "less harsh." Community members reinforced this with calls for vertical alignment across grades and small-group structures inside larger school models that preserve close adult-student relationships.

Belonging also means the chance to begin again. Educators across the district described students in single-section schools who remain in the same cohort of six to twelve classmates from preschool through sixth grade. For some children, this means carrying a reputation they cannot outgrow or remaining in social dynamics that negatively affect their confidence, relationships, and learning. Multiple sections at each grade level allow schools to thoughtfully compose and recompose classes each year, giving every student a genuine opportunity to build new friendships, strengthen positive peer relationships, and experience a renewed sense of belonging. As one teacher shared, students who experience bullying or social challenges in a small cohort "would have a better chance of finding friend groups." Creating that flexibility is more than a scheduling decision; it is an intentional way to foster inclusion, resilience, and healthy social-emotional development for every student.

> *"Older kids specifically oriented to supporting younger students."*
>
> *"It would be great for students to have access to services like OT and PT more than one day a week."*

KEY CHARACTERISTICS

- Belonging structures such as buddy systems, mixed-age groups, and alignment across grade levels are wellness infrastructure.
- Athletic programming and extracurriculars serve students and youth across the eight towns.

- Multiple classroom sections per grade allow schools to compose and recompose classes each year, resetting social dynamics when necessary and giving every student a fresh start.
- A consolidated campus creates greater opportunities for educator collaboration, mentoring, and professional learning, allowing staff to access specialized expertise and better meet students' diverse needs.
- Co-locating special education staff, counselors, therapists, and behavior specialists on one campus increases the frequency and consistency of student services and enables shared behavioral systems across all grades.
- The campus is deliberately organized into grade and age bands (i.e., PK-3 and 4-7). Younger and older students share the campus, but not the unstructured space. Cross-age interaction happens by design in structured and supervised programming.

WHAT IT LOOKS LIKE

- All students have more than one trusted adult and a significant number of peer connections within their own grade and across grades.
- Athletic participation promotes teamwork, perseverance, belonging, and healthy lifestyles.
- A student who needs speech, OT, or counseling sees their provider multiple times a week, in the same building, without the provider losing hours to travel between schools.
- A school-based health center is staffed for ordinary days and difficult ones alike: routine check-ups, dental appointments, and a behavioral health team are available for regular check-ins or crises.
- Behavioral expectations, supports, and responses are consistent across every grade, backed by a unified team rather than systems that vary from school to school.

GROWING THROUGH THE GRADES

Elementary (Grades PK-5)

- Every child has trusted adults beyond their classroom teacher, including specialists in reading, math, and counseling who know them well and by name.
- Earlier identification and stronger support mean a struggling child is helped sooner.
- Class placement is revisited each year, so students expand their network of peers and are not isolated into a single small cohort.

Middle and High School (Grades 6-12)

- Students can self-refer to the health center and behavioral health team for check-ins, not only crises.
- Expanded special education and social-emotional supports are consistent and dedicated to the school site. Students who need more get more.
- Clear expectations for behavior in shared spaces are reinforced by adult presence and structures that protect the campus climate for all ages.

Pillar 5: Pathways to What's Next

Rural districts like Mohawk Trail and Hawlemont face a particular challenge and opportunity. The challenge is ensuring that students graduate with a concrete sense of what is possible beyond district lines and become contributing members of their region. An opportunity exists to strengthen the region in collaboration with each other across town lines. Community members named civics education connected across grade levels, world language starting earlier at the elementary level, expanded exchange programs building on the existing partnerships, internships, and vocational and technical offerings. Community members also noted role models for different life options, exposure to diverse cultures and viewpoints, and an enhanced building design that is future-thinking for college and career.

Students were unambiguous in wanting more discussion of post-high-school options and more preparation for what comes next. They asked for shop-class experiences and skill-based classes, such as cooking and building. They asked for continuity in language instruction from elementary to high school, project-based trips, and exchange programs. Students want school to feel like preparation for real life, one that might involve a trade, a college, an artistic career, or any combination of the three. Building on the trailblazer concept, in which students design their own educational path and plan during the high school years, will help strengthen the experience for every student.

Educators point to a factor that has affected enrollment at the high school level. The region's vocational high school has robust Career Vocational Technical Education (CVTE) programming, and some students choose to attend it among other options. The single campus has the opportunity to build a genuine agricultural and outdoor learning identity at Mohawk Trail, including career-based education, early childhood education, and additional pathways. The school is also able to examine unique pathways that support work-based and career learning that differentiate the single campus from its neighbors. A campus that offers what families may be seeking elsewhere or something new will ensure families find opportunities they are looking for right in the heart of the eight towns at the Mohawk Trail campus.

The district has significant school-based assets and programs, including the Mexican exchange at Sanderson and the HAY program at Hawlemont, as well as connections with high school seniors and a stated openness to working with organizations that support migrants and refugees. The vision would be to bring the best of the programs at the individual small elementary schools and scale them for added impact, greater student participation, and connection to real-world projects, civic engagement, and career exposure by graduation.

Educators also identified an early education pathway. With preschool through grade 12 in one place, high school students interested in education, child development, coaching, or social work can earn credit as teaching assistants in Pre-K and kindergarten classrooms, complete student-teaching experiences, and work toward childcare certifications. This supports meeting a staffing need in early childhood classrooms while test-driving a career path. The surrounding economy and area were also seen as an opportunity, with the curriculum including work-study and internships with the region's outdoor recreation, hospitality, and tourism employers, which include ski areas, trail networks, farms, restaurants, and venues. This helps connect graduates to the eight towns' economy and gives local employers a pipeline of homegrown talent.

A single campus expands the possibilities for language instruction. By establishing a continuous language sequence from the early grades, resources are shared seamlessly across levels, and cultural celebration becomes a core part of campus life. Proximity and larger student numbers enhance academic flexibility; for example, a middle schooler ready for advanced work could easily enroll in a higher-level language class rather than waiting years for the opportunity.

> *"More talk about post-high school (more preparation)."*
>
> *"Students specializing in a skill and developing competency over many years."*

KEY CHARACTERISTICS

- Participants highlighted the importance of building strong and diverse career pathways, including vocational-technical programming that addresses secondary enrollment challenges. The campus provides internships, shop classes, student-run businesses, and stronger post-secondary preparation that exposes students to a wide range of life and career options beyond college alone.

- Participants emphasized early and sustained access to world languages, particularly Spanish instruction at the elementary level, and expressed interest in possible immersion programming.
- Stakeholders described civics education as a continuous thread woven throughout all grade levels rather than a standalone course or isolated experience.
- Students prepared for rigorous study can access advanced courses and elective offerings aligned with their interests.

WHAT IT LOOKS LIKE

- Every high school student completes some form of credit-bearing real-world work before graduation: an internship, an apprenticeship with a local tradesperson, time in an early-childhood classroom, or participation in a student-run business.
- Spanish instruction could begin in kindergarten and continue through high school, with possible immersion options and exchange experiences available at all levels.
- Capstone and Civic Action projects are expanded and draw on the full PK–12 community, with high schoolers designing and delivering projects alongside younger learners.

GROWING THROUGH THE GRADES

Elementary (Grades PK-5)

- Elementary students benefit daily from the presence of high school teaching assistants, tutors, and program helpers in their classrooms.
- Students interact with town officials, meet local leaders, and learn how their community works and solves problems together.
- Project-based learning links academic subjects to real-world problems and questions.

Middle and High School (Grades 6-12)

- More defined career pathways are developed for students with focused interests, including early childhood education, facility and grounds maintenance, and more.
- Every student completes a credit-bearing real-world experience before graduation: an internship, early college course, or apprenticeship with a local business or tradesperson.
- Building on the Trailblazer Model, every student can pursue a defined pathway aligned to their interests in a trade, early childhood, outdoor learning, or college preparation.

A Student's Journey: Growing Through the Grades

The five pillars outlined above come together to shape the daily reality of our learners. From their first day of preschool through graduation, students experience an educational journey that intentionally expands opportunities while preserving the close relationships and sense of belonging that define the eight towns.

Early Childhood & Elementary (PK–5)

- Begin school in a nurturing environment where every child is known well by caring adults.
- Build strong foundations in literacy, mathematics, science, the arts, world languages, and outdoor learning.
- Learn through experiences connected to forests, gardens, farms, and the local community.
- Explore music, visual arts, theater, athletics, and enrichment opportunities as part of the regular school experience.
- Develop friendships across larger peer groups while benefiting from thoughtful class placements and supportive relationships.
- Build confidence through intentional interactions with older student mentors, community volunteers, and family partnerships.

Middle School (Grades 6–8)

- Experience increasing independence while remaining supported by trusted adults through advisory and student support systems.
- Expand friendships, extracurriculars, athletics, performing arts, and leadership experiences.
- Engage in interdisciplinary projects, outdoor education, service learning, and authentic connections to the eight-town community.
- Explore career interests through hands-on learning, community partnerships, and real-world experiences.
- Benefit from seamless access to counselors, specialists, behavioral supports, and wellness services located on one campus.

High School (Grades 9–12)

- Personalize learning through expanded coursework, electives, career pathways, internships, apprenticeships, early college, agricultural education, and experiential learning.
- Participate in a broad range of athletics, performing arts, clubs, and extracurricular opportunities that foster teamwork, leadership, resilience, and school pride.

- Develop leadership by mentoring younger students, captaining teams, leading organizations, performing, competing, and contributing to campus life.
- Complete authentic learning experiences that connect academics with community challenges, civic engagement, and future careers.
- Continue building meaningful relationships with trusted adults who guide academic, personal, athletic, artistic, and postsecondary planning.
- Graduate with the knowledge, skills, confidence, and experiences needed for college, careers, military service, entrepreneurship, skilled trades, or other postsecondary opportunities.

Every Graduate Leaves...

- Academically prepared and intellectually curious.
- Connected to trusted adults, lifelong friendships, and the broader community.
- Experienced in leadership, collaboration, athletics, the arts, service, and civic engagement.
- Confident in their ability to contribute to the eight towns and beyond.
- Ready for a future of meaningful work, lifelong wellness, civic responsibility, and continuous learning.

Conclusion

A vision is not a plan. The next phase of this work is to take each pillar and translate it into the design choices, staffing structures, curriculum decisions, and partnerships that make it real. As concrete design questions arise, our guiding question must remain: *Which pillar does this serve, and is there evidence in community, educator, and student voices to support developing it for the children of the eight towns?*

A unified single campus rings with possibility, and the case for bringing students together is clear for bringing students together across the region with greater opportunities and enhanced programming. By consolidating resources, the district can eliminate the isolation of small cohorts, providing every child with broader peer groups, flexible academic instruction, and more opportunities to find where they belong through robust clubs, athletic teams, and advanced learning options. This model ensures consistent access to specialists and social-emotional supports, while fostering a vibrant culture where older students mentor younger learners, and high schoolers access defined career pathways, internships, and place-based learning rooted directly in the community.

This unified approach also empowers educators to learn and grow together. A larger campus builds stronger professional learning communities, granting teachers greater access to shared grade-level and

content expertise to support their diverse learners. In turn, students benefit from this collaboration among educators through differentiated instruction and continuity across grade levels.

The transitions into the new campus, between elementary and middle school, and out of high school must each be deliberately designed. A thoughtful approach to moving to a single-campus district ensures that the doors we open stay open for every student, across every grade, and in every town.

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

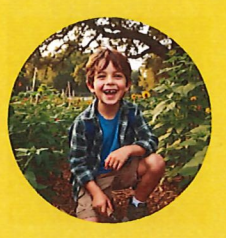
Rooted in Community. Opening Doors for Every Student.

MOHAWK TRAIL & HAWLEMONT REGIONAL SCHOOL DISTRICTS
Inspiring Every Learner

2Districts8Towns

A Day in the Life of Students on the Unified Single-Campus

Explore a typical day for students in our envisioned PK-12 single-campus district. The profiles illustrate the opportunities, mentorship, and community connections our new campus can provide.



Leo, 2nd Grade: Roots in the Outdoors and Mentorship

Leo's morning starts with a hands-on Spanish lesson, continuing a language sequence he began in kindergarten. Afterward, his class heads outside to the campus garden and agricultural center to care for plants and animals, making outdoor learning a daily part of his schedule. During reading block, a high school mentor from the "adopt-a-classroom" program helps him practice his reading fluency. After-school he takes part in the outdoors and nature club with a faculty advisor. His parents pick him up on their way home from work.



Maya, 6th Grade: Finding Belonging Through the Arts

Maya begins her day in her advisory group, checking in with a teacher who has known her and her family for multiple years. She transitions to her history and civics class, where her recent project is being prepared for a student exhibition. During academic support time, she receives targeted math help from a special education intervention teacher she has worked with for several years. After school, she heads to the auditorium for theater rehearsal, participating in a production that draws students and families from across the eight towns.



Sam, 11th Grade: The Trailblazer Agricultural Pathway

Sam spends his morning taking an advanced science course that is part of his unique pathway in the Trailblazer Model. After class he heads to the agricultural learning part of campus to facilitate a student-run environmental sustainability group. Later in the day, he leaves campus to take part in an apprenticeship with a local farmer, connecting his academic learning to the local economy. He returns to campus in the afternoon for team practice, continuing to grow in the athletic opportunities he's taken part in with peers since elementary school.



Sarah, 12th Grade: Leadership and Early Education

Sarah starts her morning by leading a student committee meeting, actively using her voice to shape the campus experience for herself and fellow students. For her first two class periods, she works as a teaching assistant in a campus kindergarten classroom, earning credit and testing out a career in early childhood education. Later, she works on her senior Capstone project, designing an initiative that she will deliver alongside younger learners. Her day ends with an after school club making short films. Her group gets professional feedback on their work from local artists.

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.

August 25, 2026

Town of Heath Select Board
18 Jacobs Road
Heath, MA 01346

Re: Letter of Intent and Expression of Interest – Former Library Space at Sawyer Hall

Dear Members of the Heath Select Board,

I am writing to formally express my interest in leasing the former library space on the first floor of Sawyer Hall for **A Foragers Trade**, my locally operated small business.

I am proposing to use the space primarily as an office, studio, inventory and e-commerce workspace, with a small retail showroom component for antiques, vintage goods, art, books, natural-history items, and other carefully selected merchandise.

My business currently involves sourcing, researching, cataloging, photographing, marketing, and selling antique and vintage merchandise through online marketplaces, regional markets and shows, and retail vendor spaces. Sawyer Hall would provide a central location from which I could consolidate these activities while also establishing a modest public-facing presence here in Heath.

Proposed Use of the Space

The former library would function primarily as a clean, low-impact **office and studio environment**. Proposed activities would include:

- Storage and organization of antique and vintage inventory
- Research, identification, cataloging, and documentation of merchandise
- Product photography and preparation of online listings
- E-commerce order processing, packing, and shipping
- Office and administrative functions
- Display of selected merchandise in a small showroom
- Scheduled and occasional retail hours
- Customer appointments and local merchandise pickup
- Consignment and resale opportunities for area residents
- Acceptance of appropriate donated items
- Potential purchase of antiques, vintage goods, collections, and other items directly from residents

The proposed studio use would not involve industrial manufacturing, painting, refinishing, or similar high-impact workshop activities. The intention is to maintain the former library as an orderly office, studio, storage, and showroom environment.

Community Benefit

I believe this use could provide a practical service to Heath and surrounding communities while returning an underutilized municipal space to productive use.

A public-facing showroom would give residents an opportunity to shop locally for antiques, vintage goods, books, art, and unusual objects without requiring the operation of a conventional full-time retail store.

I would also like the business to provide an accessible local resource for residents who have items they no longer want but do not necessarily want to discard. Depending upon the item, I could potentially purchase it, accept it for consignment, accept it as a donation, or help determine whether it has a viable resale market.

This model encourages reuse and recirculation of existing goods while helping keep usable and historically interesting material from being unnecessarily discarded. It also creates an opportunity for older objects, books, household goods, art, and locally relevant material to remain in circulation.

My work with antiques and vintage material involves researching the history, age, origin, construction, and cultural context of objects. I would welcome opportunities for the Sawyer Hall showroom to reflect that interest in preservation and local material history.

Business Experience

A Foragers Trade builds upon my experience in independent business ownership, antique and vintage resale, e-commerce, regional flea and antique markets, vendor-based retail, research, inventory management, marketing, customer service, and business operations.

My professional background also includes project management, estimating, construction, land-based work, and business administration. These experiences have required organization, independent responsibility, financial planning, communication, and the ability to manage projects and physical assets effectively.

I believe that combination of experience would allow me to be a responsible steward of the Sawyer Hall space while developing a viable small business presence within the building.

Proposed Lease Terms

Because I would be establishing the Sawyer Hall location as a new component of the business, I would prefer to begin with a **month-to-month lease**, or another short-term arrangement agreeable to the Town, with the possibility of continuing or renewing the lease based upon the success of the arrangement.

I would like to propose an initial rental rate of **$350 per month**, with the understanding that this is intended as a starting point for discussion with the Select Board.

I recognize that the Town's 2025 Request for Proposals established different minimum rental and lease-term expectations. Because the space remains available more than a year after that solicitation, I respectfully ask the Board to consider whether a revised rental arrangement may now be appropriate.

My goal would be to establish an arrangement that is financially sustainable for the business while providing the Town with rental income, responsible occupancy of the former library, and an additional small-business and community resource within Sawyer Hall.

I would be happy to meet with the Select Board to discuss the proposed use, answer questions, tour the space again if appropriate, and discuss lease terms and any requirements the Town may have regarding insurance, public access, signage, parking, or use of the building.

Thank you for considering my proposal. I appreciate the opportunity to explore bringing A Foragers Trade into Sawyer Hall and would welcome the chance to discuss how the space could serve both the needs of my business and the Heath community.

Sincerely,

Casey Clark
A Foragers Trade
Heath, Massachusetts

Commonwealth of Massachusetts
EXECUTIVE OFFICE OF ECONOMIC DEVELOPMENT
ONE ASHBURTON PLACE, ROOM 2101
BOSTON, MA 02108

MAURA T. HEALEY
GOVERNOR

KIMBERLEY DRISCOLL
LIEUTENANT GOVERNOR

ERIC PALEY
SECRETARY

TELEPHONE
(617) 788-3610

FACSIMILE
(617) 788-3605

www.mass.gov/eoed

Dear **Select Board Chair Provost**:

RE: Heath-Heath*-Rte 8A Safe-00687

On behalf of the Healey-Driscoll Administration, I am pleased to inform you that a grant in the amount of **$500,000** from the MassWorks Program is being awarded to **Heath** in support of the **Rte 8A Safety Improvement** project.

A member of our team will be assigned to your grant award and will reach out directly to the project manager named in your application to begin the contracting process. A pre-contract form will be provided to you and must be returned no later than January 31, 2027. As a condition of the award your project must be under contract with EOED no later than June 30, 2027. If you have any immediate concerns, please contact Senior Director of Communities and Programs, Marc Horne, at marc.horne@mass.gov.

Please be advised that this letter does not constitute an agreement or contract with the Executive Office of Economic Development or the Commonwealth of Massachusetts, and the grant award is not final until the organization has executed a contract with the Executive Office of Economic Development. You should not proceed with any grant activities until a contract is in place.

The receipt of grant funds is contingent upon the grantee being able to certify that it will comply with the Massachusetts General Laws, including G.L. c. 40A, § 3A, the MBTA Communities Act. Compliance with the MBTA Communities Act is determined by the Executive Office of Housing and Livable Communities.

Finally, public announcement of this award is embargoed until the Administration has had the opportunity to announce it through a public event and/or media release. Please refrain from sharing or publicizing news about this award outside of your organization until it is officially announced.
Sincerely,

Eric Paley

Secretary of Economic Development

Outlook

Event Invitation: Stone Mountain Celebration on 10/15 at 11 AM

From DFG Info (FWE) <DFG.info@mass.gov>
Date Tue 10/6/2026 11:08 AM

1 attachment (3 MB)
Event Invitation - Stone Mountain Land Conservation (1).png;

You don't often get email from dfg.info@mass.gov. Learn why this is important

Together for Nature: Partnership to Conserve the Stone Mountain Landscape

Celebrate 500 acres conserved for biodiversity, climate resilience, and outdoor recreation! The Department of Fish & Game (DFG), MassWildlife, Mass Audubon, and Franklin Land Trust invite local leaders, conservation partners, and the public to celebrate tremendous progress toward 30x30 in Franklin County!

Together, partners recently conserved over 500 acres of the Stone Mountain landscape in Heath and Colrain for people and nature. Through the Mass Audubon 30x30 Catalyst Fund and the EEA Landscape Conservation Partnership Grant, the lands will be open to the public as MassWildlife's new Stone Mountain Wildlife Management Area (WMA). Thanks to additional funding, partners will conserve an additional 800 acres this upcoming year, protecting 1,300 acres in total in perpetuity.

EVENT DETAILS

DATE: Thursday, October 15, 2026

TIME: 11:00 AM

LOCATION:
Franklin Land Trust's Branch View Barn
Crowningshield Conservation Area
12 W Branch Road
Heath, MA 01339

Detailed Directions: Take Route 2 into Charlemont Center and turn onto Route 8A North for about 7.8 miles up the hill. Turn right on West Branch Road, the barn is 0.1 miles on your right.

RSVP: dfg.info@mass.gov



Together for Nature:
Partnership to Conserve the Stone Mountain Landscape

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EVENT DETAILS

DATE
Thursday, October 15, 2026

TIME 11:00 AM

LOCATION
FLT's Branch View Barn at
Crowningshield Conservation Area
12 W Branch Road
Heath, MA 01339

RSVP
dfg.info@mass.gov

Mass Audubon

MASSWILDLIFE

FRANKLIN LAND TRUST

Outlook

FCTS Election

From Elizabeth Bouchard <ebouchard@fcts.us>

Date Mon 10/5/2026 3:33 PM

To bos@townofbernardston.org <bos@townofbernardston.org>; Town Administrator <twnadmin@town.buckland.ma.us>; Town of Colrain Administrator <bos@colrain-ma.gov>; Veronique Blanchard <townadmin@conwayma.gov>; Deerfield Town Administrator <townadmin@town.deerfield.ma.us>; Bryan Smith <Bryan.smith@erving-ma.gov>; Ray Purington/Gill Town Administrator <administrator@gillmass.org>; BOS <bos@townofheath.org>; Michele Giarusso <towncoord@townofleyden.com>; Walter Ramsay <WalterR@montague-ma.gov>; newsalemwendell@gmail.com <newsalemwendell@gmail.com>; Andrea Llamas <allamas@northfieldma.gov>; Matthew Fortier <townadministrator@townoforange.org>; townadmin <townadmin@townofshelburnema.gov>; townadmin@townofsunderland.us <townadmin@townofsunderland.us>; coordinator@town.warwick.ma.us <coordinator@town.warwick.ma.us>; coordinator@wendellmass.us <coordinator@wendellmass.us>; S. Peter Kane <townadmin@whately.org>; townclerk@townofbernardston.org <townclerk@townofbernardston.org>; Town Clerk <twnclerk@town.buckland.ma.us>

Cc Ryan Rege <rrege@fcts.us>

You don't often get email from ebouchard@fcts.us. Learn why this is important

Good afternoon,

As we approach tomorrow's Franklin County Technical School District election, I want to thank you in advance for all of the time and effort you and your staff have put into preparing for and administering the election.

We greatly appreciate your assistance in coordinating the ballot, preparing the necessary materials, staffing the polls, and managing all of the details that go into conducting an election across our 19 member communities. We recognize the additional work this election requires and are very grateful for your support.

Following the election, please provide Franklin County Technical School District with an invoice for all related expenses associated with conducting the Franklin Tech election in your community. We will process reimbursement as quickly as possible upon receipt.

Thank you again for all that you have done leading up to tomorrow and for your efforts throughout Election Day. We truly appreciate your work on behalf of the District and our member communities.

Have a great night!

Best,
Liz
--
Liz Bouchard
Business Manager

Franklin County Technical School
(413)863-9561 x.117
ebouchard@fcts.us

FY27 MRF Processing
Recycling Expense

processing fee/ton	$70.47	$50.00	$20.47	
	Sept. total	General Fund	RDP share	Oct.
Bernardston	$1,121.88	$796.00	$325.88	
Buckland	$453.82	$322.00	$131.82	
Charlemont	$496.12	$352.01	$144.11	
Colrain	$668.76	$474.50	$194.26	
Conway	$1,047.19	$743.00	$304.19	
Deerfield	$1,127.52	$800.00	$327.52	
Erving	$682.16	$484.01	$198.15	
Gill	$599.71	$425.51	$174.20	
Heath	$210.71	$149.50	$61.21	
Leverett	$644.80	$457.50	$187.30	
Montague	$3,064.02	$2,173.99	$890.03	
New Salem	$98.66	$70.00	$28.66	
Northfield	$357.29	$253.51	$103.78	
Orange	$749.64	$531.89	$217.75	
Rowe	$102.18	$72.50	$29.68	
Shelburne	$496.10	$351.99	$144.11	
Warwick	$121.91	$86.50	$35.41	
Wendell	$381.24	$270.50	$110.74	
Whately	$140.24	$99.50	$40.74	
TOTAL	$12,563.95	$8,914.40	$3,649.55	$0.00