

Organizational Study - Region One

Filtered by: Salisbury

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Summary

The survey results indicate a strong preference for maintaining the unique identity of each Region One school community, with 31% considering it extremely important. Local decision-making, school presence, history, traditions, and community events are unanimously valued aspects, each receiving 100% support. Participants prioritize educational quality and expanding opportunities, with 50% willing to prioritize educational opportunities even if costs increase. There is a notable interest in balancing classroom sizes, with 84% favoring a balanced size for social-emotional growth. The sentiment towards a proposed middle school program at HVRHS is mixed, with 58% opposing it. Overall, the community values local control and representation, with 48% considering it extremely important.

Categories

Community and School Identity: Participants emphasize the importance of preserving the unique identity of each school community, with 31% considering it extremely important. Local decision-making, school traditions, and community events are unanimously valued, reflecting a strong desire to maintain the distinct characteristics of each town's educational environment. The sentiment is that these elements contribute significantly to the vitality and attractiveness of the community.

Educational Opportunities and Quality: There is a strong focus on educational quality and expanding opportunities, with 100% of participants considering these aspects important for long-term sustainability. The community is willing to prioritize educational opportunities even if it leads to increased costs, indicating a commitment to enhancing the academic experience. Participants also value comprehensive specialized services, with 44% considering them very important.

Classroom Size and Structure: A balanced classroom size is preferred by 84% of participants, highlighting the importance of social-emotional growth and diverse perspectives. There is a mixed response to the idea of a middle school program at HVRHS, with 58% opposing it, suggesting concerns about changing existing structures. The optimal classroom size is considered to be between 1-18 students, reflecting a desire for manageable class sizes that support effective learning.

Local Control and Representation: Maintaining local control and representation in educational decision-making is crucial, with 48% considering it extremely important. Participants value equal community representation and fiscal accountability, indicating a desire for a governance structure that reflects the community's voice and priorities. There is a preference for balancing local control with regional efficiency, suggesting a nuanced approach to decision-making.

Financial Considerations and Sustainability: Long-term financial sustainability and limiting local tax increases are important to participants, with 100% considering these aspects crucial for the community's future. There is a willingness to balance educational opportunities with financial efficiency, reflecting a pragmatic approach to managing resources. Participants are open to sharing resources to improve efficiency, provided educational quality is not compromised.

Areas to investigate

- **Middle School Program Proposal:** The mixed response to the proposed middle school program at HVRHS, with 58% opposing it, suggests underlying concerns about changing existing structures and the impact on community identity.
- **Classroom Size Preferences:** While there is a preference for balanced classroom sizes, further investigation into the specific needs and challenges of different schools may be necessary to ensure optimal learning environments.
- **Local Control vs. Regional Efficiency:** The desire to balance local control with regional efficiency indicates potential contention in decision-making processes, warranting further exploration to align community priorities with practical solutions.

Participation Stats

Responded	136
Completed	96 (71%)

Languages

Language	#	%
English	134	99%
Spanish	1	1%
Ukrainian	1	1%

Favorability Overview

	Favorability score
Average Score	71%
No topic assigned	71%
How important is maintaining the unique identity of each Region One school community?	52%
How important is ensuring that Region One can provide comprehensive specialized services within its schools whenever appropriate?	81%
How important is identifying opportunities to share resources or services when doing so can improve efficiency without reducing educational quality?	69%
How important is maintaining representation from each Region One community in educational decision-making (Board of Education)?	89%
How important is the presence of a local school to the vitality and attractiveness of a community?	84%
If a future organizational design could improve educational opportunities, long-term sustainability, and financial efficiencies, while changing some existing structures, how open would you be to considering that change?	54%

Detailed Responses

Q1: What primary perspective are you taking this survey from?

Answered: 136 | Not answered: 0

Item	#	%
Parent/Guardian of a current Region One student	84	62%
Parent/Guardian of a former Region One student	10	7%
Current Region One student	Hidden to protect anonymity	

Former Region One student	6	4%
Region One employee	14	10%
Former Region One employee		Hidden to protect anonymity
Resident of a Region One town	8	6%
Business Owner		Hidden to protect anonymity
Community Leader		Hidden to protect anonymity
Prefer not to answer		Hidden to protect anonymity
Other		Hidden to protect anonymity

Q2: Which Region One town do you live in?

Answered: 136 | Not answered: 0

Item	#	%
Canaan/Falls Village		Hidden to protect anonymity
Cornwall		Hidden to protect anonymity
Kent		Hidden to protect anonymity
North Canaan		Hidden to protect anonymity
Salisbury	136	100%
Sharon		Hidden to protect anonymity
I do not live in a Region One town		Hidden to protect anonymity

Q3: How long have you lived in a Region One community-town?

Answered: 135 | Not answered: 1

Item	#	%
Less than 1 year		Hidden to protect anonymity
1-5 years	23	17%
6-10 years	23	17%
11-20 years	28	21%
More than 20 years	56	41%
I do not live in a Region One community-town.		Hidden to protect anonymity

Q4: Which Region One School(s) do you most associate with?

Answered: 134 | Not answered: 2

Item	#	%
Canaan/Falls Village - LHK		Hidden to protect anonymity
Cornwall - CCS		Hidden to protect anonymity
Kent - KCS		Hidden to protect anonymity
North Canaan - NCES		Hidden to protect anonymity
Salisbury - SCS	115	 86%
Sharon - ShCS		Hidden to protect anonymity
HVRHS	40	 30%

Q5: How important is maintaining the unique identity of each Region One school community?

Answered: 130 | Not answered: 6

Item	#	%
Not important at all	9	 7%
Slightly important	14	 11%
Moderately important	40	 31%
Very important	27	 21%
Extremely important	40	 31%

Favorability Score: 52%**Q6: Which aspects of your local school/community are most important to preserve?**

Answered: 113 | Not answered: 23

Ranking	Average ranking	Top choice count
#1 Local school presence and education	2.25	52
#2 Local decision-making	2.83	35
#3 School traditions	5.15	3
#4 Local history	5.33	4
#5 Community events	5.36	1
#6 Community partnerships	5.44	3
#7 School spirit	5.56	4
#8 Community use of facilities	6.47	3
#9 Outdoor spaces	6.61	8

Q7: Which aspects of the student experience are most important to you?

Answered: 110 | Not answered: 26

Ranking	Average ranking	Top choice count
#1 Academic instruction and offerings	1.34	89
#2 School spirit and a sense of belonging	4.62	5
#3 STEAM - Science, Technology, Engineering, Arts, Mathematics	4.9	2
#4 Athletics, clubs, and extracurricular activities	4.95	1
#5 Art, Music	5.17	1
#6 Advanced academic opportunities and leadership	6.14	6
#7 Access to specialized student services (tutoring, intervention, behavioral supports)	6.88	2
#8 World Language	7.15	0
#9 Agriscience and Vocational Training	7.71	2
#10 Outdoor Education	8.0	0
#11 Opportunities to interact with students from other communities	9.15	2

Q8: When considering optimum classroom size for students, which statement most closely reflects your view?

Answered: 110 | Not answered: 26

Item	#	%
Smaller classrooms are always better, regardless of how few peers are in the room.	18	16%
A balanced classroom size is better because students need a large enough peer group for social emotional growth, diverse perspectives, and group collaboration.	92	84%
Larger classrooms are always better.		Hidden to protect anonymity

Q9: What do you consider the optimal classroom size to be?

Answered: 109 | Not answered: 27

Ranking	Average ranking	Top choice count
#1 11-18	1.34	80
#2 6-10	1.85	27
#3 1-5	3.3	1
#4 19+	3.5	1

Q10: How important is ensuring that Region One can provide comprehensive specialized services within its schools whenever appropriate?

Answered: 108 | Not answered: 28

Item	#	%
Not important at all	0	0%
Slightly important	0	0%
Moderately important	20	19%
Very important	48	44%
Extremely important	40	37%

Favorability Score: 81%

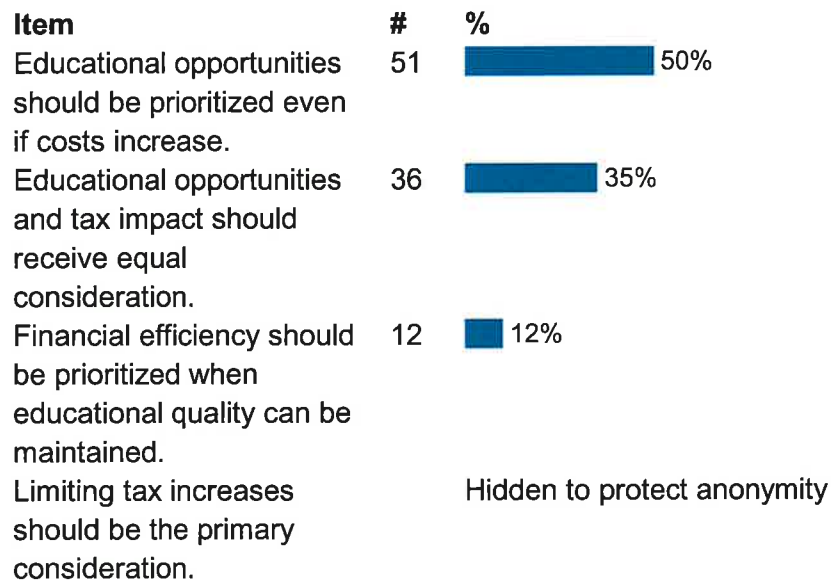
Q11: When considering the long-term sustainability of our local communities and Region One, how important are the following?

Answered: 104 | Not answered: 32

Ranking	Average ranking	Top choice count
#1 Educational quality	1.14	96
#2 Expanding educational opportunities	2.55	2
#3 Expanding extracurricular activities	3.9	1
#4 Operational costs	4.84	1
#5 Staffing efficiencies	4.89	1
#6 Long-term financial sustainability	5.08	2
#7 Limiting local tax increases	6.55	1
#8 Reducing duplication of services	7.05	0

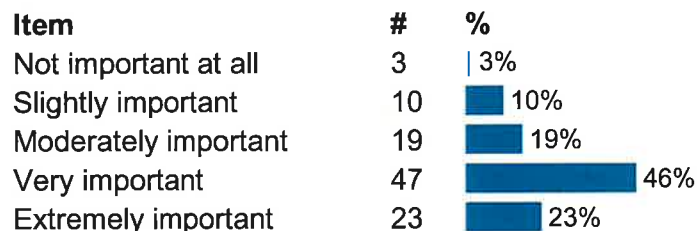
Q12: How should educational opportunities and local tax impact be balanced when considering future organizational decisions?

Answered: 102 | Not answered: 34



Q13: How important is identifying opportunities to share resources or services when doing so can improve efficiency without reducing educational quality?

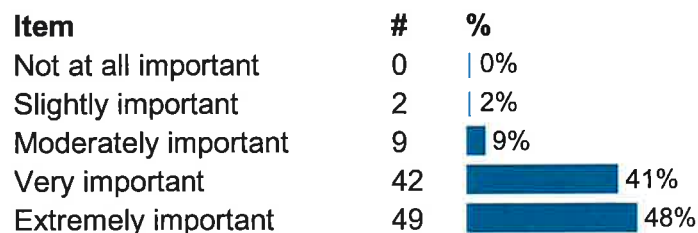
Answered: 102 | Not answered: 34



Favorability Score: 69%

Q14: How important is maintaining representation from each Region One community in educational decision-making (Board of Education)?

Answered: 102 | Not answered: 34



Favorability Score: 89%

Q15: Which characteristics should a governance structure prioritize?

Answered: 99 | Not answered: 37

Ranking	Average ranking	Top choice count
#1 Equal community representation	3.05	23
#2 Representation based on enrollment	3.21	22
#3 Consistent and equitable educational experiences and practices	3.27	36
#4 Representation based on resident population	3.95	6
#5 Strong local community voice	4.37	7
#6 Community engagement	5.04	3
#7 Fiscal accountability	5.1	2

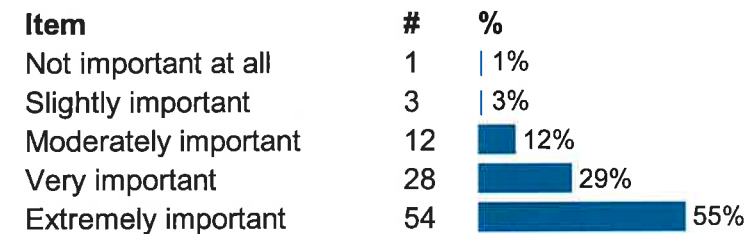
Q16: Which statement best reflects your view of local control?

Answered: 98 | Not answered: 38

Item	#	%
Local control should remain the highest priority.	15	15%
Local control is important, but regional efficiency should also be considered.	32	33%
A balance between local control and regional efficiency is best.	38	39%
Regional efficiency should take priority when it improves educational opportunities.	13	13%

Q17: How important is the presence of a local school to the vitality and attractiveness of a community?

Answered: 98 | Not answered: 38



Favorability Score: 84%

Q18: If having a middle school (7/8) program was proposed at HVRHS, would you support this idea?

Answered: 98 | Not answered: 38



Q19: Do you prefer to maintain an elementary school, regardless of the grade level configuration, in your local community?

Answered: 98 | Not answered: 38



Q20: Do you feel that we should offer a universal pre-kindergarten program free of charge to families?

Answered: 98 | Not answered: 38



Q21: If a future organizational design could improve educational opportunities, long-term sustainability, and financial efficiencies, while changing some existing structures, how open would you be to considering that change?

Answered: 97 | Not answered: 39



Favorability Score: 54%

Q22: If you could design Region One schools for the next generation of students, what would you want that to look like?

Answered: 96 | Not answered: 40

Summary ♦

The responses reflect a diverse range of opinions on the future design of Region One schools. Many emphasize maintaining local elementary and middle schools to preserve community identity and small class sizes, while others advocate for regional middle schools to enhance educational opportunities and resources. There is a strong desire for increased academic rigor, diverse extracurricular activities, and support for students with special needs. Some respondents express concerns about the impact of regionalization on community ties and the quality of education. Overall, the responses highlight a balance between preserving local traditions and exploring regional efficiencies to improve educational outcomes.

Comment Lists

Q22: If you could design Region One schools for the next generation of students, what would you want that to look like?

Answered: 96 | Not answered: 40

Comments:

- I'm not sure I have enough information to answer this question.
- Not small or too large class sizes.
Regionalizing schools that don't have enough students to make this happen.
Ex: falls village Sharon and Cornwall.
- Have flexibility to adjacent school districts for elementary and middle school choices. Also a consolidated middle school or two for grades 6-8 would be desirable.
- Individual town schools k-8 with special services grouped as needed.
- Keep school locations for each town as is. Do not regionalize grade schools.
- n/a
- ?

- Welcoming Teaching
- Strong local k-8 schools that feed into the high school.
- A regional middle school on the same campus as the high school. Combine elementary schools with fewer than 150 students enrolled.

A regional school board with representatives from each town. Larger towns might have more than one representative.

- Combine lower schools to alleviate under sized classrooms and make HVRHS a junior high and high school . Pre k is a must and should be free.
- More afterschool programs, sports.
Extensive trade programs at the high school.
Easier way set up for PTO or other ways of fundraising.
- N/A
- Stem Activities
Hands on classroom activities
- We moved to and then purchased a property in Lakeville specifically for Salisbury Central. we love the class size, how integrated the school and its faculty are in the community and the breadth of offerings for our children. I would love that type of experience for all students in region one. We specifically did not look seriously at buying a home in falls village, for example because those class sizes are too small- the downsides of the corresponding potential social issues and restrictions on specials were too high.
- Unknown
- We are lucky to have SCS as our school because it is so wonderful, so changes are not as pressing. However, a full day/fully week Pre K should be a no-brainer. Combining very small classes into one larger class should be considered. If there was a way to incorporate Kent into more middle school activities, we should - they are always left out until high school. I actually like the idea of creating a middle school (7/8) program because middle school can be a time when classes and peer groups shrink, so it would be good to expand the pool. However I question if HVRHS is the right place for it (though access to sports fields and theater would be great) or if better to create a middle school at Falls Village and bus falls village elementary to SCS (or something like that). Middle school now is a gentle introduction towards high school with small classes and wonderful teachers .
- Exactly as it does currently.
- Retain local programs in each community but offer more opportunities to visit with other schools - not just for athletics.
- Local elementary (Pre-School-5th) schools, two regional middle schools (1 for Salisbury, N. Canaan & Falls Village and 1 for Sharon, Kent & Cornwall) and keeping the regional high school as it is.
- A regional middle school with independent grammar schools. Perhaps blending Cornwall and FallsVillage.
- SALISBURY CENTRAL is losing more and more male students each year because there is a strong sense that there is a bias toward girls. There are multiple examples of the almost 100% female faculty choosing girls for leadership positions. Whether conscious or not, the bias toward girls is something both students and parents perceive. SCS would not lose students to private schools if it was willing to take actions against these biases and the perception of these biases.
- Regional Middle school and high school. Local elementary up to 5th grade. Could even regionalize in 4th grade. As the students go up the middle school resources are pitiful from an academic and extracurricular. I feel we need to do better in these areas.

- I am very opposed to a regional middle school at HVRS. I would like more outdoor time /physical activity time throughout the day.
- Armed security, teachers that have the students best interest in mind. Students that have a learning disability get the support they need with out jumping through hoops, and the classroom teachers of those students help with their needs and not push back. Teachers the treat kids equally, and not play favorites.
- Class sizes to be more normal. Classes of 2, 3 is not efficient or good for kids. One boy in a class of 5, these are not good socially. I think combining smaller schools could work. Mixed grade classes (like k-2) is difficult. Better to combine grades across the district if that can work.
More sports/extra curricular activities for all students.
More regionalized policies and procedures like EK/K registration, etc. Kids should have a very similar experience in region 1 schools.
- more ap classes
- I would keep Salisbury as is and combine falls Village and Sharon
- I would design a place where all students are treated as individuals. All families are valued as members of the community. More heartfelt ways to interact with parents . The inclusion of students with special circumstances in the understanding of what makes a family. It would not be the emphasis on the look , such as fashion design and removing the idea that if it doesn't seem to be cut from the finest cloth that the students future is less valuable. My structural design would be helping families, not punishing them for not being able to access resources, I would be sure to provide families and students with any and all necessary resources to help them better navigate children with special needs. The importance of acknowledging and adhering to a child's iep, and developmental evaluations completed separate from the school .implement straight acceptance of diagnoses and special needs. Finding ways to help, not just Dcf calls. Families #1.
- Early dismissal times be adjusted to a later time.
- Towns close together share an elementary school
- Focus on academic standards and top quality teachers to offer an education that serves students equitably but still attracts families that may otherwise consider private schools
- Collaborative and cost efficient
- Figure out a way to ignore education fads
- You need to keep the extra support for students. Too many are pushed through the system and the education is not the best in some cases. Overall learning has been dumbed down and kids are not aware of History. They are taught the long way to do math when ultimately they are going to use technology to succeed. Maybe focus on technology classes to teach them the correct and responsible way to use it. Also need to keep the hands on learning for those kids that are not so into book or tech based learning.
- I think a regional middle school would be great if all of the elementary schools could remain independent. I also think it would be helpful in supporting our highest need students if pupil services had an in person school coordinator for each school location.
- A regional middle school which combined Sharon, Salisbury
- None
- Maintain high standards outside of test scores, a focus on early intervention and staff support.
- I think 4-6 elementary schools up to grade 5, one or two regional Middle Schools grades 6-8; one high school grades 9-12. I'd like more world languages options, more science earlier in the elementary curriculum, more lunch and recess time outside for the middle school. I think all schools should have a bell to bell cell phone ban.
- na

- .
- K-5 or K-6 local with a 6, 7, 8 middle school or 7, 8 middle school
- A robust and child centered educational system that leaves no child behind that is fiscally responsible and minimizes duplication of administrative services. Why do we need assistant principals or assistant superintendents for a region with declining enrollment?
- I think keeping local elementary schools is important. I like the idea of a regional middle school and regional high school.

Alternatively, the idea of having different schools with specialties is intriguing. But probably difficult to do below the high school level.

- I would like Region One students to develop more independence in school while also increasing rigor within the classroom.
- Balance regionalization of services with community identity.
- Students and schools thrive within the local community. Once we move more regionalized, we lose the support of the town community. The town of Kent is proud of KCS. The town of Salisbury is proud of Salisbury. They do not identify or support HVRHS in the same manner. Please do not turn Region One into a cookie cutter district with regional schools and regional staff that are running from building to building. Art, Music, PE, Foreign Language, Technology teachers are also CORE educators and should be rooted into the community of the schools. Our students will suffer if you begin regionalizing their education.

The community is what makes Region One schools special, and helps our students to thrive. Please don't change our educational models, as unique as they are, to support fiscal bottom lines.

- Region One needs to educate a wide variety of students across a wide expanse of geography. I'm sure this is very challenging. I think that it's important to consolidate older students together so that a wide variety of more specialized opportunities can be offered to them. I think this is less important for younger students where reducing transportation time and maintaining local community bonds are more important.
- REGIONAL MIDDLE SCHOOL, MERGING ELEMENTARY SCHOOLS TO CREATE A BIGGER POPULATION
- high quality instruction with passionate and dedicated educators - providing students the opportunity to learn in a more diverse atmosphere - more experiential and project-based learning - students having more autonomy over their learning - students being able to apply what they are learning in real world environments (for example, language immersion) - greater sense of school pride
- Allow elementary schools to operate on their own, separate from region 1 high school. The amount of snow days we endure from the region is crazy. Each school and town should run their own school and the high school should operate separately.
- Strong educational opportunities
 - Arts, Enrichment, academic & behavioral support services
 - More counseling & student supports
 - Recess, outdoor education, field trips & hands on learning
 - More choice in courses & earlier when applicable
 - Better sports & more opportunities for more students to attend Housy and not choose private school
- I think it would be nice if all schools felt or were perceived as "the best school" For example if Region 1 was just thought of as All the schools are excellent. You can't go wrong.
- It's the parents I worry about. Region One could do a better job at showing that there is a statistically direct link between home property values and how much is spent on local

schools. the towns that prioritize school spending are towns people want to move to and that drives up property values by more than any single property owner pays.

- I would try to replicate Salisbury Central - we are grateful to have two daughters that attend.
- finding better staff at the Salisbury Central middle school
- More outdoor activities
- Vibrant places where kids love going to school.
- A school tht has a reasonable amount of children, not 10 or less in a classroom. withthe proper support a classroom can have a moderate amount of children without endangering the students learning.
- Prioritize basic skills for all and enforce graduation standards.
- I grew up in Sharon and now live in Lakeville. Salisbury has a thriving school community that we are proud to be a part of. I understand that Falls village, Sharon, and Cornwall all have schools they are proud of, but 8th grade graduating classes of 2 and 3 students can't be beneficial to students. I'm sure the people who live it have reasons to disagree with this stance. The fact is we've already started to regionalize athletics and now theater because many people have agreed that this will lead to better athletics and more opportunities in the arts for schools who don't have enough students to make it work. I see the same rationale for academic outcomes. Salisbury Central is really special for my kids, but I could see the rationale for a regionalized middle school and even combining Sharon, Falls Village, and Cornwall into one elementary school
- n/a
- Exposure to higher education
- Maintaining our pK-8 schools is the main priority. At Salisbury, we have enough kids to maintain programs while giving students a middle school experience where they feel safe and secure. We want to maintain small class sizes (under 18 students) and continue to offer both intervention and extension opportunities. Each school/town wants to maintain their voice, choice, traditions, and routines when it comes to student-facing roles. This includes decisions on grading, implementation of curriculum, UA offerings, special programs, and scheduling. I wonder if the region could look at efficiency on the back end (Payroll, etc.)? I like the combination of sports teams but wonder if it could be 3 towns and 3 towns so kids aren't traveling so far and they have one more team to play against. For the very small towns, I wonder if their middle schoolers could join another town that's low on numbers? Regardless, we hope that the school staff will continue to be consulted and have a voice in this.
- Maintaining the small town/rural school quality of life while increasing opportunities for students to be exposed to new ideas and opportunities
- no thankyou
- Postal Mail: "I think a regional middle school would best meet the needs of 7th & 8th grade students."
- I would like the Region One schools to remain the same for the next generation of students. I am a proud Region One alum and am now employed by the Region One school district. I like the distinction of each school and how each community possesses its own identity. I dislike the idea of centralizing/regionalizing as the disaggregation is one of the many factors that makes us stand out.
- Open to hearing multiple proposals. The current structure is not sustainable or financially responsible, and I don't feel it's healthy for students for some classrooms to have such few students.
- Communities should continue to prioritize affordability to increase tax base and student enrollment.

- Salisbury Central has been an excellent school. They work to balance both the budget & the diversity of educational experiences. I believe in the Primary, middle, high school model. I would close Kellogg school, while it's beloved within the community, it no longer meets the needs of the students. Classes are too small, costs are too high, and the education is mediocre. The district is capable of doing better to both the students & tax payers. We have not yet attended the High school, but are interested to see how they blend the different towns together into a cohesive educational experience.
- Please limit the use of screens for teaching little kids. They have enough of that outside of school. Any chance for them to work as teams like after school athletic opportunities. A strong art program is essential. One problem I have noticed about Salisbury Central is that they never send any quality artwork home. I think Salisbury Central is probably the strongest of all of the schools and I would not change a thing about it other than technology and art program. The smaller schools in the community could be combined for efficiency, but don't change Salisbury. It is a shining star and role model for all of the other ones..
- We are fortunate enough in Salisbury to have a thriving k-8 school with a healthy budget and solid enrollment numbers. I don't think that needs to change at all and believe most of any change will impact the other towns more. I think potentially having one of the smaller schools folded into SCS could work though if that town would share in the cost equally. (it should save any other town money so that should not be a problem).
- Continue critical thinking education. Continue emphasizing strong reading, writing and math skills. Expose students to real world life beyond the northwest corner of CT. Teach basic fiscal budgeting at the high school level. Provide a balanced socio-economic and political education and the importance of civic and philanthropic engagement in order to help the students to become contributing members of society.
- Not sure
- The Union does a real disservice by not allowing students to participate and engage in maintaining the school property. They're missing a real learning opportunity.
More diverse outdoor spaces.
Mandatory community service and four community service projects a year
- Free pre-k for all and more athletic opportunities for 6th graders
- ...
- I would largely leave the current structure as it is. It has worked well for generations and is part of what makes this area and the surrounding towns so appealing. There is something to be said for an "if it isn't broken, don't fix it" approach, while still being open to thoughtful improvements.
Keeping local elementary and middle schools is especially important. These schools create a strong sense of community, and many teachers and staff are often people who live in or have close ties to the towns they serve. They also give individual towns more control and involvement in what is happening within their local schools. There is value in students growing up with a strong connection to their own town, and even athletics help create a healthy sense of competition and town pride between neighboring communities.
I am not particularly in favor of moving 7th and 8th graders to HVRHS, as I think there is real value in keeping those students in their local schools. That said, I would welcome
- .
- ?
- Junior high 6-7-8
Regionalized curriculum (seems variable now)
Vocational skills starting in jr high thru hs
Regional sports/music/arts enhanced for ALL towns
Increase special ed programs and services and funding

Increase teacher pay to attract and keep the best

Reduce Central Office staff costs

Communities want to hold onto their own students - but, this can be very limiting for students. Schools could be combined and still, towns could hold onto their own "personalities."

In urban areas, kids often travel to get to a school of their choice out of necessity.

- don't know
- Small town based, strong teachers, strong community feel
- Xxc
- Strong enough community, opportunities, and programming that the best and brightest are not compelled to seek private schools. But I recognize enrollment makes that challenging and you can't be everything to everyone.
- Priority to higher education
- Na
- n/a
- I think a single regional MS would be a poor choice. It is too drastic a change, and we already struggle to get families to commit to the HS. I believe more families, including mine, would consider private education sooner.

I may support smaller MS consolidations, but I think we first need to address why families are leaving. At SCS, I believe limited sports and extracurriculars are a major factor. More broadly, Region 1 has many resources and opportunities, but they are poorly connected, communicated, or supported. We have fields, courts, lakes, boats etc, yet families often don't know what is available or how to access them. I'd like to see a dedicated administrative role focused on community engagement—someone who can strengthen the Region 1 identity, connect families with existing opportunities, and improve communication and outreach. We need to invest in the community rather than simply consolidate it. We need to give families reasons to participate, belong, and build a life here.

- Organizationally, I would keep the current structure as is. To the degree that there is a desire in towns with very small student populations and high property taxes to unify elementary schools, I would make sure that that in no way impacts the structure and enrollment of the larger schools in Salisbury and North Canaan. I would gladly pay a higher property tax rate than reconfigure the healthy, well-enrolled schools in our district.
- I feel very strongly that we should maintain our pk-8 schools. Students flourish in middle school when they are confident and comfortable in their surroundings with students and teachers that know them well. Middle school is made extra difficult when thrown into a new building with new peers while trying to navigate all of the natural changes already happening. I moved back to this area so that my children could grow up with a k-8 structure.

I know that a few towns in the region have very small class sizes. Personally, I wouldn't want my child to be in a class of 3, but I think it should be up to the local Board of Eds/communities to decide what they want for their children. Each town has their own unique school community, and I think it's very important that we maintain that.

I know that the privatization of youth sports has changed athletics in our area (and surrounding areas), and I think that combining middle school sports/activities (as we have) is our best bet right now.

- grades preK -6 local school in each town; MS regional but not in the same building as the HS ; regional HS
- Postal Mail: "More Art, Emphasis on kindness & inclusivity, * NO homework, No summer work"

- There would be more high level educational opportunities available, with greater academic rigor for academically-inclined students.