



The Hiland Hall School NEWSLETTER Spring 2023

Dear Friends,

With this Newsletter, I come to say goodbye. I won't go far or, in any way, lose my love and support for the Hiland Hall School, but this summer I will step down as director.

Being part of the Hiland Hall School community has been a great privilege. Please join us in welcoming our new director, Drew Kelly.

It's an exciting new chapter in the continuum of the Hiland Hall School. At this moment in particular, it's heartening to see so much community support for progressive education, for our dedicated teachers, and ever more energy to champion access for all students and families to equitable and democratic education.

Adjacent is Drew's letter of introduction to the community. Drew was unanimously elected by our board of directors this spring. I feel we are fortunate to have Drew return in this role. His skills and compassionate leadership style will certainly help to lead the school solidly into the future.

With best wishes,
Meg



Arcoíris (rainbow) from North Group Spanish class
by Fiona, age 5



Dear Hiland Hall School (HHS)
Community,

I'm happy to introduce myself as the newest member of the HHS team. My experience with the school began as a parent, with our daughter, Beth, joining HHS in 2015. Since that time, my personal engagement with the

HHS community has been personally rewarding and significant for me, as a parent, board member, board chair, and occasional classroom volunteer.

My passion for HHS stems primarily from the school's unique philosophy and educational approach. In addition, over the years I have been continually inspired by the teachers, students, and family members at the School. I am deeply committed to supporting our talented teachers in fostering a positive learning environment, and I am confident in my ability to contribute to the operations, finances, and general management of our staff and school.

My professional background is rooted in my education at Northeastern University in Business Administration and Human Resources. Over the past two decades, I have honed my skills as a founder and business owner gaining valuable experience in all aspects of management, including operations, finance, budgeting, staff development and management, as well as the development of strategic plans and revenue generation initiatives.

Throughout my various leadership roles, I have always enjoyed most the role of co-collaborator, with staff, boards, committees, and communities.

I'm eager to contribute my experience and passion to the HHS community and look forward to this new chapter for me personally & professionally.

Thanks for your warm welcome, I am looking forward to the next school year.
Drew



Our Seniors—*self-portraits & excerpted writing.*



Sadie McMillan, Out of Eden writing

For this assignment I decided to talk to my dad, my parents had just gotten back from catering an event and he was cleaning up the food truck. He was still in his apron covered in food and his hat with his hair pulled back in a tight bun scrubbing the grill rigorously whilst listening to a heavy metal band. My dad has lived in our town all his life so I began the discussion with why he decided to come back. My father said he left for college in Boston and came back with my mom to raise a family in our little town. Nostalgia was a key piece in his decision to come back.

Speaking of which he talked about how much the town changed, many houses and commercial stores popped up around town. The town has grown exponentially from when he was a kid. He remembers running through fields chasing poor snakes with his friends in spots that are now inhabited by houses.

One thing that stood out, in particular, was the change in our local school. I attend a private school in Vermont, but I live in New York just across the border. The public school in my hometown had great music and art programs and amazing teachers but the funding for art programs particularly the music programs has dropped exponentially. My dad said he wanted to see the community prosper. That is part of the reason my mom and he decided to open the food truck. This sounds normal, but our town isn't always a community and we would both like to see our town grow into a real community.



Sawyer Whalen, Current Events writing

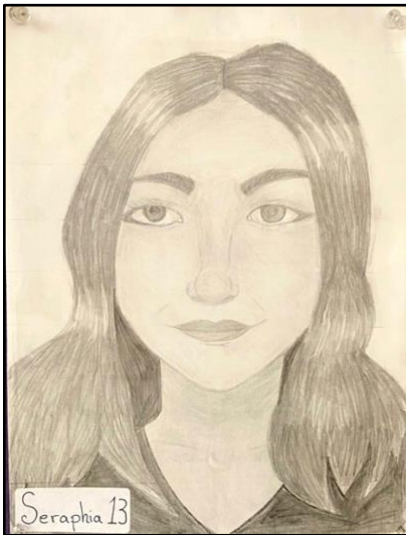
The Luddite Club was formed by Logan Lane when she was 11. She got her first phone and decided to get all the cool apps every kid had in those days. Little did she know at the time this was going to be a big stepping stone in her life. As she got older, she started to get anxious and overwhelmed. She was saying stuff like “I was fed up with over saturation in my life and the social aspects of it being connected to my online presence” another thing she said was “And I saw that most primarily with social media.”

The Luddite Club was founded for kids who needed to get away from the fake world in their phone that took too much of their time here on earth in reality. When Logan started to go offline she started to feel really awkward at first, she found it to be quite annoying to be as bored as she was but then she started to realize that she had all this time to put to use. She started to think more creatively which is how humans are supposed to be. She is now an early riser and goes to bed at an early time and gets good sleep and the needed amount every night. She now brings a book to most places and keeps a journal and is getting better work done in and out of school. She has also started to make clothes and she is into running.



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Seraphia Hess, Reading Reflection, "The Giver"

I felt the pressure of the Giver's hand on my back and suddenly I was standing on a rock ledge, probably only five feet above a wide river, leaves swirling through the water pushed by the steady current.

I held a rope in my hands, with a few knots tied at different lengths. I felt the need to jump, no- not jump, I wanted to *swing* from the rope into the gleaming water below. So I did. I felt the wind rush through my hair, and my eyes widened. I felt terrified and excited, it was thrilling.

I was enveloped by the water. It was warm, and for a moment the world went completely silent. But when I came up, gasping, I felt prideful with my own courage. I turned around and began splashing my way back to the ledge, and the light sparkled off the ripples from where I had surfaced. Above me, the rope still swung back and forth from the momentum of my weight.

I came back to awareness with a smile on my face, it had been a wonderful memory that the Giver had given. But I still felt as though I hadn't quite seen enough.



Zoë Arrington, banned book reading challenge

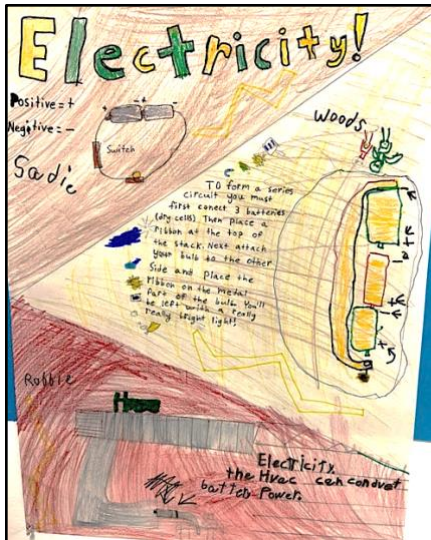
The novel *To Kill a Mockingbird* was written by Harper Lee, in 1960. This book treks through the life of Jean Louise, and the trouble that varies through a time that is struck with racism, stereotypes, and gender roles.

There are a few reasons why *To Kill a Mockingbird* is banned in various school districts throughout the country. In the novel, dated language and stereotypes are used. There are racial slurs that are used loosely. Some families are more uncomfortable than others when exposing their children to the language used in this book. If a student is reading this book and sees explicit language used casually they could receive the implication that is it okay to use.

A solution I think will solve the problem at hand is to have a specific section in said library or classroom, deliberately designated for banned books with a sign and brief definition of why these books are banned.

A second solution could be a book club including parents and their children run by teachers there to add their knowledge on why this book is challenged, to teach the students the difference between what is right and wrong, and to dig deeper into the underlying message the book is sending.

From the classroom



Students had an incredible time learning about electricity with Peg and Jessica. Through multi-age working partnerships, students displayed their bulb and battery experiments to fellow students in a gallery walk exchange. It was great to hear and see students explaining why certain configurations worked or did not work, and the general excitement and sense of pride in their accomplishments, then recorded their findings in poster form. This strand of curriculum will continue into the new year with several other projects, including a potato battery.
- Quena



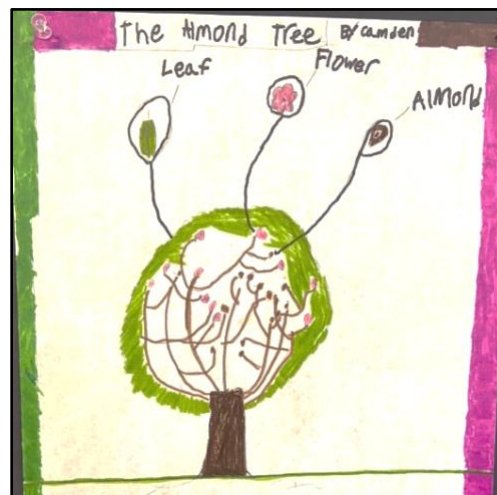
Writing and Drawing by River, age 6

This is a
police center.
This is a big
emergency.

Jessica's Wednesday Seminar: "Why trees?"

One strand in the Middle School curriculum was a discussion of the amazing diversity of ways in which trees benefit both humanity and the ecosystem of our planet. We discussed the ways in which humans have used trees as well as (the benefits of trees on our ecosystem) – air purification, water filtration, erosion control, (in addition to) food and shelter for many other creatures. This led to further consideration of photosynthesis, tree structure, chemical activity that produces excess oxygen and carbon storage.

- Brennan



Almond tree study by Camden, age 12

I picked the almond tree because they are delicious and because we buy them a lot at home and I want to know where they come from.

The almonds are oval nuts that look like a peach. It grows on a small tree. An almond tree is native from West Asia to China. The almond tree lives for 50 years and has been around since 3000-2000 BCE. It takes 5-12 years before it can produce almonds. The almond tree is in the rose family. The almond can grow up to 20 feet tall and 155-20 feet wide.