

# Organizational Study - Region One

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## Summary

The survey reveals a strong preference for maintaining local control and identity within Region One schools, with 33% considering it moderately important and 22% very important. Participants overwhelmingly value local decision-making, school presence, history, traditions, and community engagement, each aspect receiving 100% support. There is a significant emphasis on preserving educational quality and expanding opportunities, with 100% of respondents prioritizing these aspects for long-term sustainability. A balanced classroom size is favored by 91% of participants, highlighting the importance of social-emotional growth and diverse perspectives. Additionally, 84% support a universal pre-kindergarten program, indicating a desire for early educational access. The sentiment is generally positive towards exploring changes that improve educational opportunities and sustainability, with 38% extremely open to considering such changes.

## Categories

**Local Control and Community Identity:** Participants express a strong desire to maintain the unique identity and local control of Region One schools, with 33% considering it moderately important and 22% very important. The preservation of local decision-making, school presence, history, traditions, and community engagement is unanimously supported, reflecting a deep connection to the community and its schools. There is a concern that regionalization might dilute this identity, but many see potential benefits in shared resources and services.

**Educational Quality and Opportunities:** Educational quality and expanding opportunities are top priorities for long-term sustainability, with 100% of respondents emphasizing their importance. Participants advocate for a balanced classroom size, with 91% favoring it for social-emotional growth and diverse perspectives. There is a strong push for advanced academic offerings, extracurricular activities, and specialized services, indicating a desire for comprehensive educational experiences.

**Classroom Size and Structure:** The preference for balanced classroom sizes is evident, with 91% supporting this view to foster social-emotional growth and collaboration. Participants are open to restructuring schools to improve educational opportunities, with 38% extremely open to considering changes. There is a significant interest in regionalizing middle schools to enhance social and educational experiences, though concerns about losing local identity persist.

**Early Education and Pre-K Programs:** There is substantial support for universal pre-kindergarten programs, with 84% of participants in favor. This reflects a commitment to early educational access and the belief that it can positively impact long-term educational outcomes. Participants see this as a way to attract families and strengthen community ties.

**Resource Sharing and Efficiency:** Identifying opportunities to share resources and services is considered extremely important by 43% and very important by 38% of respondents. Participants recognize the potential for improved efficiency and educational quality through collaboration, though there is caution about maintaining local control and identity.

## Areas to investigate

- **Regionalization Concerns:** While there is openness to regionalizing middle schools, concerns about losing local identity and community connection need further exploration. The sentiment is mixed, with 38% extremely open to changes, but the impact on community identity requires careful consideration.
- **Classroom Size Preferences:** The overwhelming preference for balanced classroom sizes (91%) suggests a need to investigate the optimal size that supports both educational quality and social-emotional development.
- **Universal Pre-K Implementation:** With 84% support for universal pre-kindergarten programs, exploring the feasibility and potential impact on community enrollment and educational outcomes is crucial.
- **Resource Sharing Models:** The strong support for sharing resources (43% extremely important, 38% very important) indicates a need to explore models that enhance efficiency while preserving local control and identity.

## Participation Stats

|           |          |
|-----------|----------|
| Responded | 108      |
| Completed | 78 (72%) |

## Languages

| Language | #   | %    |
|----------|-----|------|
| English  | 108 | 100% |

## Favorability Overview

|                                                                                                                                                                                                                             | Favorability score |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Average Score                                                                                                                                                                                                               | 65%                |
| No topic assigned                                                                                                                                                                                                           | 65%                |
| How important is maintaining the unique identity of each Region One school community?                                                                                                                                       | 36%                |
| How important is ensuring that Region One can provide comprehensive specialized services within its schools whenever appropriate?                                                                                           | 73%                |
| How important is identifying opportunities to share resources or services when doing so can improve efficiency without reducing educational quality?                                                                        | 81%                |
| How important is maintaining representation from each Region One community in educational decision-making (Board of Education)?                                                                                             | 79%                |
| How important is the presence of a local school to the vitality and attractiveness of a community?                                                                                                                          | 60%                |
| 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? | 72%                |

## Detailed Responses

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

Answered: 108 | Not answered: 0

| Item                                            | #                           | %   |
|-------------------------------------------------|-----------------------------|-----|
| Parent/Guardian of a current Region One student | 30                          | 28% |
| Parent/Guardian of a former Region One student  | 16                          | 15% |
| Current Region One student                      | Hidden to protect anonymity |     |

|                               |    |                             |
|-------------------------------|----|-----------------------------|
| Former Region One student     | 15 | 14%                         |
| Region One employee           | 7  | 6%                          |
| Former Region One employee    |    | Hidden to protect anonymity |
| Resident of a Region One town | 21 | 19%                         |
| Business Owner                |    | Hidden to protect anonymity |
| Community Leader              |    | Hidden to protect anonymity |
| Prefer not to answer          |    | Hidden to protect anonymity |
| Other                         | 8  | 7%                          |

## Q2: Which Region One town do you live in?

Answered: 108 | 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                          |     | Hidden to protect anonymity |
| Sharon                             | 108 | 100%                        |
| 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: 105 | Not answered: 3

| Item                                          | #  | %                           |
|-----------------------------------------------|----|-----------------------------|
| Less than 1 year                              |    | Hidden to protect anonymity |
| 1-5 years                                     | 12 | 11%                         |
| 6-10 years                                    | 11 | 10%                         |
| 11-20 years                                   | 18 | 17%                         |
| More than 20 years                            | 61 | 58%                         |
| I do not live in a Region One community-town. |    | Hidden to protect anonymity |

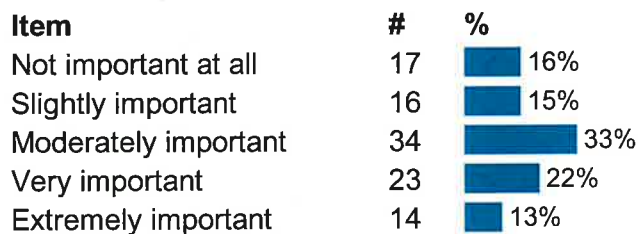
#### Q4: Which Region One School(s) do you most associate with?

Answered: 104 | Not answered: 4



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

Answered: 104 | Not answered: 4



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**Favorability Score: 36%**

#### Q6: Which aspects of your local school/community are most important to preserve?

Answered: 90 | Not answered: 18

| Ranking                                | Average ranking | Top choice count |
|----------------------------------------|-----------------|------------------|
| #1 Local school presence and education | 3.04            | 34               |
| #2 Local decision-making               | 3.41            | 27               |
| #3 Community partnerships              | 4.98            | 8                |
| #4 School traditions                   | 5.04            | 5                |
| #5 Community events                    | 5.12            | 4                |
| #6 School spirit                       | 5.44            | 4                |

|                                |      |   |
|--------------------------------|------|---|
| #7 Community use of facilities | 5.78 | 6 |
| #8 Local history               | 5.88 | 0 |
| #9 Outdoor spaces              | 6.3  | 2 |

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

Answered: 82 | Not answered: 26

| Ranking                                                                                 | Average ranking | Top choice count |
|-----------------------------------------------------------------------------------------|-----------------|------------------|
| #1 Academic instruction and offerings                                                   | 1.56            | 64               |
| #2 STEAM - Science, Technology, Engineering, Arts, Mathematics                          | 4.63            | 2                |
| #3 Art, Music                                                                           | 5.48            | 0                |
| #4 School spirit and a sense of belonging                                               | 5.54            | 4                |
| #5 Athletics, clubs, and extracurricular activities                                     | 5.65            | 1                |
| #6 Advanced academic opportunities and leadership                                       | 6.4             | 4                |
| #7 World Language                                                                       | 6.61            | 0                |
| #8 Access to specialized student services (tutoring, intervention, behavioral supports) | 6.9             | 2                |
| #9 Agriscience and Vocational Training                                                  | 6.94            | 1                |
| #10 Outdoor Education                                                                   | 7.9             | 0                |
| #11 Opportunities to interact with students from other communities                      | 8.39            | 4                |

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

Answered: 82 | Not answered: 26

| Item                                                                                                                     | #  | %   |
|--------------------------------------------------------------------------------------------------------------------------|----|-----|
| Smaller classrooms are always better, regardless of how few peers are in the room.                                       | 6  | 7%  |
| A balanced classroom size is better because students need a large enough peer group for social emotional growth, diverse | 75 | 91% |

perspectives, and group collaboration.

Larger classrooms are always better.

Hidden to protect anonymity

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

Answered: 82 | Not answered: 26

| Ranking  | Average ranking | Top choice count |
|----------|-----------------|------------------|
| #1 11-18 | 1.54            | 48               |
| #2 6-10  | 2.02            | 21               |
| #3 19+   | 3.13            | 11               |
| #4 1-5   | 3.3             | 2                |

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

Answered: 82 | Not answered: 26

| Item                 | #  | %   |
|----------------------|----|-----|
| Not important at all | 4  | 5%  |
| Slightly important   | 5  | 6%  |
| Moderately important | 13 | 16% |
| Very important       | 36 | 44% |
| Extremely important  | 24 | 29% |

**Favorability Score: 73%**

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

Answered: 81 | Not answered: 27

| Ranking                                 | Average ranking | Top choice count |
|-----------------------------------------|-----------------|------------------|
| #1 Educational quality                  | 1.36            | 66               |
| #2 Expanding educational opportunities  | 2.88            | 5                |
| #3 Expanding extracurricular activities | 4.6             | 0                |
| #4 Staffing efficiencies                | 4.8             | 1                |
| #5 Operational costs                    | 4.89            | 3                |
| #6 Long-term financial sustainability   | 5.22            | 1                |

|                                     |      |   |
|-------------------------------------|------|---|
| #7 Reducing duplication of services | 5.62 | 4 |
| #8 Limiting local tax increases     | 6.63 | 1 |

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

Answered: 81 | Not answered: 27

| Item                                                                                   | #                           | %   |
|----------------------------------------------------------------------------------------|-----------------------------|-----|
| Educational opportunities should be prioritized even if costs increase.                | 33                          | 41% |
| Educational opportunities and tax impact should receive equal consideration.           | 26                          | 32% |
| Financial efficiency should be prioritized when educational quality can be maintained. | 21                          | 26% |
| Limiting tax increases should be the primary consideration.                            | Hidden to protect anonymity |     |

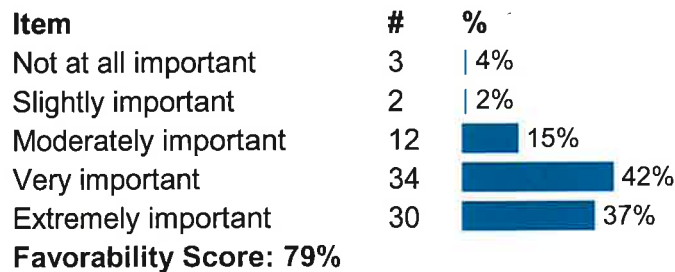
**Q13: How important is identifying opportunities to share resources or services when doing so can improve efficiency without reducing educational quality?**

Answered: 81 | Not answered: 27

| Item                           | #  | %   |
|--------------------------------|----|-----|
| Not important at all           | 1  | 1%  |
| Slightly important             | 3  | 4%  |
| Moderately important           | 11 | 14% |
| Very important                 | 31 | 38% |
| Extremely important            | 35 | 43% |
| <b>Favorability Score: 81%</b> |    |     |

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

Answered: 81 | Not answered: 27



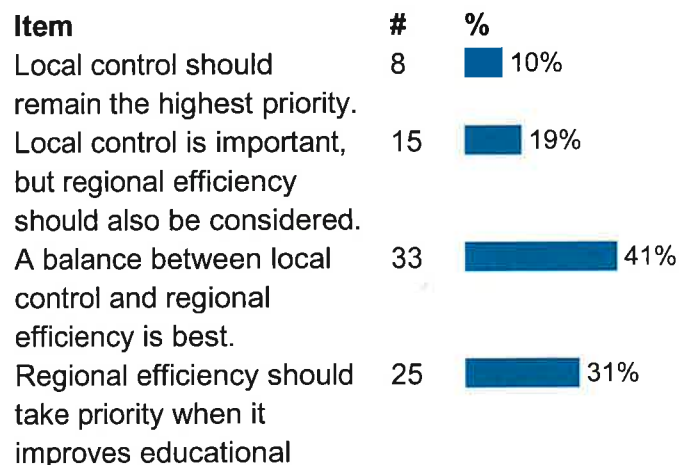
**Q15: Which characteristics should a governance structure prioritize?**

Answered: 81 | Not answered: 27

| Ranking                                                           | Average ranking | Top choice count |
|-------------------------------------------------------------------|-----------------|------------------|
| #1 Equal community representation                                 | 2.72            | 23               |
| #2 Consistent and equitable educational experiences and practices | 2.99            | 35               |
| #3 Strong local community voice                                   | 4.37            | 5                |
| #4 Community engagement                                           | 4.37            | 2                |
| #5 Fiscal accountability                                          | 4.46            | 8                |
| #6 Representation based on enrollment                             | 4.51            | 5                |
| #7 Representation based on resident population                    | 4.59            | 3                |

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

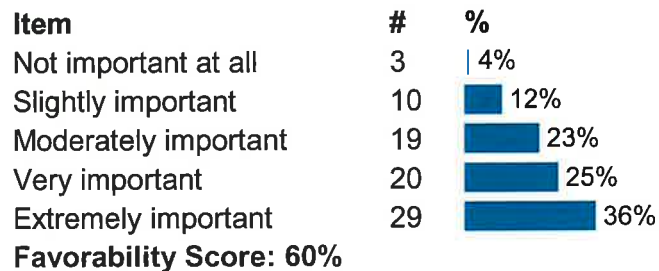
Answered: 81 | Not answered: 27



opportunities.

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

Answered: 81 | Not answered: 27



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

Answered: 81 | Not answered: 27



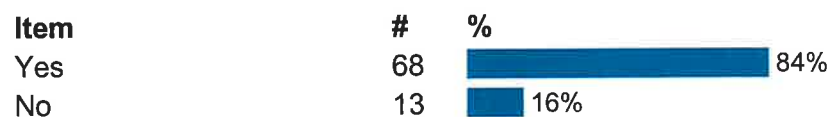
**Q19: Do you prefer to maintain an elementary school, regardless of the grade level configuration, in your local community?**

Answered: 81 | Not answered: 27



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

Answered: 81 | Not answered: 27



**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: 81 | Not answered: 27

| Item            | #  | %   |
|-----------------|----|-----|
| Not at all open | 2  | 2%  |
| Slightly open   | 5  | 6%  |
| Moderately open | 16 | 20% |
| Very open       | 27 | 33% |
| Extremely open  | 31 | 38% |

**Favorability Score: 72%**

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

Answered: 78 | Not answered: 30

### Summary ♦

The responses emphasize the importance of maintaining local community control while enhancing educational quality and operational efficiency in Region One schools. Suggestions include smaller class sizes, diverse staff, and equal access to educational resources and extracurricular activities. Many advocate for regionalizing middle schools to provide broader opportunities and social integration, while preserving the unique identity of local schools. There is a strong call for free universal Pre-K, improved teacher retention, and a focus on practical life skills alongside academic excellence. The overarching goal is to create a sustainable, inclusive, and high-quality educational environment that attracts and retains families.

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

Answered: 78 | Not answered: 30

### Comments:

- A higher focus on academics. Education should be a joy, not a chore. Create a love of learning. Elementary kids should master reading, basic math and writing. Sciences and the arts are needed. Good luck!
- Combining of low populated schools.
- 1) One regional high school that all 6 towns attended (as is now)
- 2) Two regional middle schools - one "north" encompassing Canaan, FV and Salisbury and the other "south" encompassing Sharon, Cornwall and Kent. Grades 6-8
- 3) Two regional grammar schools same structure as # 2 with a north and south. Grades pre-k through 5.

A second option could be:

- 1) One regional high school, all 6 towns, but including grades 7&8.

2) And two regional elementary schools, again a north and south, with grades pre-k through 6 in each.

- Every community should provide a school. Every elementary school should offer a prek program. Every school/student should be provided with the same education, equipment, opportunities and experiences regardless of enrollment, class size or location. Lunch and breakfast should be free to all students. If kids need to legally be at school then meals should be provided regardless of the families financial status.
- Merge classes with limited enrollment with neighboring towns to maintain a high and wide ranging level of educational opportunities to enable students access to many various paths of study (language, STEAM, etc) and extra-curriculars.
- Each town w/a school that was for Pk to 3rd grade and 4-6 at Kellogg and 7-12

Then the local schools, would have space to offer a community center for older people as we probably will have more senior citizens than youngsters. The opportunity to have combined program or regular reading sessions could benefit both groups.

- A welcoming, caring environment for all students. Equal (or as equal as it could be) funding for all different programs offered at HVRHS, including the arts & sports.
- ?
- I would close Sharon Center School and start over. Instead of a school built on past enrollments (reflected in staffing, budgets, class size), the school should be rebuilt around current realities. Administrators and the BOE should construct a school for 100 students, with an allotment of \$32K per student, or a total budget of \$3 million — similar to Cornwall. This likely would require the school to combine classes and share specialized teachers with other schools. The school would operate almost as a private school, and could be called the Sharon Academy. The current structure of the Sharon Center School fails the students and the community, and the future is even bleaker. The school must either change dramatically or close, and enroll Sharon students at Salisbury, Cornwall and Kent.
- Broader range of academic offerings with both an increase in advanced offerings and offerings for students with special needs.
- I'd like to see each town pay the same amount for each child that is in region 1. The formula now is not fair.
- .
- Pre-K in all schools and everyone following a similar syllabus, with all grade teachers on the same page so when they all arrive at the SAME Regional High School, there are no students who are left behind or clueless as to what is happening.  
In short, all region 1 teachers of all grades should be teaching the same curriculum and setting the same standards in all practices. Respectfully
- A separate site for a consolidated middle school to create a distinct middle school identity (for towns worried about loosing "their school identity). Shared services model like the NY's BOCES structure. Shared specialist, courses and staff, including cross-district consortia jointly offering advanced and specialized coursework. Shared transportation, maintenance, and sports team. Offer teacher apprenticeship programs to earn full certification while working, and cross-district mentoring programs to build better teachers and give them incentives to stay in the area. Maybe virtual and hybrid courses for specialty subjects. We are trying to increase student retention and increase overall attendance per class, but keeping the numbers at a balanced number so students don't feel overwhelmed learning based on their developmental stage, and still have great teacher student support.
- Pre-k -grade 6

7/9

10-12

combine two elementary schools with the largest and smallest enrollment across the Region, maintaining half of the current campuses

- What we have now is shameful. Mediocre performance, high cost. And how are these children being prepared for the enormous changes and challenges to come. They need a strong character grounding coupled with strong academics and access to a range of extracurricular activities. Funds should be reallocated by combining schools, sharing resources, higher teacher pay, access to more advanced educational concepts. What we do should be about what is best for the children, not the proprietary interests of local residents.
- The current design has too much capacity for the existing level of demand. The demographics of our region are such that young people are leaving for more affordable locations, that are no longer available in our area. Creating a plan that possibly combines regional grammar schools together or into the high school campus itself may be a possibility to explore
- The grammar schools should be consolidated as if the schools aren't run efficiently, long term the area will be in a worse position with a degradation in the quality of the educational experience and higher taxes that would greatly burden many residents. For example, having Sharon students attend Salisbury Central would be a shorter commute than I had as a child going to schools in a larger community and thus is not a great burden in order to improve quality and ensure a sustainable fiscal structure. I'm also in favor of a regional middle school as the class sizes are too small. For example, we didn't consider Sharon Center School for our children as we thought they needed more than 3-5 classmates
- I would want it to stay as close as possible to how it is now, but would consider looking at changes depending on what they are and how they effect the students a local community.
- Best education possible for all students while maintaining equalized tax base for the towns
- Better education, more resources put into education.
- More hands on learning  
More emphasis on trades vs college  
To graduate more than two people from 8th grade
- A network of local schools, each with a strong commitment to academic excellence and an emphasis on developing critical thinking. I believe it is crucial for us to steward educational opportunities for the next generation and encourage curiosity amongst our children.
- Combining schools (pairs, regionally, etc.) provides better educational opportunities for the children and communities than having classrooms that are empty and grades with only 1-2 students per class.
- Collaborative and inquiry based learning experiences in flexible cross grade/multi-age communities built to represent real world learning.
- Keep 1-6 local, 7-8 moves to Housy.
- I would like the future of Region One schools to preserve and strengthen local community control. Our individual schools are deeply connected to the towns they serve, and I believe that connection is essential to their long-term health and success. The residents of each town should have a meaningful voice in the decisions that shape the schools their children attend. While there are certainly opportunities for our towns to collaborate and share resources across the region, that cooperation should strengthen—not diminish—local involvement and accountability. Strong schools grow from strong communities, and maintaining meaningful community control is one of the most important ways we can preserve the character, responsiveness, and vitality of our individual schools.
- It is not possible to answer this question now and until more facts have been gathered and shared.

The design of a future Region One School System depends on the current situation (based

on fact-gathering) and what the best guess evolution of the six towns will be. Maybe this question should be asked again after some facts have been presented to the Region One stakeholders taking this survey?

- As a parent of a future student, I feel very strongly that middle schoolers should not be mixed with high schoolers and if this was the future plan, I would make plans to enroll my children somewhere else. Middle schoolers are too young to be on the same campus as high schoolers. One of the draws of region 1 is that the local schools are k-8. Schools are key to a thriving community and I think it's important that each town has a thriving-8 school with world language, arts, and extra activities to broaden our students horizons. I'm also concerned if we consolidate the middle school, it is only a matter of time before elementary schools are also consolidated. Each school has a unique dna and community and we would be taking that away from future students. I also don't think it's healthy for students that young to have a super long commute to school. Strongly opposed to consolidation, I also have strong opinions on tech and feel it should be limited as much as possible in the lower grades.
- We are just starting our first year with a child in HS and one in Jr. High. The small schools and community involvement are a huge part of why we moved to this area.
- Less elementary schools, one middle school and one high school
- Na
- have class sizes of ~15 students; improve quality of education significantly; increase operational efficiency, balance cost per student at a reasonable level and ensure long term sustainability. This all goes hand in hand and is achievable if stakeholders agree to move forward.
- 1) Local pre-k through 4th or 5th grade
- 2) Semi-regional 5-6 or 4-6 lower-middle schools (Combining the closest schools to minimize travel)
- 3) Regional middle school on separate campus or separated facility. Could be 7-8 or 6-8
- Regionalizing the middle schools. The social impact it has made over the last few years from those being apart in the middle school sports and activities, has been amazing to see. The comfort level of being at the high school along with knowing other students from different towns and current high schools students I do not think is talked or highlighted enough
- Quality education - set our kids up for success!
- Schools in each town, regardless of the size of the student body. Curricular alignment amongst these schools for the core classes (ELA, Math, Science, Social Studies). Depending on instructor availability, different programs offered at different schools (such as Spanish in Falls Village, Italian in Sharon) so that families may consider Nonresident tuition enrollment in other towns with a particularly desired program. Robust arts and humanities education, including music, art, world language, emphasis on writing skills and reading comprehension.
- Establish a regional school for all grades
- smaller K-5 schools merge with bigger K-5 schools
- Regional Middle School 6-8 or 7-8
- Not sure
- maintain elementary/middle schools in each town
- a lot like it looks today...
- We regionalized to create the high school. It's more than time to effectively create an elementary component
- I want a future where all Region One schools receive the funding they need from their local towns — where school and education budgets are no longer frozen by a town's Board of Finance and where schools are not forced to make budget cuts that diminish the quality of education and keep enrollment down. The quality of education at each school should be the

priority for every town in Region One, but right now, the priority in towns like Sharon instead seems to be keeping already-low taxes as low as possible, even to the detriment of the local school.

- N/A
- I would want a universal free Pre-K for all students in Region One. It seems important for Pupil Services people to have more interaction with the students they are creating plans for and serving. If we could move them into a building, that would be ideal.
- A system that is focused on producing the best academic results in America.
- Condense elementary schools down to three, one middle school and one high school with more emphasis on learning and greater teacher accountability.
- A strong sense of town community in school  
Residents feeling welcome to visit, volunteer and attend school programs  
Academic rigor appropriate to child's specific learning  
Teachers who can afford to live in town they teach  
Most up to date technology and teaching standards - each school equal in its excellence  
Physical plant in excellent shape, changes made as needed for any current teaching practices  
A school that the townspeople are welcomed to have pride in  
A school which attracts families to raise their children in the town  
A blend of superior technology and resources while maintaining a small school vibe that reflects small town life
- Each of the 6 towns should have pre-K to 8th grade school. Although there is a decline in birthrates public education in our towns is extremely important. There are new young families moving here that want the best public school option for their children. They believe they can & should be able to have their child/children attend their local public school and they want to be invested and committed to the success of their local public school with a very strong curriculum. When the economy downshifts (it will at some point) it is imperative that each town has a strong school in their town where the educational experience is one where the bar is set very high as there will be some that will no longer be able to keep their children in the local independent schools. If we have excellence in our public schools we might not have to wait for a downturn in the economy to get some of those parents with children in independent schools to consider their local public school for their children. TY
- Regional middle school starting in grade 5. Separate from high school. Fewer elementary schools to increase per group and educational and social opportunities. Perhaps: North Canaan and Falls Village. Sharon plus Cornwall. More opportunities to challenge higher achievers. More support for those who need it. More choice in electives -world language, arts, music, theater. More teacher training. Eliminate tenure. Happy children. More parent involvement. Less dependence on technology in classroom. No cell phones in classrooms.
- I would like to see Region One focus on investing in education and finding creative ways to attract families and strengthen enrollment as part of the conversation about long-term sustainability. I support sharing resources and services across Region One when it gives our students more opportunities without taking away from the quality or identity of their local schools.

I would also love to see free universal Pre-K open not only to Region One families, but to families from surrounding CT and neighboring NY communities when space allows. This could introduce more families to our schools, increase enrollment, create more educational jobs, and potentially encourage families to relocate to our communities once they experience what our schools have to offer. I would rather explore ways to bring more children and families into our schools than reduce what our local schools provide.

- Local education from K-  
Regional education from 6-8, then 9-12.
- I think that some schools should be consolidated. If not, makes sense to have two graduating students from multiple middle schools. I also beg of you, do not return to the NYP system. Frankly, it screwed me over. I had never taken a final, we're going into college and have to take finals, I was so stressed. I dropped out.
- Hands on learning. More vocational opportunities. Teach life skills like cooking, banking, how health insurance works, how to obtain a loan, what does owning a house look like, teach business skills,. WAY TOO MUCH FOCUS IS PUT ON COLLEGE READINESS. Teach students skills that are more practical and less expensive than college.
- Music/Arts/ Magnet school with strong academic focus
- This is tricky to answer as there are pros and cons to existing structure and future structure. pros now.. school is local, less time in bus, and safer. and pros to later less time to travel for after school activities - so pros to stay in existing school probs best all around
- 7/8 Junior high at HVRHS-  
Although it would be difficult, possibly merge K-6 of the smaller schools (I know this would be a fight)
- Sharon/Kent/Cornwall combined elementary/middle school. Canaan/Falls Village/Salisbury combined elementary/middle school.
- They should be more equal. All schools should provide the same after care programs. All schools should provide the same sports and activities. One school should not offer a whole bunch of things that none of the other schools offer. All Region one schools from the area should be equal. It would stop people switching from one to another based on one school having skiing and one not etc.
- Cohesive, collaborative, all inclusive, community based.
- I would like to see Region One move toward regionalizing our elementary and middle schools. I love the small, close-knit feel of our schools, but I think our class sizes have gotten so small that students are missing out on opportunities. Regionalizing could give kids more academic choices, extracurricular activities, and more enrichment or advanced learning, even in the younger grades. I think we can still keep that sense of community while giving our kids more opportunities.
- All schools offer the best educational programs for all students.
- Individual town or multitown primary grade school, a middle school and high school.
- Elementary in each town, continue middle school sports
- More diverse staff, teachers, administration, and students.

School choice.

Free breakfast and lunch at all Region One Schools.

Robust after school programming for elementary students. I love that the middle schoolers are now able to participate in after school programming with students from across the region.

PTA's from across the region sharing resources, funding, ideas, and events. I think that coming together in that way, as adults, could be incredible role-modeling for our students on what equity looks like in action. It also may be a great way for families to feel that their local school is supported as much as the school in the next town over.

- I'd consolidate a few schools into the most central location  
I feel that for social emotional development it's very important for students to have larger class sizes; to expose them to kids from different social and economic backgrounds

- Replace one size fits all educational plans.  
More informal learning environments.  
Social-emotional learning in the classroom.  
Need to keep religion out of the classrooms.
- community focused and quality educational experience for all.
- Academic excellence should be the priority and that alone. Helping kids who need support to reach academic excellence should come right behind that. Every child can learn, and the education currently offered is not great in our town. I see graduates of the Ag program at HVRS that are basically illiterate. That is unfair to them and the world we live in now and going forward. These kids need to learn more, learn to think, and learn to express themselves and their ideas clearly and coherently and persuasively. Many come from challenging family or financial circumstances and we should be providing the support for them to level up so they have the same Opportunities in life. We owe it to them to be a good partner in their education.
- I would hope for more balanced class sizes across the region, and equal access to educational and extra-curricular opportunities across the region. I think that merging middle school students from different Region One towns makes a lot of sense in order to provide social and educational enrichment for middle school students to prepare them for high school. I would not want to see class sizes lower than 6 students, because I think that this negatively impacts student development and the energy of a school community as a whole.
- Being a product of region 1 education and having children in the region 1 school system, I am happy with the way we currently operate. But I am also realistic to the fact that class sizes are dwindling and it is too expensive for a regular working class family to afford to live here. I feel the bigger issue is getting more school age families into our communities. But until that happens I am open to new ideas on how to make it a better educational model and experience for all of the children in region 1.
- 1. The quality of all schools would be outstanding  
2. The students would have all the same opportunities for STEM, Language and Art  
3. Space of the schools would be used effectively and efficiently, and the schools may house different grade levels. All schools should have pre K
- Not sure.
- ooo
- Inclusive, student-centered
- I would like to see strong local schools with strong local support.
- Retention of high quality teachers. Eliminating the tenure system so that teachers stay invested in providing quality education I.

## Organizational Study - Region One

Filtered by: I do not live in a Region One town

Generated on: 2026-09-24

### Summary

The survey results indicate a strong preference for maintaining the unique identity of each Region One school community, with 34% of respondents considering it extremely important. There is unanimous agreement on the importance of preserving local decision-making, school presence, history, traditions, and community engagement. Participants also emphasize the significance of academic instruction, extracurricular activities, and specialized services, with 100% of respondents valuing these aspects. A balanced classroom size is favored by 83% of respondents, and there is a notable interest in expanding educational opportunities and ensuring long-term sustainability. The sentiment towards maintaining local schools is strong, with 77% preferring to keep elementary schools in their communities. Additionally, 91% support offering a universal pre-kindergarten program free of charge. Overall, the responses reflect a desire to balance local control with regional efficiency, ensuring educational quality while considering financial implications.

### Categories

**Community and School Identity:** Participants express a strong desire to preserve the unique identity and traditions of each school community. The importance of local decision-making and community engagement is unanimously recognized, with many respondents emphasizing the need for schools to reflect the character and history of their respective towns. There is a clear sentiment that schools should serve as integral parts of their communities, fostering a sense of belonging and pride.

**Educational Opportunities and Quality:** There is a unanimous agreement on the importance of academic instruction, extracurricular activities, and specialized services. Respondents prioritize expanding educational opportunities and ensuring high-quality education across all schools. The need for a balanced classroom size is highlighted, with a preference for environments that support social-emotional growth and diverse perspectives. Participants also express interest in enhancing STEAM, agriscience, and vocational training offerings.

**Financial Sustainability and Efficiency:** Participants recognize the importance of long-term financial sustainability and operational efficiency. While educational opportunities are prioritized, there is also a call for financial efficiency and limiting tax increases. The sentiment is to balance educational quality with financial considerations, ensuring that resources are used effectively without compromising educational standards.

**Governance and Representation:** Maintaining representation from each Region One community in educational decision-making is considered extremely important by 49% of respondents. There is a strong preference for governance structures that prioritize equal community representation, fiscal accountability, and consistent educational practices. Participants advocate for a balance between local control and regional efficiency, ensuring that decisions reflect the needs and voices of all communities.

**Future Organizational Design:** There is openness to considering changes in organizational design if it improves educational opportunities and sustainability. Participants express interest in exploring regional governance structures, shared resources, and collaborative opportunities across schools. The sentiment is to preserve local connections while enhancing collaboration and access to resources, ensuring equitable opportunities for all students.

## Areas to investigate

- **Classroom Size Preferences:** While 83% favor balanced classroom sizes, further investigation into the specific needs and preferences for optimal classroom environments could provide valuable insights.
- **Middle School Program Proposal:** With 61% supporting the idea of a middle school program at HVRHS, exploring the potential benefits and challenges of this proposal could help address concerns and build consensus.
- **Elementary School Sustainability:** The preference for maintaining local elementary schools is strong, but further investigation into the sustainability and efficiency of small class sizes and resource allocation is needed.
- **Financial Efficiency and Tax Impact:** While educational opportunities are prioritized, 29% believe in equal consideration of educational and tax impacts. Investigating ways to balance these aspects could help address financial concerns while maintaining educational quality.

## Participation Stats

|           |          |
|-----------|----------|
| Responded | 123      |
| Completed | 82 (67%) |

## Languages

| Language | #   | %    |
|----------|-----|------|
| English  | 123 | 100% |

# Favorability Overview

|                                                                                                                                                                                                                             | Favorability score |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Average Score                                                                                                                                                                                                               | 69%                |
| No topic assigned                                                                                                                                                                                                           | 69%                |
| How important is maintaining the unique identity of each Region One school community?                                                                                                                                       | 61%                |
| How important is ensuring that Region One can provide comprehensive specialized services within its schools whenever appropriate?                                                                                           | 87%                |
| How important is identifying opportunities to share resources or services when doing so can improve efficiency without reducing educational quality?                                                                        | 66%                |
| How important is maintaining representation from each Region One community in educational decision-making (Board of Education)?                                                                                             | 78%                |
| How important is the presence of a local school to the vitality and attractiveness of a community?                                                                                                                          | 80%                |
| 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? | 47%                |

## Detailed Responses

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

Answered: 123 | Not answered: 0

| Item                                            | #  | %                           |
|-------------------------------------------------|----|-----------------------------|
| Parent/Guardian of a current Region One student | 26 | 21%                         |
| Parent/Guardian of a former Region One student  |    | Hidden to protect anonymity |
| Current Region One student                      |    | Hidden to protect anonymity |

|                               |    |                             |
|-------------------------------|----|-----------------------------|
| Former Region One student     | 9  | 7%                          |
| Region One employee           | 71 | 58%                         |
| Former Region One employee    |    | Hidden to protect anonymity |
| Resident of a Region One town |    | Hidden to protect anonymity |
| Business Owner                |    | Hidden to protect anonymity |
| Community Leader              |    | Hidden to protect anonymity |
| Prefer not to answer          | 8  | 7%                          |
| Other                         |    | Hidden to protect anonymity |

## Q2: Which Region One town do you live in?

Answered: 123 | 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                          |     | Hidden to protect anonymity |
| Sharon                             |     | Hidden to protect anonymity |
| I do not live in a Region One town | 123 | 100%                        |

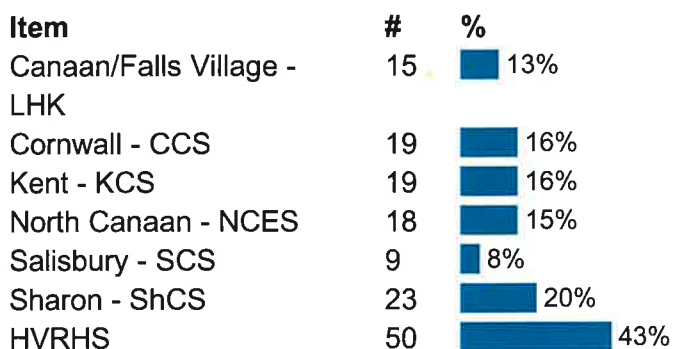
## Q3: How long have you lived in a Region One community-town?

Answered: 120 | Not answered: 3

| Item                                          | #   | %                           |
|-----------------------------------------------|-----|-----------------------------|
| Less than 1 year                              |     | Hidden to protect anonymity |
| 1-5 years                                     |     | Hidden to protect anonymity |
| 6-10 years                                    |     | Hidden to protect anonymity |
| 11-20 years                                   | 5   | 4%                          |
| More than 20 years                            |     | Hidden to protect anonymity |
| I do not live in a Region One community-town. | 107 | 89%                         |

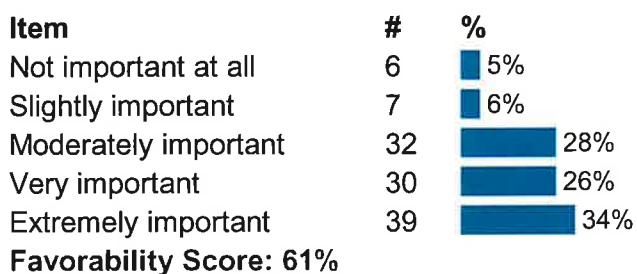
#### Q4: Which Region One School(s) do you most associate with?

Answered: 117 | Not answered: 6



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

Answered: 114 | Not answered: 9



#### Q6: Which aspects of your local school/community are most important to preserve?

Answered: 99 | Not answered: 24

| Ranking                                | Average ranking | Top choice count |
|----------------------------------------|-----------------|------------------|
| #1 Local school presence and education | 2.37            | 40               |
| #2 Local decision-making               | 3.12            | 27               |
| #3 School traditions                   | 4.24            | 7                |
| #4 School spirit                       | 4.95            | 6                |
| #5 Community partnerships              | 4.99            | 11               |
| #6 Community events                    | 5.27            | 4                |
| #7 Local history                       | 5.38            | 1                |
| #8 Community use of facilities         | 7.19            | 0                |
| #9 Outdoor spaces                      | 7.47            | 3                |

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

Answered: 94 | Not answered: 29

| Ranking                                                                                 | Average ranking | Top choice count |
|-----------------------------------------------------------------------------------------|-----------------|------------------|
| #1 Academic instruction and offerings                                                   | 1.47            | 72               |
| #2 School spirit and a sense of belonging                                               | 4.07            | 12               |
| #3 STEAM - Science, Technology, Engineering, Arts, Mathematics                          | 5.27            | 1                |
| #4 Art, Music                                                                           | 5.55            | 2                |
| #5 Athletics, clubs, and extracurricular activities                                     | 5.79            | 0                |
| #6 Advanced academic opportunities and leadership                                       | 6.04            | 1                |
| #7 Access to specialized student services (tutoring, intervention, behavioral supports) | 6.09            | 2                |
| #8 World Language                                                                       | 7.27            | 0                |
| #9 Agriscience and Vocational Training                                                  | 7.45            | 1                |
| #10 Outdoor Education                                                                   | 8.19            | 0                |
| #11 Opportunities to interact with students from other communities                      | 8.82            | 3                |

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

Answered: 93 | Not answered: 30

| Item                                                                                                                                                            | #  | %                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------|
| Smaller classrooms are always better, regardless of how few peers are in the room.                                                                              | 16 | 17%                         |
| A balanced classroom size is better because students need a large enough peer group for social emotional growth, diverse perspectives, and group collaboration. | 77 | 83%                         |
| Larger classrooms are always better.                                                                                                                            |    | Hidden to protect anonymity |

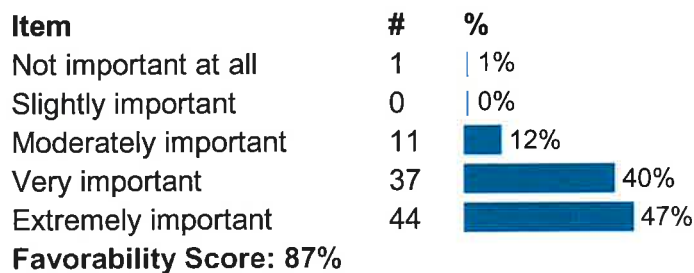
**Q9: What do you consider the optimal classroom size to be?**

Answered: 93 | Not answered: 30

| Ranking  | Average ranking | Top choice count |
|----------|-----------------|------------------|
| #1 11-18 | 1.46            | 62               |
| #2 6-10  | 1.82            | 29               |
| #3 1-5   | 3.2             | 1                |
| #4 19+   | 3.52            | 1                |

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

Answered: 93 | Not answered: 30



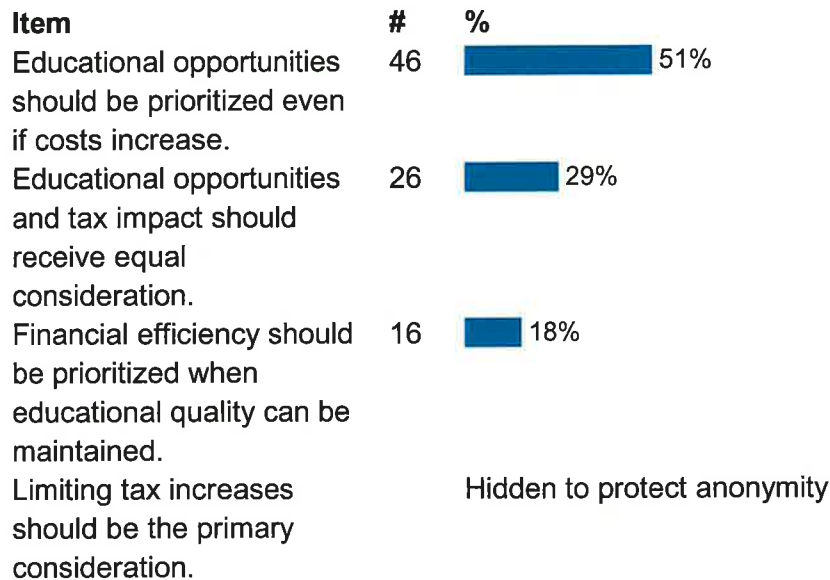
**Q11: When considering the long-term sustainability of our local communities and Region One, how important are the following?**

Answered: 91 | Not answered: 32

| Ranking                                 | Average ranking | Top choice count |
|-----------------------------------------|-----------------|------------------|
| #1 Educational quality                  | 1.25            | 79               |
| #2 Expanding educational opportunities  | 2.57            | 5                |
| #3 Expanding extracurricular activities | 4.1             | 2                |
| #4 Operational costs                    | 4.67            | 0                |
| #5 Staffing efficiencies                | 4.68            | 1                |
| #6 Long-term financial sustainability   | 5.37            | 3                |
| #7 Reducing duplication of services     | 6.49            | 1                |
| #8 Limiting local tax increases         | 6.86            | 0                |

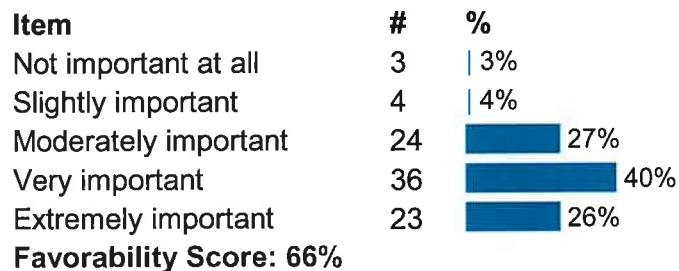
**Q12: How should educational opportunities and local tax impact be balanced when considering future organizational decisions?**

Answered: 90 | Not answered: 33



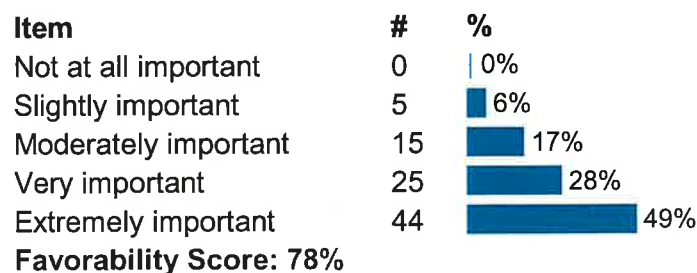
**Q13: How important is identifying opportunities to share resources or services when doing so can improve efficiency without reducing educational quality?**

Answered: 90 | Not answered: 33



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

Answered: 89 | Not answered: 34



**Q15: Which characteristics should a governance structure prioritize?**

Answered: 87 | Not answered: 36

| Ranking                                                           | Average ranking | Top choice count |
|-------------------------------------------------------------------|-----------------|------------------|
| #1 Equal community representation                                 | 2.82            | 27               |
| #2 Consistent and equitable educational experiences and practices | 3.21            | 32               |
| #3 Strong local community voice                                   | 4.05            | 5                |
| #4 Representation based on resident population                    | 4.07            | 9                |
| #5 Representation based on enrollment                             | 4.21            | 5                |
| #6 Community engagement                                           | 4.56            | 6                |
| #7 Fiscal accountability                                          | 5.09            | 3                |

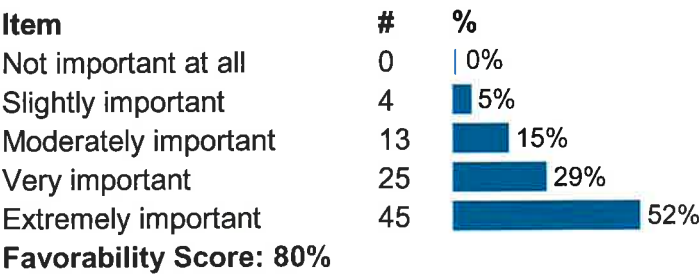
**Q16: Which statement best reflects your view of local control?**

Answered: 87 | Not answered: 36

| Item                                                                                 | #  | %   |
|--------------------------------------------------------------------------------------|----|-----|
| Local control should remain the highest priority.                                    | 19 | 22% |
| Local control is important, but regional efficiency should also be considered.       | 26 | 30% |
| A balance between local control and regional efficiency is best.                     | 27 | 31% |
| Regional efficiency should take priority when it improves educational opportunities. | 15 | 17% |

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

Answered: 87 | Not answered: 36



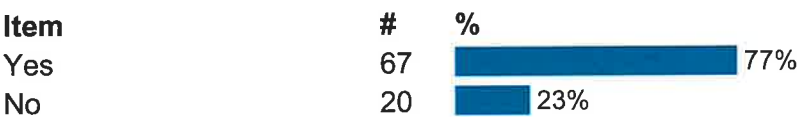
**Q18: If having a middle school (7/8) program was proposed at HVRHS, would you support this idea?**

Answered: 87 | Not answered: 36



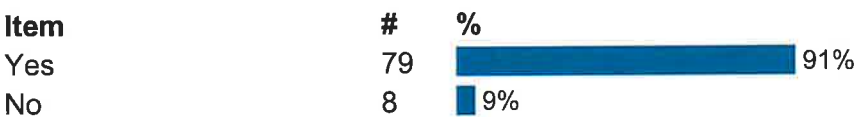
**Q19: Do you prefer to maintain an elementary school, regardless of the grade level configuration, in your local community?**

Answered: 87 | Not answered: 36



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

Answered: 87 | Not answered: 36



**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: 87 | Not answered: 36



|                |    |                 |
|----------------|----|-----------------|
| Very open      | 25 | <div></div> 29% |
| Extremely open | 16 | <div></div> 18% |

**Favorability Score: 47%**

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

Answered: 82 | Not answered: 41

### Summary ♦

The responses emphasize a desire to balance local identity with regional collaboration in Region One schools. Many suggest maintaining K-8 community schools to preserve local culture and relationships, while others propose consolidating smaller schools for efficiency and enhanced opportunities. There is a strong focus on providing equitable access to diverse programs, including arts, STEM, and vocational training, alongside fostering a safe and supportive environment. Respondents also highlight the importance of hands-on, real-world learning experiences and community engagement. Overall, the vision is for schools to be integral to community identity while offering high-quality, inclusive education across the region.

## 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: 82 | Not answered: 41

### Comments:

- Four K-5 schools: Kent, Sharon/Salisbury, Cornwall/Falls Village, North Canaan; regional pre-K; regional 6-12 and special education. Use the Kellogg School as the regional middle school.
- Nimble and responsive. STEAM as priority, while maintaining a competent level of Ag/Vocational prep, with awareness that both are necessary. Each of those should be balanced with comprehensive language arts, and extra curricular opportunities.
- Equal access to enhanced educational opportunities for all students.
- Na
- Z
- Each town/community maintains its current K-8 structure and increase opportunities for shared resources. I would also like to see a shared "SRO" position given the response time from either Troop B or Troop L to any one of our schools. Another adult to interact with students is always a positive idea!
- Create a 7-12 program at HVRHS, perhaps look to consolidate elementary schools when/were possible (Kellogg & Cornwall for example)
- One elementary school, one middle school, one highschool and Kent children are sent to new Milford or can school choice to region 1 - way less money on teachers and administrators and building up keep
- PreK hubs (3), regional 7/8 at high school, and local K-5 schools, and consolidation of non-educational staff.

- I would design Region One schools for the next generation of students by creating a system that combines the strength of regional resources with the value of strong, local schools. I believe each of our 6 towns should maintain a k-8 school so that children can attend a school in their own community, build relationships with classmates and teachers and have a strong sense of belonging and local identity.  
Most importantly, I would want Region One to plan for the long term while recognizing that our schools are more than just buildings. They are an important part of identity and vitality of each community. My vision is 6 strong k-8 schools working together to give every child an excellent education while preserving the connection between our schools, families and town.
- Quality Education
- Bring the 7th and 8th graders to HVRHS. We have the room, and the resources and programs available to students will be vastly superior to what they have now. The elementary schools (now K-6) should be consolidated. We should not have graduating classes of under 5 students.

Town autonomy and identity is one thing, but the interests of our students come first. It's a no brainer.

- High expectations for all students without tracking of students in early grades.
- Region One schools should all offer an equally rigorous and enriching curriculum in all 6 districts while maintaining the specific character of each town in its offerings. Tailor the education to the students in a way that meets the specific needs within that town. Smaller schools especially would have more support from the community. I would place a greater emphasis on the arts and all creative programs.
- this is a tough question!
- N/A
- Maintain the presence of local community schools
- PreK at locations, middle school at HVRHS.
- Students would have more opportunities to collaborate across schools academically so that they can experience a wider range of opinions and opportunities that take them outside of what they are used to and possibly improve relationships and sense of belonging when students transition to the high school level. There are a few extracurricular activities and regional sports that allow for students to meet others, but having some opportunities to engage academically and collaboratively in learning tasks across the year that connect to our shared curriculum could be beneficial for students, as well.
- Combine some elementary schools to increase class size in some districts.
- I would want there to be adequate academic opportunities available for students to be challenged despite the decrease in student population.
- Inclusive and takes in the best interests of the town in which they reside.
- To assess the viability of each town having their own elementary school. It does not seem sustainable to have class sizes that are less than five students per grade resources could be used in a more efficient manner.
- Keeping the schools as they are. Each town should maintain its own elementary school.
- Optional Capstone-like projects for credit (so the students who are interested in learning outside of the box can do so, while others are not forced to).

Project-based learning to encourage creativity, but also learning that is aligned to standards.

Increase the number of opportunities for elementary students to interact with those in other towns but preserve the individual schools if possible. Lower enrolled schools should consider consolidating.

- Our geography makes it challenging, for sure. Efficiency is hard to come by when it puts young children on buses for a long time.

That said, I have wondered about reconfiguring our three smallest K-8s to better use the facilities available and expand programming. Could the most central building become a PK-2 (with potential opportunities for HS involvement as a career pathway), while the other two become 3-5 and 6-8, respectively? That's one option I've thought about.

- Students would be able to problem solve, show respect and responsibility, be high achievers, be aware of others needs (whether it be local, state, world, etc) be able to communicate well, persevere, be a self advocate, show empathy and be able to work collaboratively with others.
- More consistency and equal experiences and opportunities for all region 1 students. Arriving at HVRHS, students should have equal and similar educational qualities and experiences.
- community schools with whole district opportunities
- Shared resources
- N/A
- A program that prepares students to graduate with the skills to become a successful member of their community . Skill development should be developed on their individuals interests not on standardized testing .Curriculums should be developed that provide skills in financial management and emotional well-being..  
If a student is not continuing with further education every effort should be made to insure that employment is found before graduation.

- Dont know
- Skip
- I love the balance of the high school. So if the elementary schools could mirror that I would welcome that change.
- The region should be able to have the flavors of each town, but there needs to be more of a feeling that everyone is Region 1.
- Nothing to add
- Elementary schools with single grade classes of 15-20 students. Educational supports for all students.
- Maintaining community values while also making changes to regionalizing the schools
- Preserving K-8 community schools is extremely important. Allowing students time to move their bodies through consistent physical education and daily recess is vital. I have personally seen the increase in behavioral problems and "trouble focusing" when time for physical activity has been taken away from middle schoolers after redistricting K-8 schools into distinct elementary and middle schools.  
K-8 schools allows the students more opportunities to bond and learn from one another. The older students become teachers/mentors increasing their leadership skills and responsibility. Younger students look up to the older, bond with siblings of peers, and benefit from the extra/individual attention .

I would go back to the school providing afterschool care instead of the newer company. It had been an affordable and fun opportunity for the students to play/socialize. Current company is too expensive especially when you only need 15 minutes of daily childcare, and "less fun".

- N/A
- Combine some of the elementary schools -- Canaan and Falls Village  
Sharon - either with Cornwall or Kent

- Emphasis on investing in the local schools so that community members and families in the CT/NY region are encouraged and excited to send their kids there because they know there is financial and community investment and interest in making the schools the best they can be, and that this investment will be sustained. Our schools are in many ways the backbones of our community, and if we want our community to thrive and for more people to move here and invest in it, we need our public schools (not the private ones) to be high caliber, offering plenty of opportunities in arts, music, STEM, and language, and highly supportive of students' growth. We are currently starving our schools of critical resources and support because those in charge of town finances are afraid of increasing taxes on wealthy residents. It's time we took a strong look at the correlations among successful, well-funded schools, student success rates, and the success and vibrancy of the overall community.
- for the students to feel like they belong , feel safe , and to have more of a hands on work setting and learn more about the outside world for ex, farming,hunting,fishing,and learn more about government economics
- If I could design Region One schools for the next generation of students, I would preserve the connection between each town and its K–8 school. Our schools are more than places where students receive an education; they are important parts of the identity, culture, and community of each town. I believe there is tremendous value in students being able to attend a school where they know their teachers, families, and community members, and where the school feels like an extension of the community around them.

At the same time, I would want students in every town to have access to the same high-quality opportunities, resources, programs, and supports, regardless of the size of their school.

Ultimately, I would want Region One to preserve these local connections and build on the strengths of our existing communities rather than move away from them, while continuing to strengthen collaboration, resources, and opportunities for every student across the region.

- Climate and culture in our schools is the highest priority. All students need to come to school where they feel safe and supported so they can learn. Learning needs to be engaging -- project based, hands-on, theme based where community resources are utilized. Students need to be given supports so their learning meets them where they are and moves them forward. Students meeting standards need enrichment opportunities or learning extensions. Classrooms should be a collaborative place - organized chaos at times. Classrooms also should have quiet times so students can decompress. Recess and outside time should occur daily. Curriculum needs to be carefully examined, as well as the daily schedule so that students do not suffer from cognitive overload. We have streamlined standards, but cognitive overload is an issue that should be examined. In the end, less is more and will result in higher levels of learning, giving students time to rest their brains so learning can stick.
- An emphasis on local community and how that blends into the community at large. It would also be equitable with an expectation of treating all students the same regardless of what school they are in.
- I think we are very fortunate with our funding, buildings, and staff support in our region. I think regionalization is something that the schools could do, but I don't think that addresses the issue and it certainly isn't what many residents want. The issue, in my opinion, is the smaller towns refusal to develop housing that is affordable. Not affordable housing, which comes with stipulations, just houses that range from 200k-600k are non existent in the region. This would address your population issue, increase tax pools, help businesses, and avoid loss of community schools. We know how independent each town is and we are very fortunate for the educational opportunities in the region, but in my opinion, we know we have

beautiful schools and the capacity to merge, but for long term stability and growth in the region, I think that is the only the solution that addresses the issue. The towns need to acknowledge this and help preserve the schools that so many have benefited from.

- Three grade K-5 schools, each perhaps with a unique focus (arts, outdoor education, STEM); 1 regional Middle School (6-8); 1 regional High School (9-12)
- .
- Very similar to our current structure, however there should be an increase in more affordable housing to help attract and keep families.
- I strongly support maintaining the unique character of each community, as that distinct local identity is what makes our region such a great place to work and live. To build connection without losing that individuality, we could create shared opportunities-like joint field trips and inter-school events-for K-8 students to bond, while continuing to respect each school's unique ability to serve its specific community.
- I would create one unified PreK–12 learning community that preserves each town's identity while ensuring equitable opportunities for every student. I would explore a regional governance structure with shared leadership, curriculum, staffing, student services, technology, transportation, purchasing, and long-range facilities planning.

Community elementary schools could remain, while regional middle-grade programs, specialized learning centers, and shared staff could expand access to advanced academics, intervention, special education, world languages, STEM, the arts, athletics, and extracurricular activities. Teachers would have regular opportunities to collaborate across schools, and students would experience a consistent curriculum and support system throughout the region.

Success should be measured by equity, academic strength, student belonging, staff sustainability, financial responsibility, and whether every student is known, supported, challenged, and prepared for the future.

- Combine Canaan and Falls Village, and make Kellogg a middle school.
- Regional Middle School, Three Prek Hubs, Local k-6 schools.
- I'm not sure. While I understand class sizes of 2 & 3 are not appropriate, here at KCS, having class sizes of 8-15 is extremely beneficial and a selling point of joining our community. I think it's very important to maintain a local school.
- Families move where they can afford to live. If you don't address the community's cost of living, it will not solve the enrollment problem, which drives other sustainability issues. Unfortunately, this's an issue in every district, and it would be wise to look at neighboring communities that just merged and learn from their mistakes.
- Regionalize the Middle School. And combine some of the elementary schools they are getting too small in size
- I am too new to have an informed opinion, but the current structure is what brought us to your district.
- The elementary schools would remain as they are, collaborating as they do. The shared field trips and activities are lovely, without detracting from having a school in each town. I would not move to a town that did not have a school for my children, and would prefer they be part of their community in ways like that. The demographics of each school are so different, as are the budgets and what each school can provide. While there is inequity in that sense, we are all able to address the needs and wishes of our families.
- Continue with small class sizes and provided opportunities for experiences and collaboration with wider communities

- Region One should continue to invest in the programs and opportunities that make our schools unique, while also being willing to grow and change as the needs of our communities and industries change. I would like to see even more hands-on, real world opportunities for students and stronger connections with our local community.

Programs like Agriscience, music, our unique art offerings, and the international travel club are a huge part of what makes Region One special. These programs give students opportunities to find things they are passionate about, learn in different ways, and experience things they may not have access to elsewhere.

I want our school district to give our students a chance to explore, try new things, and see possibilities beyond our small communities. We can prepare students for college and careers while also helping them become curious, confident, and connected to the world around them.

- Less reliance of technology, I also strongly believe that life skills needs to hold up to its name, and teach actual life skills
- Consolidate where needed. Leave the rest alone.
- The elementary schools need some overhauling. Kellogg specifically. We advocated for a middle school for years and were silenced. We previously resided in region one for over 20 years and all 3 of our children struggled at Kellogg academically and socially. The bullying by staff and students was absolutely unacceptable and sadly well documented. This is why we left region 1 however Housy is superior specifically with the Ag program compared to our assigned school of region 7. The program is outstanding as well as the community of amazing trusted adults in the building. The tuition is hard but this experience and education is the best for our child.

- Equitable experiences (i.e. field trips, in school presentations, etc.)

I think middle school students should either have a dedicated and central middle school or become a part of the high school. This would allow many more opportunities for those students.

I think our Pre-K structure needs analyzed and be available to more families across the region.

I think we need to evaluate our special education programming and determine if we are meeting the needs of the learners in our schools.

I would want more opportunities for the students to get together at various grade levels to share learning and problem solving.

- One that incorporates and addresses the mental health needs of the students and their families in rural Region One. There is great need and this directly impacts student success.
- PreK-6th grade in each individual town is a must! IF information could be presented to show that a 7-8 program could be done well at the HS, I would be open to listening to that and considering it if I felt it would be a positive step. We need to involve the communities again with not only the schools, but the towns need to do a much better job creating a sense of community among its residents. I grew up here and the Sharon that exists today is a far cry from how it was. People coming in need to become a true member of the community. This is the first step to getting them to support our schools.
- Quality educational experience with dedicated staff that balances academic opportunities with financial health
- Increase educational quality and opportunity for students in each school, with supplementary opportunities (e.g., niche sports, community) at the Region 1 level. Increase taxes to fund school needs, as local schools are a long-term investment in the health and vitality of local communities
- I would combine some of the smaller schools to provide more opportunities to our students

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- Though my daughter goes to school here I do not live there. My opinion shouldn't matter as much and as such I decline to answer further except to say her mother would rather home school; An idea i find completely and utterly abhorrent.
- Prioritize opportunities for student learning across a diverse set of disciplines. We are asked to determine what we want to do with our lives at a young age we should provide as many opportunities as possible to explore the options available
- If I could design Region One schools for the next generation, I would want every student to feel known, valued, and connected to their school and community. Each of our towns has its own history, traditions, and identity, and I would want our schools to honor what is already in place while continuing to create engaging, meaningful learning experiences. Students would have opportunities to connect their learning to the people, places, and natural resources that make our region so unique.

I would also want students to feel part of the larger Region One community while recognizing the realities of our rural geography. Thoughtful collaboration across schools could expand students' experiences while preserving the individual character of each town. Ultimately, I would want students to leave Region One as confident learners and compassionate community members who are proud of where they come from and prepared for wherever they choose to go next.

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- More Arts access. Increased international experiences.
- It would look like it's been for the last 30+ years. Sharon's population has grown immensely since I graduated Sharon Center in 2015 and HVRHS in 2019, yet the Sharon Center graduating class has gone from 23 children to two? How is that possible?
- no comment
- N/A
- Unsure
- Equitable opportunities across the region for all students. Support for our neediest students with shared resources from more economically viable areas. As a region, all students should be supported with pooled financial resources. Students should be educated in their local communities if possible, without sacrificing services based on financial constraints. NCES unfortunately suffers due to high needs but low resources. Other schools have lower needs (tiny classes) and abundant financial resources -however we are all compared to one another and often our drastic differences are not taken into consideration.