



The Mohawk Trail and Hawlemont Regional School Districts



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**Hawlemont Regional School District
School Committee Meeting
Tuesday, August 18, 2026
at 5:00 p.m.
Hawley Town Offices
8 Pudding Hollow Road, Hawley, MA**

Link to Packets:

<https://drive.google.com/drive/folders/1L7cq1TmhPogaowA7yoEXfVOEa69KuMZP>

Agenda

I. Call meeting to order

II. Sustainability

Action Items:

1. Vote to approve appointees to the MSBA School Building Committee, as presented
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III. Superintendent Evaluation: Presentation of Evidence

IV. Strategic Plan Review

V. Discussion of School Committee Goals SY2026-2027

VI. Schedule of upcoming meetings

XI. Other, that is, those items not reasonably anticipated within 48 hours of meeting

XII. Adjourn

Superintendent Goals, Focus Indicators, and Evidence 2025-2026

Goals

District Improvement

Align instructional leadership across the districts through:

- Creating professional growth opportunities as a community of learners
- Communicating a clear vision for instructional improvement
- Developing Instructional leadership team capacity
- Improving coaching and evaluation practices
- Being present in schools, classrooms, and the community

By June of 2026, I will have established, communicated, and implemented a vision of instructional leadership for the District Leadership Team wherein instructional minutes are “sacred” and learning and growth is our focus.

Align instructional practices to research-based curriculum and instructional practices that focus on academic excellence and growth for ALL students through:

- Deepening data informed instructional decision-making
- Clarifying best practices for core instruction
- Implementing inclusive practices
- **Aligning academic expectations 7-12**

By June of 2026, I will have established, communicated, and evaluated instructional practices throughout both districts to ensure high quality instruction and resources are in place for all students

Professional Practice

Communicate a shared vision of school culture and climate and instructional leadership that focuses on implementing culturally responsive teaching practices in both districts through:

- Tiered behavioral model 7-12
- Middle school teaming
- Restorative Practices
- CREW/Advisory 7-12
- Social Emotional Learning framework PK-6
- Responsive classroom
- Positive Behavioral Interventions and Supports
- Anti-bias curriculum K-8

By June of 2026, I will have established a framework for implementation of instructional leadership practices that connects principals and central office staff to the indicators of school culture and climate improvement.

Student Learning

Communicate a shared vision for improved student achievement in Writing and Math across both districts through:

- By June 2026, grades K-6 will increase the percentage of proficient students by 10% for a
- specific domain within each grade level. Forefront data will be used to assess student growth and identify the domain that needs the most growth
- By June of 2026, grades 7-12 will increase the percentage of proficient students by 25% in writing in each grade level. School-wide benchmark writing samples will be used to establish baseline writing

Focus Indicators

Standards, Focus Indicators, Goals and Evidence

Standards and Indicators for Effective Administrative Leadership <i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Standard I Instructional Leadership

Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.

Focus Indicators:

- IB Instruction
- IC Assessment
- ID Evaluation

District Improvement

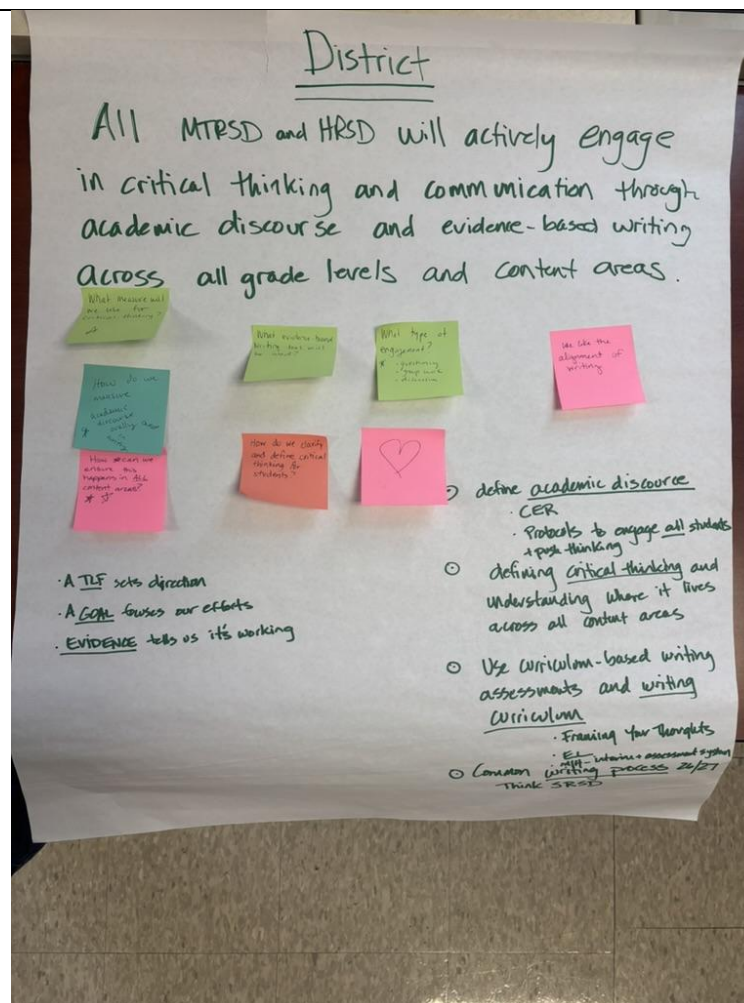
Align instructional leadership across the districts

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1B Instruction <i>Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.</i>	NARRATIVE <i>The district has engaged in professional development for the leadership team with Focused Schools. Our leadership launch included setting clear expectations for instructional leadership teams, district and school-wide targeted learning goals, and professional development for the District Leadership Team (DLT). This works focuses on developing adherence to district expectations for implementation of instruction, curriculum, and assessment to ensure learning and growth for all students.</i>
Evidence Focus Schools Leadership Launch Instructional Focus Work	



District leadership has observed grade level data meetings in each school to align tiered student support across the districts. In addition, district leadership has used the DESE tiered monitoring report to evaluate our Multi-tiered Systems of Support and has met with all principals to ensure adherence to

<i>appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators' efforts and successes in this area.</i> <i>Models this practice for others.</i>	<i>district expectations for time-on-learning, student groupings, staff allocations, intervention programming through our assessment systems of Continuum and Amplify.</i>
<i>Evidence</i> <u>New Agenda Template for Principal Meetings</u>	
ID Evaluation <i>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by:</i> <i>• Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community;</i> <i>• Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff;</i> <i>• Frequent observations of and feedback to administrators on effective leadership practice.</i> <i>Models this process through the superintendent's own evaluation process and goals.</i>	NARRATIVE <i>We developed our DLT goals and suggested teacher evaluation goals during our leadership team retreat. These were shared throughout the goal setting portion of the evaluation process. Our implementation of TeachPoint as our evaluation system has begun for DLT, is ongoing, and will include teachers for the 26-27 school year. This will ensure timely effective evaluation and provides a means for aligning evaluation and feedback across the districts. District leadership has focused on completing at least four school visits in each school building throughout the 2025-2026 school year. We have completed two of the four visits in each building so far this year.</i>

Evidence

District-wide evaluation goals (DLT and suggested teacher goals)

Vector Solutions Evaluations+ Mohawk Trail/Hawlemont Regional School Districts

Dashboard

PENDING PLAN ITEMS: Results for 2 users in 2 schools within 1 plan. [Show Filters](#)

QUICK FILTERS: My Action Items All Items Show Hidden Items

COMPLETED 1 **OVERDUE** 0 **UPCOMING** 0 **REMAINING** 1

Name	Plan Item	Pending	Status	Due Date	Actions
Christopher Buckland	Principal Administrator Evaluation	Completed	Completed	Jun 15, 2026	Hide Access
Emma Liebowitz	Principal Administrator Evaluation	Multiple Actions	Remaining	Jun 15, 2026	Hide Access

Standard II Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Focus Indicators

IIA Environment

District Improvement

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Align instructional practices to research-based curriculum and instructional practices that focus on academic excellence and growth for ALL students

- By June of 2026, I will have established, communicated, and evaluated instructional practices throughout both

	<i>districts to ensure high quality instruction and resources are in place for all students.</i> Professional Practice Communicate a shared vision of school culture and climate and instructional leadership that focuses on implementing culturally responsive teaching practices in both districts <i>By June of 2026, I will have established a framework for implementation of instructional leadership practices that connects principals and central office staff to the indicators of school culture and climate improvement.</i> Student Learning Communicate a shared vision for improved student achievement in Writing and Math across both districts
<i>IIA Environment</i> <i>Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by:</i> <i>• orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;</i> <i>• school and district buildings that are clean, attractive, welcoming, and safe; and</i> <i>• safe and supportive learning environments for all students.</i> <i>Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary.</i> <i>Models this practice for others.</i>	<i>NARRATIVE</i> <i>We have been working with Jetta Bernier, founder of Enough Abuse, to address the issues of sexual abuse of children. This is a challenging but critical issue to confront in our schools and our communities. Staff have completed a self-assessment and participated in professional development. I have worked with both teacher unions to address concerns around a staff code of conduct to be implemented with union support fully in 2025-2026. This work is connected to the broader work of Community Health Improvement Plan developed by FRCOG which incorporates a section on preventing child sexual abuse in our communities.</i>

Evidence

[Enough Abuse Staff Presentation](#)

[Staff Letter](#)

[Community Health Improvement Plan](#)

Standard III Family/Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Focus Indicators:

IIIA Engagement

IIIB Shared Responsibility

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IIIA Engagement <i>Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district.</i> <i>Models this practice for others.</i> III B Sharing Responsibility <i>Empowers all administrators to regularly collaborate with families to address each student’s academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met.</i> <i>Models this practice for others.</i>	NARRATIVE <i>We continue to support the work of our culturally responsive teaching practices leadership team. Working with Joy and Justice Group from CES, we held a community meeting in 2024-2025 focused on creating safe, equitable learning environments in our districts. Feedback from the community, staff, and students has led the team to focus on helping all staff respond to incidents of bias in our schools and classrooms. This work is critical for teachers in creating safe learning environments for all students while addressing incidents of bias “in-the-moment” that can distract from student learning. We have created and trained staff on a toolkit to respond to incidents of bias in our learning community.</i>
Evidence	

Evidence

Standard IV Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Focus Indicators

IVE Shared Vision

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IVE Shared Vision <i>Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Ensures alignment of school and district goals to this vision.</i> <i>Models this practice for others.</i>	NARRATIVE <i>I am very proud of our districts’ work in 2D8T and rural advocacy. Both areas include students, staff, and our broader community working together to address the unique and challenging needs of educating students in rural school districts. Through civic engagement, our students have participated in testimony and legislative hearings at the State House, organized panels and a week of advocacy events aligned to a state-wide effort to bring attention to our rural schools and communities. These civic engagement actions are real and make a true impact on legislators across the state. Our 2D8T work continues to bring our community together to seek solutions to sustain our education for the next 25 years. These are challenging, but essential discussions to have as the costs to run our school districts increase and outpace our towns’ resources. At the superintendent level, I have organized a rural superintendent caucus with support of the Massachusetts Association of School Superintendents leadership and keep fighting for the future of our rural schools. As a member of the MASS Legislative Committee, I have advocated for a rural schools priority on our legislative action plan.</i>
Evidence Rural Advocacy Article WMPH Radio Show Interview	

[2D8T Website](#)

[2D8T Selectboard Meeting Outline](#)

[2D8T Community Meeting Flyer](#)

Priority 3
School District Funding:
Supporting

- 1) An Act to provide a sustainable future for rural schools***

Senator Comerford

[Bill S.314](#) (Original Bill)

NEW BILL NUMBER: S2870 ([Comparison Document](#))

Last Action: 12/29/2025: “Bill reported favorably by committee and referred to the committee on Senate Ways and Means”

Representative Blais

[Bill H.517](#)

Last Action: 12/18/2025: “Reporting data extended to Wednesday, March 18, 2026”

- 2) An Act to ensure adequate and equitable funding for public education***

Senator Lewis

[Bill S.400](#)

Last Action: 10/20/2025: “Committee recommended out to pass and referred to the committee on Senate Ways and Means”