



June 2015
Volume 4, Issue 3

East Lyme Public Schools News & Notes

Welcome to the third issue of the East Lyme Public Schools News and Notes for the 2014-2015 school year. It has been a very busy year for all of our students and staff, and I have truly enjoyed my beginning tenure as Superintendent of this wonderful district! Over the last two months, I have had the opportunity to meet with staff, students, and parents, and gain valuable insight into all components of our district. As I have spent time in the schools and met with individuals, I have listened intently and heard about many positive things that are occurring, as well as areas we need to continue working on as a district. Moving the East Lyme Public Schools forward will be a collaborative effort under my leadership, and I am already excited and passionate about next year and beyond.

With a passed budget, we are working to outline our necessary staffing, programs, and services for the 2015-2016 school year. We will continue to strive for excellence, build upon our school and district climate, and ensure our students excel in all facets of their learning careers. Additionally, we will stay true to our mission:

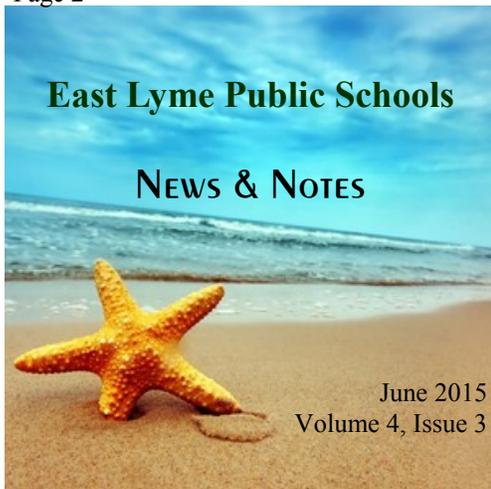
*East Lyme Public Schools will inspire,
engage and educate each student to become a
contributing citizen and a responsible,
independent, and critical thinker.*



It's my hope you enjoy the contents of this newsletter and have a wonderful upcoming summer. Thank you for your continued support of the excellent district that we are so very proud of.

*Jeffrey R. Newton
Superintendent of Schools*

SUMMER 2015



East Lyme Public Schools

NEWS & NOTES

June 2015
Volume 4, Issue 3

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***Thank you to
our staff who
contributed articles
for this edition.***



ELEMENTARY SCHOOL PROJECT UPDATE

The Elementary School Design Steering Committee continues to work with the architectural firm, Jacunski Humes Architects, on the design plans for Niantic Center and Flanders School. Draft building plans are in progress and will soon be ready to share with our community. In February, the Design Committee realized that more time was required to allow for development of the plans and to assure there was ample opportunity for review by all constituents. We still anticipate a referendum could occur next fall so that plans can be submitted to the State of Connecticut for reimbursement review by June 30, 2016. Our goal with these projects is to remain as transparent as possible, and ensure our school community is kept up to date on the scope of work, cost, project development, and timeline. Information pertaining to the projects can be found on our district website at www.eastlymeschools.org. The Board of Education will also be reviewing draft proposals of the two new elementary schools at their meeting on June 22, 2015. Please do not hesitate to contact us at anytime if you have any questions.

*Jeffrey R. Newton
Superintendent of Schools*

SALEM /EAST LYME COOPERATIVE AGREEMENT FOR HIGH SCHOOL EDUCATION

The Towns of Salem and East Lyme have had a cooperative agreement for high school education in place since 1997. Salem students attend East Lyme High School for grades 9-12. The current twenty-year agreement will expire on June 30, 2019. Over the past two years, members from both the Salem School District and the East Lyme School District have been meeting to create a new cooperative agreement effective July 1, 2019 through June 30, 2039. There were few changes and the work has moved along very well. The Boards' of Education are now presenting the draft agreement to the public for comment and feedback.

Below is a link that will direct you to documents providing a historical account of the cooperative agreement and an opportunity for community input. In addition, the Board of Education will hold an informational forum for the public in early fall.

Your input is important and we look forward to your feedback.

Thank you for your time.

[Salem/East Lyme Cooperative Agreement](#)



Ducks

AT LILLIE B. HAYNES

By JAMES AMBROSINI
(GRADE TWO STUDENT IN MRS. ABBOTT'S CLASS)



[Video Link:](#)
[Ducks Heading to Gordon Pond](#)

Quack! The ducks are back at Lillie B. Haynes Elementary School. Ducks first came to Haynes School in 2002. Every spring mother ducks would nestle in the courtyard to lay their eggs. However, we had not seen the ducks in more than five years! Now they are back. Everyone was surprised. Many students didn't even know there WERE ducks! The cutest thing was that the baby ducks showed up on Mother's Day!

Ducks like swampy areas, marshes, ponds, and lakes. They eat grass, flies, and insects. That is why they need to move from the courtyard when they get a little older. They can't learn to swim or eat water bugs while they are in the courtyard. The ducks need to be six weeks old before they leave. First, the mother duck leads the babies to the door of the courtyard. The babies patter after her. Then, the students in the Sunrisers Program shoo the ducks out of the courtyard and through the hallways of the school. Once the ducks are outside, a teacher guides them to Gordon Pond. It is so cute to watch because the ducklings look a little clumsy. If you would like to



Illustration by Shea Killoy
Grade Two (Mrs. Abbott's Class)

see a video of the ducks from 2010 heading to Gordon Pond follow this link: [Ducks Heading to Gordon Pond](#). Everyone enjoys having the ducks at school. Third Grader Cassandra Giguere said, "When you have spare time you can watch them through the windows." Xavier Stefanski from First Grade thinks the ducks are funny and cool. He was hoping that one of the ducks could be a class pet!

We all love watching the ducks. We hope that when these babies grow up, they will appear in the courtyard again on Mother's Day next year!



C-SPAN CLASSROOM

StudentCam Documentary **“Social Security: System in Grave Danger”** Created by **Sumeet Kadian & Will McEwan**



East Lyme Middle School is proud to announce that Sumeet Kadian (grade 8) and Will McEwan (grade 7) won a prestigious Honorary Mention award in CSPAN’s 2015 StudentCam documentary competition.

Details of the competition can be found at: http://www.studentcam.org/SC2015_files/StudentCam2015GeneralWinnersAnnouncementNationalPressRelease.pdf

This contest, offered by the C-SPAN Education Foundation, encourages students to produce short videos on issues of national importance with this year’s theme being, “The Three Branches and You: tell a story that demonstrates how a policy, law, or action by either the executive, legislative, or judicial branch has affected you or your community.”

Sumeet and Will produced a documentary called “Social Security: A System in Grave Danger” which explains

Social Security and outlines concerns and solutions surrounding its sustainability. The link can be found at: <http://www.studentcam.org/winners15.htm>

The judges deemed their documentary deserving of an award as a top 150 submission out of the 2,280 submissions from 45 states and Washington D.C.

A community gathering was held at which C-SPAN officially presented the award. Sumeet and Will are further proof of this upcoming generation’s ability to research well, think deeply and develop necessary presentation talents to clearly express views.

Well done Sumeet and Will!

*Submitted by,
Anne Haling, ELMS Social Studies Teacher*



ELMS Service Club Continues Long-Standing Tradition

On April 7, members of the East Lyme Middle School Service Club went to Thames River Family Program's daycare to visit our preschool buddies.



Thames River Program is a long-term residential program for female-headed households with a history of homelessness, unemployment, and other life challenges.

This visit marked our 8th annual visit to the facility's daycare center, all made possible by Theresa Landry and First Group America who generously donate bus transportation each year.

ELMS students are paired up with a preschooler, and prior to the visit, the club collects picture books, toys, clothing, and each member purchases a personalized gift for his or her buddy. Middle schoolers and preschoolers alike have a great time reading, coloring, and playing. In some cases, ELMS and Thames River children are actually reunited from one year to the next, making good-byes extra difficult.

Each year, ELMS Service Club members learn about local and global poverty issues. Students use their new knowledge to select causes and then design, advocate for, and execute various fundraising and community service activities. In the

past two years alone, this 30-member club has contributed approximately \$3,700 to various organizations and causes, all through student-designed and implemented efforts.

Service Club would like to recognize our 8th grade members, Erin Cormier, Toni Massung, Ashley Septelka, Zoe Gentles, Kayla Rukundo, Sydney Buckley, and Molly Dewey, whose regular attendance, dedication, and leadership were critical to the club's successes. We will miss them and wish them the best of luck with their new adventures at ELHS.

*Submitted by Kathleen Kovalanka
ELMS Social Studies Teacher and
Service Club Coordinator*



Authentic Colonial America



There was an air of excitement as the East Lyme Middle School Seafarer students entered their kiva on Friday, April 10. True, it was the day before spring break, and yet this was not the only cause of this morning's commotion. For weeks, the students had been studying the Colonial period during a special interdisciplinary unit collaboratively taught, in a double classroom, by the Language Arts, Social Studies and Special Education teachers. After weeks of learning, the students used their knowledge to develop historical fiction stories spotlighting ten, well-developed, attributes from the period into their narratives.

After all the drafts, edits, revisions, and word processing had been completed, the stories were finally going to be presented. Parents, teachers, administrators and peers were invited to hear these stories at the Colonial Presentations.

The tables were arranged and students had rehearsed their stories. Many Seafarers had earned extra credit by using

tea to age their story pages and bound them in leather-like journals. Some students made colonial foods derived from authentic recipes. Still other students wore period costumes or made detailed dioramas portraying their colonial story setting.

All in all, it was a great success. The students learned about the period in an authentic manner. The stories motivated the students to write "more than they ever did in their whole life." Editing was less of an undesirable chore and more of a gift shared between peers, teachers and much appreciated parent support.

As a teacher, you know you have been successful when your weakest students write five page stories and then ask, "When we can do this again?"

*Submitted by,
Valerie Crane, ELMS Special Education Teacher
Judy Hyland, ELMS Social Studies Teacher
Jackie Mazzella, ELMS Language Arts Teacher*





Reading Recovery®



In the bright morning light at Niantic Center School, a first-grade boy deftly builds a word with magnetic letters and breaks it into two parts. “Came. That’s like name,” he notes, with a proud grin. His Reading Recovery® teacher reminds him to transfer this skill to his reading. At the other end of the hall, a six-year-old girl reads familiar texts with ease and intonation, saying, “It sounds like singing.”

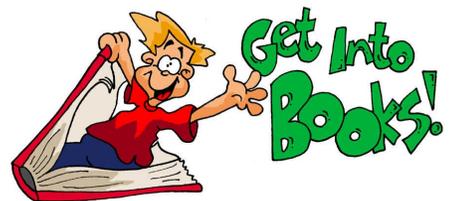
Reading Recovery® (RR) lessons take place daily in all three elementary schools in the district and have since 1994. RR teachers tailor their one-on-one support to selected first-grade students in order to accelerate learning progress in reading and writing. Each student participates in 30-minute lessons daily for a total of 12 to 20 weeks.

In a lesson, RR teachers integrate instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, concepts, writing, motivation, oral language, and more. RR encourages comprehension and problem solving with print so that decoding is purposeful and students read fluently. “Each lesson consists of reading familiar [and new books and] ... manipulating letters and words, and writing and assembling stories. Lessons are interactive between teacher and student, with the teacher carefully monitoring each student’s reading behavior.” (What Works Clearinghouse, 2013)

Dr. Marie Clay, an internationally known educator and former elementary teacher, developed this literacy approach in New Zealand, more than 30 years ago. RR has expanded to most states in the United States, as well as Canada, Britain, and Australia. Since its introduction in the United States in 1984, more than 1.6 million children have participated, according to the Reading Recovery Council of North America. After 12 to 20 weeks of

RR lessons, about 75 percent of students reach grade-level standards in reading and writing. They also sustain these learning gains (RRCNA, 2015). In 2013, after reviewing a number of research studies, What Works Clearinghouse noted, “Reading Recovery® was found to have positive effects on general reading achievement and potentially positive effects on alphabets, reading fluency, and comprehension for beginning readers.”

When students reach grade-level expectations and demonstrate they can continue to work independently in their classrooms, their lessons are discontinued, and new students begin to receive one-on-one instruction. NCS families often reflect on the many positives of Reading Recovery®: “We’ve seen an increased interest in reading.” “The books chosen were always high-interest books, which really helped him.” “Her reading sounds more fluid and smooth, and she changes voice for different characters!” “Our family loves listening to her read!” “He LOVES to read!” “We see him correcting more as he reads.”

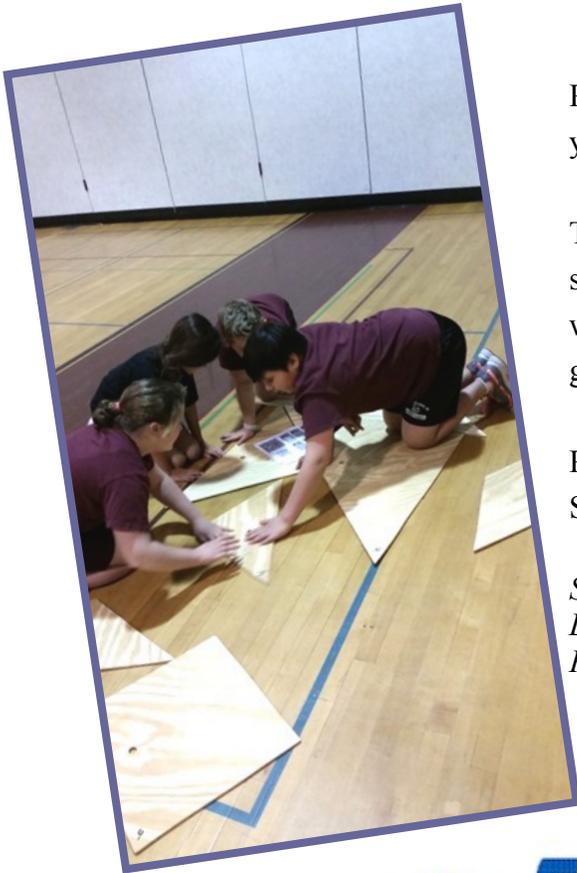


In order to work one-one-one with these students, certified teachers undergo more than a year of rigorous training through the University of Connecticut (UConn). In Connecticut, UConn facilitates the training of certified teachers and continuing education. In the district and elsewhere, RR teachers participate in training annually. East Lyme is fortunate to offer this well-respected, research-based literacy approach.

*Submitted by Kimberly Hill and Peg Perkins
Reading Recovery Teachers*

Math Concepts

USING MATH CONCEPTS IN PHYSICAL EDUCATION THROUGH PROBLEM SOLVING

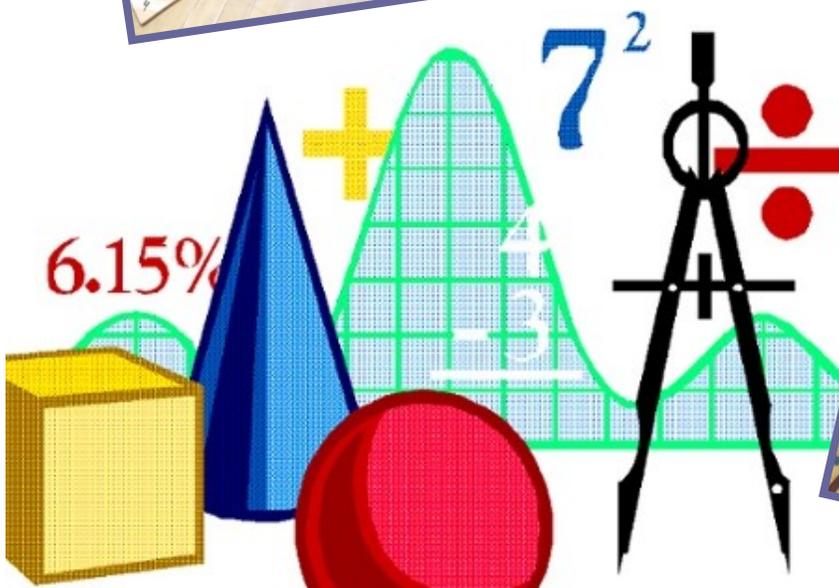


Physical Education students in grades 5 and 6 participate in a yearly adventure unit at East Lyme Middle School.

This year, students used Common Core math skills to explore spatial awareness utilizing giant geometric shapes. Students worked cooperatively in small groups and were given a tangram puzzle to solve.

Pictured below are 5th grade students in Mrs. Kriger and Mr. Sheppard's classes working on their puzzle.

*Submitted by,
Lisa Kriger
Physical Education Teacher*



New Debate Club at East Lyme Middle School



At East Lyme Middle School, we were able to successfully launch a new club this year - "Debate!" We even joined The Connecticut Middle School Debate League and recently traveled to John Winthrop Middle School in Deep River to compete with other area schools in our first ever official competition.

We are very pleased to announce that our six member team included Claire Angier, Grace Barnhart, Nicholas DeGraff, Stella Georgian, Sumeet Kadian, and Ella Page who all performed admirably, doing a great job in representing both the Town of East Lyme and our Middle School. Of particular recognition, the team of Nick DeGraff and Sumeet Kadian competed mightily and scored the first ever victory for our school... way to go Sumeet and Nick!

We will continue to meet each Tuesday after school in Mr. Kelly's room to continue refining our debating chops as we continue to build momentum heading into next year.

Congratulations ELMS Debate Club on a very successful first year with, hopefully, many more to follow. We continue to encourage new students to join next year's team in September for the 2015-2016 academic year.

*Submitted by,
Kristen Barnhart, Parent Volunteer
David Costa, School Counselor
Joe Kelly, Science Teacher*



WHAT DO
LEGO ROBOTS
AND
BRIDGES HAVE IN
COMMON?

TEEN TECH
MAKER WEEK!



East Lyme Middle School students showcased their science and technology know-how at the first ever Teen Tech Maker Week. This event, hosted by East Lyme Youth Services, was a forum for East Lyme residents to view some of the amazing student science and technology projects.

Projects included:

- an impressive presentation of the Brooklyn bridge which demonstrated engineering principles;
- magnificent roller coaster models – a culminating project of the grade 8 Newton’s Laws of Motion unit;
- working Rube Goldberg models which highlighted the nature of simple machines;
- and impressively designed sails for cars which showed how drag could be increased on a car that rolled down a ramp (the speed of the cars was accurately determined with photo gates).

In addition, the Lego Robotics club programmed their robotic models to take a turn around the library floor. East Lyme Middle School is looking forward to attending this highly successful event next year.

Submitted by Michelle Jeff, ELMS Science Teacher


 A row of six 3D block letters spelling "SPRING". Each letter is a different color: S (green), P (blue), R (red), I (purple), N (orange), G (green). They are arranged on a white surface with a reflection below.


 A row of six 3D block letters spelling "SUMMER". Each letter is a different color: S (red), U (orange), M (green), M (blue), E (purple), R (red). They are arranged on a white surface with a reflection below.


 A row of six 3D block letters spelling "AUTUMN". Each letter is a different color: A (orange), U (red), T (green), U (purple), M (blue), N (orange). They are arranged on a white surface with a reflection below.


 A row of six 3D block letters spelling "WINTER". Each letter is a different color: W (blue), I (purple), N (green), T (red), E (orange), R (blue). They are arranged on a white surface with a reflection below.

“THE FOUR SEASONS”

A UNIQUE STAINED GLASS ART PROJECT

By
EWAN McMAHON
AND
NATALIA MATEO

(GRADE 2 STUDENTS IN MRS. PACKARD'S CLASS)

The fourth graders at Lillie B. Haynes Elementary School, made a project called “The Four Seasons” using glass. Each fourth grade class made tiles for one season. Fabio Pizzol, an artist and father of a fourth grade student, ordered the glass from a catalog called *Bullseye* and used a lot of his own tools.

The students worked on this glass project for seven weeks in Art class. There were five steps to making the glass tile.

- First, they had to brainstorm ideas.
- Next, they had to draw a few sketches with cropping.
- Then, they had to pick one of the sketches and draw it bigger showing different geometrical shapes.
- After that, they labeled all of the different sections with the color, name, and number.
- Finally, they made the glass tile.

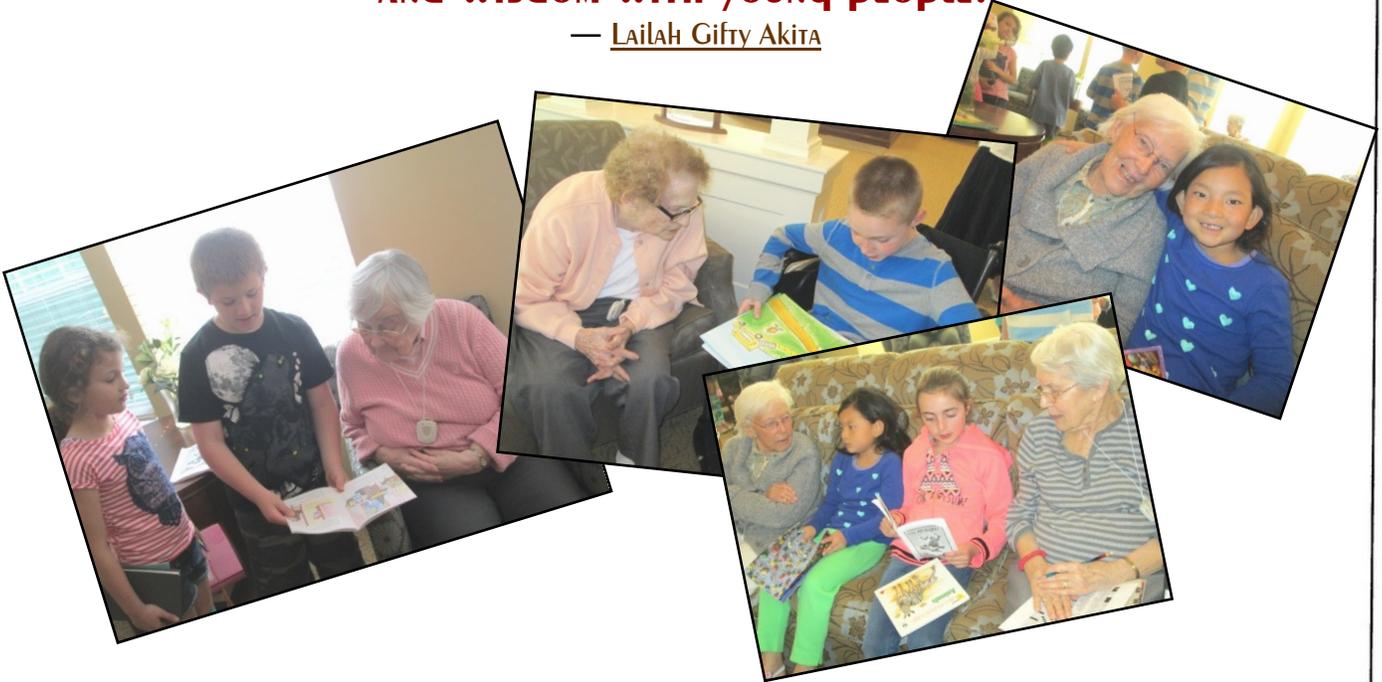
The way the students made the pictures in the glass was by choosing different glass pieces, bringing them to their tile, and arranging them according to their sketches. They could also choose tiny pieces of glass called frit, to fill in spaces or add more color to the tile. Once all of the glass tiles were done Fabio fired the glass for about a month and brought all of the tiles back to his studio to lead them together which took another six weeks.

The fourth graders had a fun time making the glass tiles. It was challenging but they got it done. The tiles are now on the windows in the lobby of the school.



**“BLESSED ARE YOU WHEN YOU ENJOYED THE
COMPANY OF ELDERLY PEOPLE.
THEY ARE ALWAYS READY TO SHARE THEIR RICH EXPERIENCE
AND WISDOM WITH YOUNG PEOPLE.”**

— Lailah Gifty Akita



The first and second grade students of Niantic Center School and the residents of Crescent Point have built a wonderful connection. Each Friday afternoon at Crescent Point, you will find the young and old having a blast interacting with each other. Some may be reading a story together, while others are playing a game of balloon toss. At the end of each visit, everyone sings songs together. It is amazing to see everybody's faces light up when the students arrive. Elderly people find so much joy in young children and our students truly enjoy learning more about their elderly friends. This time together allows our students to practice their reading and encourages them to gain an appreciation and level of comfort for the elderly.

Here are some quotes from the residents:

*Agnes P. said, “I think it’s great! It’s nice to see the progress the children make.”

*Judy T. said, “I think it’s a good thing. The kids are cute and those who are involved seem to enjoy themselves. It’s fun for us!”

*The program coordinator, Kaysee Berryman says, “I think it’s a fantastic program! We have some residents who only come out of their room to see the kids each week. Anyone who has ever worked with children or even had children loves seeing them week to week. After the kids leave, Crescent Point is full of smiles.”

*Submitted by Kari Wiseman
NCS 2nd Grade Teacher*

THE DREAM



On April 29, 2015, Flanders School celebrated an All School Meeting hosted by the talented first grade students and their teachers. The theme of the meeting was storytelling, inspired by an original painting donated to the school by former superintendent, Dr. James Lombardo, upon his recent retirement. The painting was created by Dr. Lombardo's friend, celebrated artist and author/illustrator, Phoebe Stone. At the All School Meeting the first grade students shared the story that they created using the inspiration they had gotten from the painting, adding interpretive dance and song to the storytelling, to bring movement to the artwork and story. In attendance was former superintendent, Dr. James Lombardo, Phoebe Stone, the entire Flanders School with parents and family members, as well as new superintendent, Mr. Jeffrey Newton.

Although Ms. Stone has incorporated many of her paintings in her children's books, the painting that inspired the first graders' story was never included in any of Ms. Stone's published books. The first grade teachers set out to collaboratively create a story, with their respective classes, to bring life to the image and each class

shared a part of the process. The music that accompanied the story was composed by music teacher, Roy Schryver, and the incredible artwork backdrop that paid homage to Phoebe Stone's original work was created by art teacher, Lisa Keller. First grade students worked with Ms. Keller to create a three dimensional Eiffel Tower as well as props for the production.

Phoebe Stone's painting depicted Paris' Eiffel Tower with a woman and boy figure floating above the trees. The first grade students responded to the painting by writing an original story, titled "The Dream". The result was both inspirational and uplifting. The performance left the audience in awe as each class entertained the audience with a heartwarming interpretation of the painting. Phoebe Stone was completely immersed in the storyline, and was left moved beyond words for what she called "a wonderful tribute" to her work. She shared with the students that she herself believes very much in dreams, and how they serve to help her be creative in her own writing and artistic process. She also shared that she saw herself and her son in the story, a story about a boy and his mother in Paris, France as she and her son had travelled to France years ago.

Continued on page 14

Storytelling

Continued from page 13

The students were praised for their triumphant performance; it was palpable how everyone in the audience was moved by their work. Connections to the larger world and community were evident throughout the process and the success at its completion was very energizing for the students, and was a memory they will keep with them for years to come. “What a special school we have,” first grade students said as they cheered their accomplishments. What a special school indeed! Bravo, to the Flanders School first grade students, and thank you to Phoebe Stone and Dr. James Lombardo.

*Submitted by, Susan Parodi
School Library/Media Specialist*



**Author/Illustrator Phoebe Stone
with student Ruby Thoms**

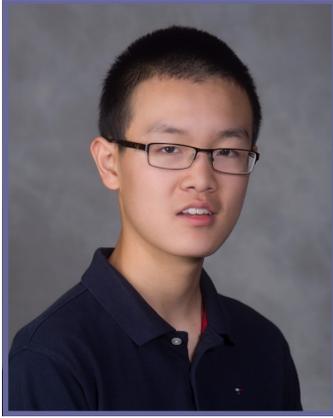


EAST LYME Middle School NIANTIC LIONS Club ANNUAL PEACE POSTER CONTEST

Congratulations to this year’s winner, Bella Wild, and runners-up
Amelia Anglin and Stella Georgian.



East Lyme High School Math Team



Mingfei Duan
Grade 9



Matei Coiculescu
Grade 10



Andrew Zhang
Grade 9

This has been a very successful year for the East Lyme High School Math League Team! With a group comprised of only freshmen and sophomores, ELHS placed 5th in our Eastern CT League which qualified us for the state competition. In addition, our two freshmen (Andrew Zhang and Mingfei Duan) were named to the All-Star Team and Matei Coiculescu (Grade 10) was the team high scorer.

At the state competition, the ELHS Math Team placed third in CT (the best showing ever for us at that level); two students—Andrew Zhang and Mingfei Duan—attained perfect scores and were recognized by the state league. Our results qualified us for the New England meet where the team made another impressive showing by placing 6th, again the highest we have ever ranked.

Three students qualified to be part of the State of CT Team for the American Regions Math League (ARML) Team. This competition is the national math meet and is held at various locations throughout the country where our team will compete at Penn State. Additionally, through his performance on both the American Mathematics Competition (AMC) and the American Invitational Mathematics Exam (AIME), Andrew Zhang became the first East Lyme student to be invited to sit for the nine-hour USA Junior Mathematics Olympiad try-out test.

Submitted by the ELHS Math Department

EAST LYME High School 2014-2015 FINE ARTS AWARDS

We hope you enjoy these images of the beautiful art work our talented high school students create.

2014-2015 East Lyme High School Art Awards

It is wonderful to see our students continue to receive recognition in state and regional competitions.

KIDZART LITERACY THROUGH THE ARTS

Ms. Roy's third grade class at Niantic Center School had the opportunity to participate in KidzArt, a LEARN grant program that incorporates literacy learning through the arts. Throughout the program, Ms. Roy's class attended workshops and performances with their partner class from Kohanski Elementary School in Groton. Students enjoyed the opportunity to make friends from neighboring towns while also learning a variety of art forms, including dance, abstract art, and music.

One of the first KidzArt trips was an interactive performance by a Grammy award-winning musician, Les Julian. Students met children from suburban and urban schools across southeast Connecticut while learning about a variety of instruments. Later in the year, Ms. Roy's third grade class and their partner class learned multiple new dance styles from professional dancers. Some of these styles included contemporary dance, Latin dance, hip-hop, and swing dance. Some class-wide favorites included the moonwalk, hand jive, and the "Shorty George."

In addition to a lot of physical activity, students also had the opportunity to explore a variety of visual art forms. One of the projects led by KidzArt director Lisa Finley was a Kandinsky circle-inspired mural. This activity required students to use teamwork and nonverbal communication to arrange and connect their individual pieces to build a collective class mural. Throughout the year, Mrs. Finley made numerous class visits to NCS to read stories and nonfiction texts that correlated to our various art projects.

KidzArt was a fantastic way for Ms. Roy's class to promote Niantic Center School's "Body and Mind" initiative. Not only were students challenged physically, but they were also challenged to use bucket-filling attitudes to reach out to new friends from all different backgrounds.

*Submitted by
Amanda Roy, NCS Grade 3 Teacher*





HOW CAN A SMALL COMMUNITY like FLANDERS SCHOOL HELP CHANGE THE WORLD?



This is a question that Mrs. Soule's third grade class discussed early in the year, and the answer tied into many different areas covered in the curriculum. Knowing that we all want to be the best individuals we can be, help others (especially those with needs greater than our own), and care for our local environment as well as our world, a surprisingly simple answer began to unfold!

By collecting and recycling deposit bottles and cans, students have been able to accomplish all of these goals and do a lot of learning along the way. What started as a simple idea for one class grew to become a school wide effort. As word spread and students' enthusiasm grew, the collection drive spread beyond the halls of Flanders School. Students asked Central Office staff if they'd like to participate. While making this inquiry, several other staff members jumped on board and offered to bring in their deposit bottles. Soon, collection boxes and posters were proudly placed in the staff lounge at Central Office and at Coastal Connections.



Students began to arrive at school with envelopes containing money or vouchers to be redeemed after bottle recycling. This was generated by the recycling efforts of students' families, friends, and neighbors. Some local businesses caught wind and donated their extensive collections of water bottles. Mrs. Soule told friends about the project, and they would arrange to meet her at school to drop off huge bags to be recycled. On more than one occasion, while recycling bottles from grocery carts with bags overflowing, Mrs. Soule explained her class' project and random strangers would donate their vouchers! A new daily job was created for students, and two or three students would spread

throughout the halls at Flanders School at the end of the day and return with large bags filled. Students throughout the building have educated their peers on how to determine whether a bottle is redeemable for the prized nickel. As a result, almost \$300 has been raised to date.

With these funds students have been able to make donations on the local, regional and global level. Locally, a donation was made to Care and Share, and the students enjoyed the opportunity to present this in person to Mr. and Mrs. Norman Bender, the president of Care and Share, and his wife, who is a retired teacher and active volunteer for the resource. When word came early in the school year that two local girls were battling cancer, students agreed that donations should be made to funds established to help with their medical expenses. Recently, students learned that a local company, Earth2, was to be holding a fundraiser called WELLfed which would generate monies to build a well in Uganda. Having learned about the lack of clean drinking water in other parts of the world, an overwhelming majority of students voted that this would be their next cause to support. Josh Chalmers, CEO of Earth2, agreed to come in to speak with the class and see the posters, illustrations and Power Point presentation that they have been working on to support the May 21st WELLfed fundraiser.

Students have taken great pride in their collection efforts, and have learned the huge impact they can make on conserving Earth's resources. With almost 6,000 bottles collected and recycled in this school year alone, students have helped people in their town, their region and across the globe. The decision to toss a bottle into a landfill, where it will take about 450 years to decompose, versus redeem it and help others and the environment is a no-brainer for these Flanders All Stars!

*Submitted by
Robin Soule
Flanders Grade 3 Teacher*





Wellness



The East Lyme Public Schools Wellness Committee sponsored its second Wellness Fair for the faculty and staff of East Lyme Public Schools on Friday, May 22nd. There were over 30 vendors and 15 different activity choices for staff to browse and participate in. Some choices were Labyrinth Meditation, Yoga, Walk and Talk, and Hanging in the Trees. A healthy, delicious lunch was provided for all and catered by Tri-Town. Fitbits, massages, gift cards and gym memberships are just a few of the 100 raffle prizes that were given away. The fair came at a good time. All week long, we have been receiving overwhelming positive feedback and compliments and we hope to make this a yearly event for ELPS!



SCIENCE OLYMPIAD



Dylan Miller, Jake Rowe, Mingfei Duan, Dana Soli, Alex Spiliotis and Andrew Zhang working on their air trajectory device

East Lyme High School students in the Science Olympiads (SO) compete nationwide by participating in very competitive science tournaments. SO is much different than a science fair where individuals work on a specific problem that is presented. SO is a team competition where cooperation within small groups of students is essential, and where the actual competitive project-trials, labs, or written-events are all done at the tournaments. Unlike a quiet, intense science fair, a SO tournament is full of cheers, groans, enthusiasm and laughter.

This year the ELHS team did remarkably well. Although it was our first year and the team was mostly composed of freshman, ELHS scored in the top 10 in 5 different events out of 40! Some of these accomplish-

ments include: Andrew Zhang and Alex Spiliotis placed third in the Air Trajectory event, Dana Soli and Andrew placed 8th in Bridge Building, Dana also took 10th place in the Wright Stuff, Mingfei Duan ranked 10 in Disease Detective and Ryan Xu took 11th in the Bungee Drop. Jake Rowe and Eric Wu took 13th place in Forensics (and these students have not even taken a Forensics course, their great placing was due to their chemistry knowledge and lab skills alone!) Dylan Miller and Emily Rogers competed in three events and placed in the top half in the Experimental Design and Dynamic Planet events. Akash Mishra and Eric Wu also made strong showings in the It's About Time and Cell Biology events.

Submitted by the ELHS Science Department

Additional ELHS Science Highlights for the 2014-2015 School Year

- ⇒ Over 100 high school students took part in "International Beach Clean-Up" day in September.
- ⇒ Third grade students from Flanders School were mentored by 9th Grade students in the designing, building and using of Solar Cookers to cook s'mores.
- ⇒ The "Science Spectacular" was hosted again by Lillie B. Haynes Elementary School where 40 high school students designed interactive science projects for elementary school students.
- ⇒ Marine Biology II students participated in the Flanders Annual Beach Day program.
- ⇒ Marine Biology III students went to Bermuda for a week long field study of sub-tropical ecosystems.
- ⇒ Advanced Placement Environmental Science students collaborated with third graders in the "Storm Water Classroom" Program. These high school science students are also involved in collecting water quality data for the DEEP (Water Quality Assessment Program with the Natural Resource Commission).
- ⇒ Forensic Science students had several guest speakers including visits from the State Medical Examiner, the State Crimes Unit, local police and even a death investigator.





SOCIAL STUDIES

East Lyme High School 2014-2015 Highlights

- ◆ Veterans from the surrounding areas were invited to attend the ELHS Veterans Day assembly where they were presented with hand-made gifts, attended a welcome-breakfast, and a flag-raising ceremony as part of the assembly. As a part of Veterans Day observances at the High School, the Social Studies department, in collaboration with the National Honor Society, held a fund-raiser for homeless veterans at the Vet House in New London, run by the New London Homeless Hospitality Center. They also hosted a holiday luncheon for the homeless veterans with the Family and Consumer Science department

- ◆ Contemporary Issues students Kevin He and Matt LaRose were appointed to the President's Cabinet at this fall's Princeton Model Congress. Kevin served as Secretary of The Treasury and Matt as Chief of Staff. Over 900 students attended and only 32 of these special positions were available. East Lyme has certainly built a reputation for itself on the Model Congress and Model UN circuits.

- ◆ Students in the *Human Rights and Wrongs* course planned and organized a 100th birthday celebration for Ray Gawendo, a local Holocaust Survivor, who shared her powerful testimony with students and staff last year. Students congregated in the Commons to sing Happy Birthday and the students hosted a luncheon for her.



- ◆ Students in the *Human Rights and Wrongs* class learned about the needs of the Chikumbuso Community in N'Gombe, Zambia. Based on this knowledge, students created public service announcements for a campaign to feed families in the Chikumbuso Community. Students sold necklaces made by the widows of Chikumbuso, and each necklace that was sold bought a bag of food called Mealie Meal, which can

feed a family for approximately one month. Our students helped feed 22 families.

- ◆ Anthropology students during the fall semester conducted a dig at the Smith Harris House in which a search for the well of the house was conducted. The well was not found but students were able to document the color of the original kitchen which was previously unknown. Anthropology students during the spring semester have started digging at the 19th Century barn at the Lee House and have proven that it did completely burn down.



Smith Harris House



Lee House

- ◆ Social Studies students and teachers participated in the Jewish Federation program *Young Emissaries* in which Israeli exchange students visit our school and discuss culture, the Holocaust and the political system of Israel with our students.

- ◆ Social Studies teachers Matthew LaConti and Shannon Saglio continued their work with the *Encountering Survivors* program and involved six students this year in a project that will document the lives of Rose and Sigmund Strochlitz (Owner of Whaling City Ford who helped create the National Holocaust Museum and national day of remembrance now observed in every state). Social Studies teachers Matthew LaConti and Shannon Saglio also spearheaded the interdisciplinary assembly *ELHS Will Never Forget* featuring testimony by Henny Simon (Holocaust Survivor) and Benjamin Cooper (Liberator of Dachau). The program ultimately featured contributions from several departments, teachers and students. The assembly was open to the entire school community and was a moving testament to the power of the human experience.

Submitted by the ELHS Social Studies Department