



The Hiland Hall School NEWSLETTER

Spring 2019

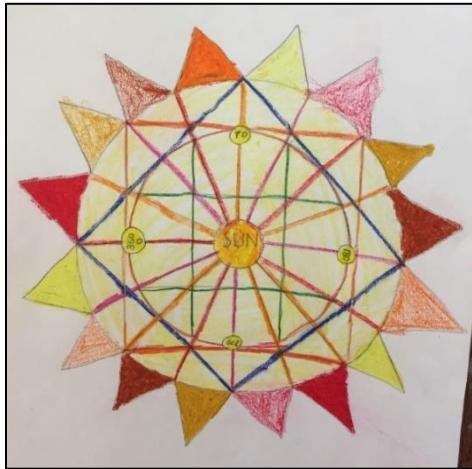
Dear Friends,

We've done a lot of work on infrastructure over the past few years. I realized just how much when we rolled out a timeline that was created for the board in 2013 and was recently updated.

Part of infrastructure is the building itself. Our school building got a major update in 2015 through an incentive grant program with Efficiency Vermont. A staged grant payout was contingent on reaching 50% energy reduction. We realized 66% and have a clean, cozy and renovated elementary group space while modeling conscientious citizenship for students and community. Similarly, we were able to install a 9kw solar array through a program with Green Mountain Power and have significantly reduced our electrical use.

Another, and arguably, more important aspect of infrastructure is program. We have worked hard to embed practice in Prospect's Descriptive Processes into our weekly staff meetings and ongoing educational practice. This 'habit of mind', as Pat Carini describes it, is a building block to school philosophy and practice. As we continue to move forward with strength and hope, these grounding aspects of teaching practice and operation remain true to core values, founding principles and active citizenship. Here's to the future!

- Meg Cottam, Director



Sun math by Noel, age 11



Jessica and Shiloh manning the Town Post Office

Notes on Town from Quena

Town is a school-wide game that originated out of the dramatic play of Big Blocks years ago that led and still leads to rich discussions of what it means for people to live together in a town, what a town needs to function, and how citizens work together to have their needs met and live harmoniously. All students participate and have a place in our town, just as they all have place in our classroom community. In addition to the town staples of a bank, post-office, restaurant, and hospital, this town will also feature a park, a trading card shop, a museum, a pet store, and various art stores and galleries just to name a few! While this first Town will be a "non-tourist" town, meaning that only students and teachers of Hiland Hall will participate, we will have "tourist" towns later in the year in which you all will be welcome to visit!



Town bankers Sawyer, Oliver and Martha



The Hiland Hall School NEWSLETTER

Spring 2019

Middle School notes from Brennan

Middle School students are participating in an online global activity as they follow National Geographic journalist Paul Salopek's 21,000-mile, 7-year walk along the human migratory footpath, from Ethiopia to Patagonia. We will be paired with schools around the world as we follow Paul's trek, which encourages us to slow down, observe the world around us, and consider our time and place on this planet as we interact with students from cultures different from ours.



Middle School students explore the world

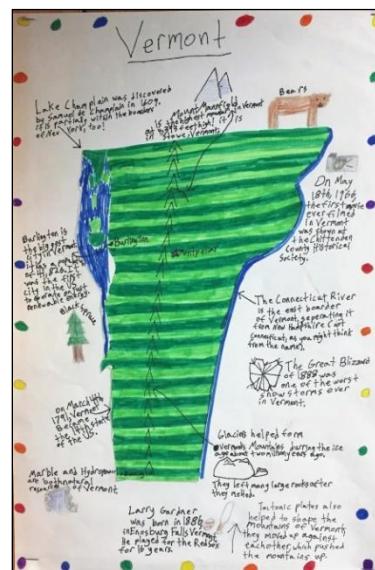
The students have also worked on prompts that had them draw their neighborhood as a map, take pictures of their community, and interview an adult who has seen the area change. They did this with the request to slow down, look, listen, absorb, ponder, reflect then share with others who may not experience life this way. Students share their illustrations and written words with peers from other schools, within the U.S. and as far abroad as Indonesia and Tasmania. They read what those other students have shared, and they reflect again. What is it to be human today in Vermont, versus elsewhere?



map of Vermont by Oliver, age 12

Middle School study with Jessica

This term I led the group through a series of conversations about Vermont, including a look at the geology, geography, original inhabitants, early history, natural resources, and political structure. We did not cover any one topic in depth, but enough to give the students a sense of Vermont, and also to suggest a possible outline for other regional studies.



map of Vermont by Lily, age 12



The Hiland Hall School NEWSLETTER

Spring 2019

In the Classroom

Notes from Quena

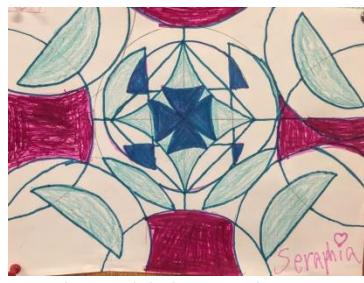
Students write in various ways every day, from journaling, reader responses, personal work in writing and drawing, to informational writing on study threads and notes in remembering books. South Group students have regular spelling previews and reviews based on study themes and teacher observations of necessary work with spelling conventions. Writing and Drawing books allow students free choice of theme and give emphasis and importance to their own voice in writing and storytelling. Organizing ideas, thoughts, and a storyline in a coherent and cohesive way is a skill that students continue to work on throughout their years in school.



Reading buddies Lily and Lillian

On Math

The goal is to provide multiple entrances into the large world of pattern and logic, mathematics and the world around us, at the same time moving students through the more standard expectations of mathematical education.



math mandala by Seraphia, age 9



"This is a bride. She is scared of the bee."
by Calla, age 8

Chapter Three: Winter

As the seasons changed it started to get colder in the cottage. I found some wood in the shed and started to burn it but my supply was running low. Every night I think about that wolf. I have gone to the shed every day for about a month but have not seen him since.

Personal writing by Grace, age 12



Reverie, age 9
using math manipulatives



Sawyer, age 10
using 'Snap Circuits'



The Hiland Hall School NEWSLETTER

Spring 2019

Open House is our annual winter gathering where family, friends and alumni join us for an evening of poetry recitations, contra-dance and song.



Perceval, age 11,
reciting from Walt Whitman



Practicing 'turn your partner'



Cheery alumnae Willow and Emma at Open House

Little Blocks

There has been some pretty spectacular block building going on this year. Sometimes, but not all times, they are marble shoots and the call, "marble shoot!" will ring through the space as students and adults gather for the excitement of the run.

