



SERVING THE LYME COMMUNITY FOR OVER 100 YEARS

THE LYME SCHOOL

Newsletter

State of the School: 2011-2012 Town Report



Each year the Principal's Report appears in the Annual Town report. Below is this year's submission.
 The Lyme School is a place that is best seen to be truly appreciated. It is more than its success in academics. When you visit the school you will not see a fancy facility, you will see one that, despite its age (built 1906, 1958 and 1994) feels new because it is cared for by all that use it. You will see hallways filled with art and classrooms full of activity; curriculum which strives to meet the increasing demands of a complex and global economy; students working hard to learn the skills they'll need in this economy, surrounded by volunteers and teachers who sincerely care for them; and students who are learning to be considerate, inclusive and respectful of one another. Simply stated you will see a community committed to improve, learn and build upon whatever stage of growth they are currently experiencing. I would like to share some significant events and efforts of the past 12 months:

Enrollment Management: With success comes challenge. As the reputation of the town of Lyme spreads it draws more interest in the town; this is great if you are selling your house or applying for home equity loans, hard if you are working to manage class sizes and school budgets. As a result of this interest in the town of Lyme our school is experiencing a growing enrollment. New enrollment this year primarily effected the 1st

and 3rd grades. The number of students per grade now averages 23, and our smallest grade of 18 students is poised to graduate next year (2012-2013).

Instructional Space & Staffing: When class sizes increase, we examine a variety of options to ensure that the size or makeup of the class does not negatively impact the educational environment. We are fortunate to have a very talented and flexible group of professionals that allows us to adapt the deployment of staff in different ways each year to meet the needs that exist in September. This is best reflected by our Differentiation Teacher, who has taken on co-teaching Math or Language Arts in 1st and 3rd grades; our Lower School Special Education Teacher who has taken on teaching a section of regular education reading despite an already full schedule, and of course our two classroom teachers who showed up in September with classes that had a combined 9 more students than they had the year before. Over the first four months we (parents, teachers and administration) have been actively monitoring the progress of these classes and I am pleased with how effectively we have worked together. Our staff is not the only aspect of the school that has shown adaptability, our building has as well. Over the last several years we have converted three storage areas into offices and small instructional spaces, re-tasked the conference room, special education room and cafeteria into instructional space and used the hallways

for math fact volunteers to work with students in the lower school. Currently music, band, health, guidance, library/media literacy and language are programs which do not have classrooms; they are taught in various spaces including the cafeteria, art room or other classrooms at different times of the day. Our challenge is that we have no additional space for dividing a class into two smaller sections, nor do we have smaller spaces that allow us to conduct small group instruction for larger classes that we are unable to split.



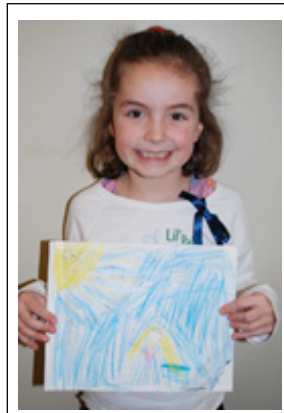
Inquiry Based Science: Science is widely recognized as one of the areas of critical need in today's society. The response to this need is

not simply more content, but a better understanding of the process of science, specifically developing the capacity to observe, interpret, analyze, and extrapolate significance. The inquiry-based science program aims to reward children's interest in discovery by encouraging students to use these skills to formulate questions through observation and pursue answers in the same manner. Our program takes this issue one step further, in that it is not only designed to benefit students, but also to build capacity within our teaching staff. Students are learning these critical skills, while teachers are observing, participating and being mentored in the instruction of these skills—in their classrooms, with their students, using materials designed by the best in science education. Through grants from the New Hampshire Charitable Foundation and the LIFE



Fund (a Lyme Foundation partner) we have established a partnership with the Montshire Museum to provide this experience for our students and their teachers.

However, the accomplishments we are most proud of are those meaningful, yet intangible, interactions between individuals. In stressful times this is particularly important. Sometimes knowing we are carefully and strategically preparing for our future, while being committed to our present, can make the difference. Come by or subscribe to our newsletter and see why you can take pride in the education you help provide our youngest citizens.



INK Spot

Imagination and Knowledge

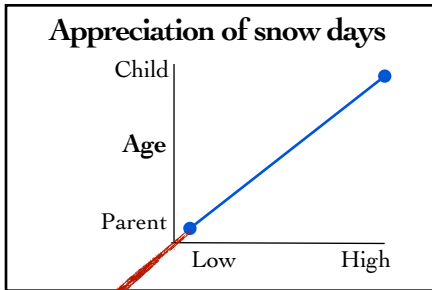
The Most Colorful Christmas Book Ever
 What is better than a sunny day? A sunny day and Christmas! What is better than a sunny Christmas day? Jada's beautiful smile as she presents me with her newest book. It is a wonderfully illustrated book which tell a great story about her favorite holiday. Great work, Jada!





Getting It Right Means No One Gets Hurt

Even though I was not notified by everyone, apparently some were surprised at the fact that 192 schools (with the exception of Hanover) were closed due to unpredictable road conditions. Our decision is made between 4:30 and 5:30 based upon the predicted condition of secondary roads (dirt roads and pitched roads, of which we have an abundance) at 8am, 12:30 and 3pm. As well as the conditions of the roads that staff will have to travel to make it to school safely. The superintendent in conjunction with the road crew, myself, the travel advisory and school closure listings makes the best decision with information available. As it has been explained to me, getting it "right" means no one gets hurt. I understand that at 8am or 9am the conditions may look different than predicted and driving a small 4 wheel drive car may feel safe, but from behind the wheel of a 45 foot long bus filled with children or from the uncertain vantage point of making a decision based upon what will exist in different places in 4-8 hours, it does carry with it a different feel. I would prefer snow days to be much more black and white (I suppose it would be white), but there is some consolation in not having to read about a family being in an accident on their way to school or busses leaving the road due to poor road conditions. But I know it it a pain... if anyone has a really accurate crystal ball we would welcome it too. The Snow Day Graph says it all.



(School Administrators)



Lunch
Week of
1/30 to 2/3

Lunch
Week of
2/6 to 2/10



Monday	Chicken Burgers w/ lettuce, tomato, cheese Corn Chips Garden Salad Fresh Fruit	Hamburgers, Cheeseburgers or Veggie Burgers Lettuce, Tomato, Onion Fries, Corn Garden Salad Fresh Fruit
Tuesday	Barbecue Chicken Dinner Rice Broccoli Garden Salad Fresh Fruit	Beef Meat or Veggie Pizza Broccoli Garden Salad Fresh Fruit
Wednesday	Cereal Day! Oatmeal and Cold Cereal Sausage, Home Fries Garden Salad Fresh Fruit	Produce Chicken Fingers Roasted Potatoes Green Beans Garden Salad Fresh Fruit
Thursday	Grilled Cheese Sandwich on white or whole wheat Corn Chowder Green Beans Garden Salad Fresh Fruit	Soft Tacos w/ salsa, lettuce, tomatoes, cheese Peas Garden Salad Fresh Fruit
Friday	Pasta w/ or w/out Sauce and Meatballs Peas Garden Salad Fresh Fruit	Mac 'n Cheese w/ or w/out meatballs Dinner Roll Carrots Garden Salad Fresh Fruit

Students Must Bring Sneakers to School for PE Class
Call office if you are not sure which day your child has PE



Al a carte Fruit and Milk are available everyday



CONVERSE FREE LIBRARY

Make a Lovely Bouquet
(for someone special on Valentine's Day)
Tuesday, February 7; 3:00-4:30PM
Grades 3 and up; limited to 15;
preregistration required.

"Survival at 40 Below," a family program which will include outdoor survival skills, indoor science, and an Alaskan author visit Saturday morning, February 25 (the end of February vacation)



Contact me at: JValence@LymeSchool.org
Phone: 795-2125 or just stop by.
You may print color copies of the Newsletters
at: www.LymeSchool.org



Hot Lunch Discrimination Statement: This explains what to do if you believe you have been treated unfairly. "In accordance with Federal law and US Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director of Civil Rights, 1400 Independence Ave., SW, Washington, DC 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer."