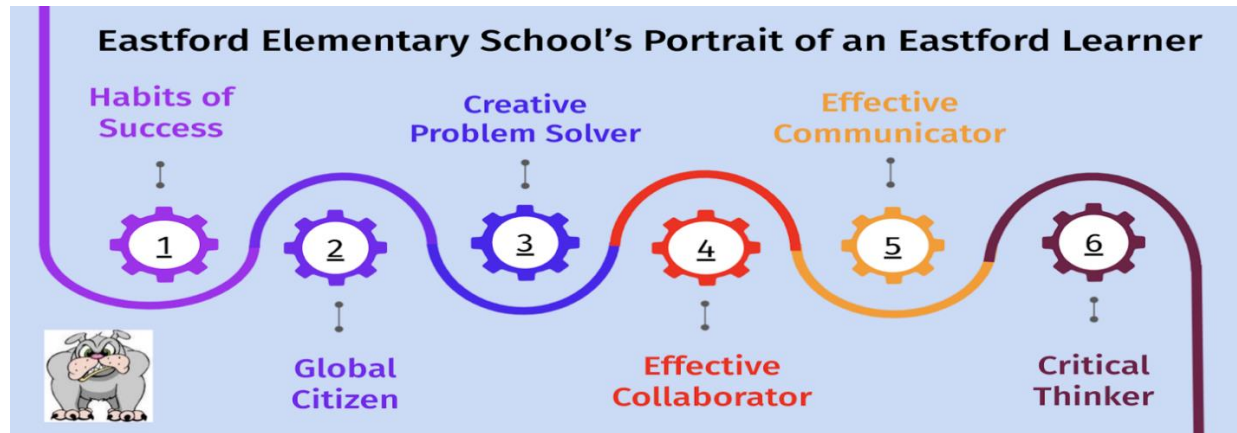


Shaping Futures Together

February
2026



From the Principal's Desk

Dear Parents and Guardians,

Welcome to February and winter weather that we have not experienced in many years! Please be sure to send your children to school prepared for a variety of weather. We do plan to have outdoor recess every day unless the temperatures and/or wind chill bring the outside temperature below 20 degrees or it is too wet to be out. At times, the indoor temperatures can fluctuate as well, so being prepared with layers also helps to keep kids comfortable.

When there is inclement weather overnight or early morning, the Superintendent consults with area Superintendents and the Eastford Public Works Department to determine if conditions are safe for students and staff to travel to school.

Typically, we issue a two-hour delay or announce that school will be closed if conditions are unsafe. In rare circumstances, it may be more appropriate to issue a three-hour delay rather than a full school closure. If area schools and The Woodstock Academy issue a two or three-hour delay, we would be forced to follow suit to accommodate busing to area high schools. If this were to happen, it would be announced in the same manner that our delays and closings are typically announced – via our website, emergency notification system, and on stations WFSB, WVIT (NBC CT), and WINY radio. Everything would shift two or three hours, respectively. **We do not hold half-day preschool if there is a two- or**

three-hour delay and the YMCA childcare program does not open in the morning. The chart below shows the starting times for each scenario:

	Regular School Day	2-Hour Delay	3-Hour Delay
YMCA morning	7:00-8:25	closed	closed
Students Arrive	8:25-8:40	10:25-10:40	11:25-11:40
Instruction Begins	8:42	10:42	11:42

Again, a three-hour delay **is not typical**, and it will only be used if necessary in rare circumstances. If you have not received alerts, emails, and text messages from our alert notification system when we have had weather-related changes, please let me know so that I can be sure to add your contact information to our database. Our goal is to be able to quickly reach at least one household member with these important notifications.

I need to remind everyone about our **parking lot and car rider line protocols**. These days we have more car riders in both the morning and afternoon than ever! We stagger our dismissal to avoid long lines and congestion on Westford Road and John Perry. Students in the green car rider group are dismissed first at 3:20. These families should have received a green “dashboard card” with their family name on it at the beginning of the year and they are typically our youngest students and their siblings. The remainder of our car riders, students in the purple car rider group, are then dismissed at 3:30. **If your student is in the purple group, please do not arrive prior to 3:30.** This will help to alleviate the number of vehicles in the parking lot at any one time. Also, for everyone’s safety, please **do not park in the lower or upper lot and then walk across the car lines** to drop off or collect your child unless a staff member has specifically asked you to do so.

We have the capacity to load/unload six vehicles at a time, three in the lane closest to the school and three in the outside lane. The outside lane is the “fast lane” if you will. This is for students who can independently get in and out without assistance and who are not restrained in a safety seat. The inside lane, the one closest to the school building should be reserved for those with younger children who take longer getting into and out of a vehicle. Everyone using the car rider lanes should have children prepared with their backpacks and accessories and be ready for a speedy arrival or exit. Prolonged greetings and goodbyes hold the line up for others who may be on a tighter schedule and may cause cars to linger on Westford Road longer than necessary before entering the parking lot.

Please keep in mind that we share our parking lot with the Town Office Building and that we assume a one-way traffic pattern through the

parking lot during arrival and dismissal times. When we hold school-wide events where we anticipate the school parking lot will fill up, we will notify the Town Office building so that they can reserve a few spaces for their staff and customers. Please respect their barriers and cones if you see them placed in the lot. We will also attempt to make arrangements with neighboring departments or businesses so that we can utilize space in their lots for overflow parking. **It is extremely dangerous to park your vehicle on Westford Road or John Perry for an event at the school and it clogs traffic and hinders the line of sight around the corners and hillsides.**

If we all work together we can better ensure everyone's safety, alleviate traffic concerns, and be a good neighbor to those around us. Please let me know if you have questions or suggestions around our drop off and pick up times at school, or parking in general.

February is shaping up to be a busy month full of activities and special events! The preschool **Winter Wonderland** activity has been rescheduled for Monday, February 2, **Global School Play Day** for all students will be celebrated on Wednesday, February 4 and the **100th day of school celebration** will take place on Monday, February 9 for our students in the younger grades (if we do not have any school closings between now and then!) And of course, Valentine's Day is February 14! Please carefully read information from your child's teachers regarding any celebration plans. **Students may share Valentine cards and other small tokens as appropriate for the grade level, but due to the number of allergies across our grade levels, we no longer celebrate with food, candy, and special treats.** As we turn the corner into March, staff and students at EES plan to celebrate **Read Across America Day** (March 2) with special Literacy activities throughout the **week of March 2-6**. We will have guest readers, literacy-themed spirit days, and other reading-related activities throughout the week. Stay tuned for more information.

Keep in mind that there will be an **early dismissal** for students on **Friday, February 13** for staff professional development, and **two scheduled days off in February** for Presidents' Day: Monday, February 16, and Tuesday, February 17. This provides for an extra-long weekend for students!

Registration for Preschool and Kindergarten is now open. **Registration forms** are available on the school website (www.eastfordct.org) and in the school office. Please share this information with any Eastford families that have young children and encourage them to register or call the school if they have questions.

Kindergarten News – Ms. Garvie

Lately, the children have really been excelling in their reading! While reading with your children at home, please remind them to point to the first letter of each word as they read, say each sound and blend it, and don't forget to use the pictures to help and think about what makes sense. Book bags for home practice will be coming home next week. During writing workshop, children have been writing sentences with subjects and predicates mostly by copying. Moving forward, we will be focusing on writing more conventionally and encouraging emerging writing. In math, we have begun our unit on addition and subtraction. Children have also been creating and solving story problems that include adding or subtracting. During science, we are learning about polar animals! Ask your child why a penguin and a polar bear would never meet in the wild... Social studies time was spent learning all about Martin Luther King Jr. and how he was a hero who helped change segregation laws.

There were also some very special events going on in Kindergarten in January. During a book break, the children enjoyed meeting Eric Litwin, the author of the Pete the Cat books. We also had a special visit from Sally Rogers! She taught us about the "Science of Sound". We learned about sound waves using a slinky and we even got to play musical instruments! Enjoy these pictures from this past month.





Grade 1 News – Mrs. Boccacio

January in first grade was busy, snowy, and full of learning! Even with winter weather and a few schedule changes, our first graders did a great job staying flexible and working hard each day. We spent time building strong reading, writing, and math skills while continuing to grow as a classroom community. We're excited to see what February brings! This month is packed with fun and meaningful events our students are really looking forward to. We'll take part in **Global Play Day**, giving students time to learn through play, creativity, and teamwork. We'll also celebrate a big milestone—our **100th Day of School**—and reflect on how much our first graders have learned and grown. In addition, we'll observe **Presidents Day** and talk about important leaders in our country's history.

One of the highlights of the month will be our **field trip to see *The Magic School Bus* musical**. We know this will be a fun and memorable experience for our students and a great connection to classroom learning.

February is shaping up to be a busy and exciting month in first grade, and we can't wait to enjoy it together!



Grade 2 News – Mrs. Rhynhart

Second graders will be busy bees in the month of February! Along with fun events such as Global School Play Day, the 100th Day of School, and a field trip to see a Magic School Bus play, second graders will also learn about the founders of our country, focus on numbers through 1,000, and read a chapter book about Rotten Ralph! We will also enjoy an online author talk this month with Kelly Sterling Lyons, author of the book Science Rocks! Our social skills curriculum (Second Step) will focus on the concept of empathy and we will discover how feeling empathy can lead to acts of kindness within our classroom, our school, our families, and our community! Look out February, here we come!



Grade 3 News – Mrs. Bisson

Third graders continued being Weather Watchers this month! We tracked local and regional weather patterns to make predictions. We also studied global climate patterns and made conclusions about an area's yearly climate. We experienced some wintery weather, closely observed the ever growing icicle outside our classroom and even discovered a piece of ice in the shape of Connecticut.

Third graders have been working hard to master their multiplication facts. Using games, Reflex math, flash cards, partner quizzes and weekly multiplication tests, they are trying to increase the number of facts that they know “right away” or automatically. Those “right away” facts will help them as we begin our work in 2-digit by 1-digit multiplication and boy, are they excited!



Grade 4 News – Ms. Dill

Grade 4 students wished for snow ... and the universe said, "Say less." We got **all** the snow—extra fluffy, extra deep, and extra adventurous. Excited and fully embracing the lesson that sometimes wishes come true a *little* too well, students arrived at the Pomfret Audubon Society to explore winter ecosystems firsthand. They observed how food webs continue to function even during Southern New England's coldest season by tracking footprints and scat, which students also made with salt dough. Students learned about the unique challenges wildlife faced in winter. Students also explored physical and behavioral adaptations that help animals survive the cold months. The experience brought classroom learning to life through movement (learning how to snowshoe for most students), observation, and curiosity in the winter landscape.





Math News – Mrs. Barlow

Grade 5

Students will begin this part of the unit by exploring the division of large numbers through a fun, real-world example—figuring out how the world’s longest noodle could be shared! They will use place-value understanding and their knowledge of multiplication and division to make reasonable estimates and solve problems.

As the unit continues, students will learn several ways to break apart (or “decompose”) large numbers to make division easier. They will compare these strategies and determine which approaches are most helpful when finding whole-number answers. This work helps students better understand and confidently use division methods, including partial-quotient strategies, as problems become more complex.

Grade 6

Students will continue building their understanding of percents. They began by learning that *percent* means “per 100” and is a way to express a rate. Students then connect percents to ratios and unit rates they already know.

For example, if a drink is made with 1 cup of juice and 9 cups of water, students learn that this mixture is 10% juice—meaning there are 10 cups of juice for every 100 cups of the drink. These real-life examples help students see how ratios, unit rates, and percents are closely connected.

Grade 7

In their upcoming unit, students build on their previous work with ratios and proportional relationships. A proportional relationship is a set of equivalent ratios, and this is a key focus in Grade 7 math. Earlier in the year, students explored scale drawings, scale factors, and constant rates, allowing them to focus on understanding how quantities grow or shrink together before moving on to more complex calculations.

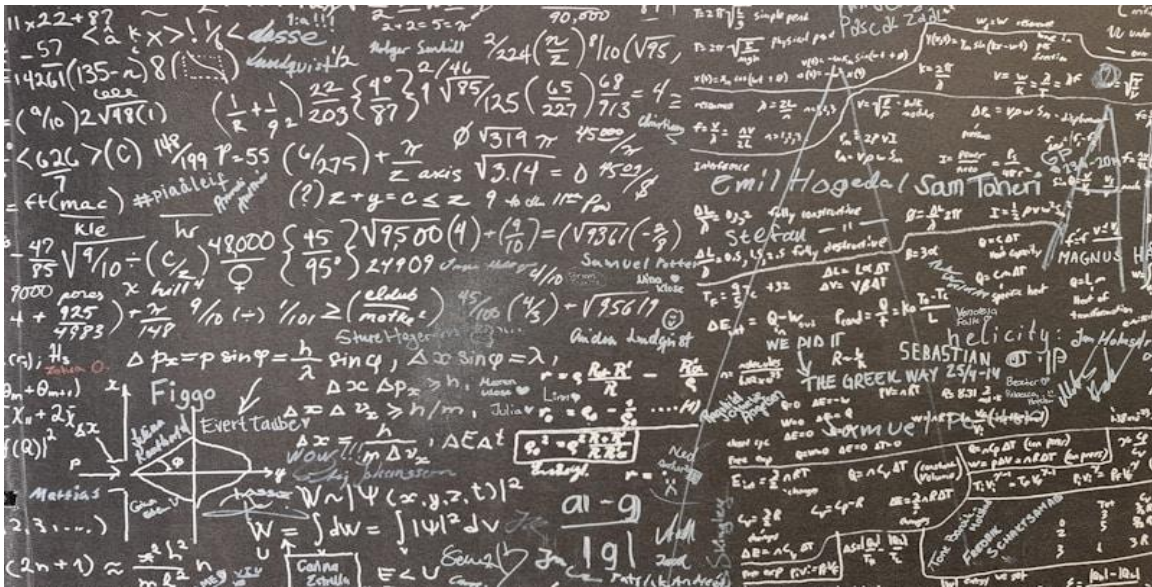
Students will now deepen their understanding of ratios, unit rates (also called constants of proportionality), and proportional relationships as they solve multi-step, real-world problems that involve fractions and percentages.

In the first part of the unit, students extend their skills by dividing fractions and interpreting the results in real situations, such as resizing a picture or describing a constant speed. They will also practice using long division to write fractions as decimals. These experiences help students make sense of proportional thinking in meaningful, practical ways.

Grade 8

A major focus of this part of the current unit is solving linear equations with one unknown. Students begin by working with balance models (often called “hanger diagrams”), in which shapes represent unknown weights. By adding or removing the same amounts from both sides, students see how balance is maintained. This visual approach helps them understand how equations work and naturally leads to algebraic methods for solving them.

Students also learn that equations can have one, none, or many solutions, and what each means. Finally, they apply these skills by writing and solving equations from real-life situations, helping them see how algebra can model and solve everyday problems.



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ELA – Mr. Salsich

Dear Families,

As we wrap up several major ELA projects across grades 5–8, I wanted to take a moment to explain what students have been working on, the level of thinking involved, and the purpose behind their final projects. Much of this work is intentionally demanding and may look different from traditional assignments, so a bit of context can be helpful.

Grades 7–8: *The Outsiders* Literary Essays

In grades 7–8, students recently completed rigorous literary essays on *The Outsiders*. These were not summary-based essays. Students developed complex, theme-based claims, selected strong and relevant textual evidence, and explained how and why those moments mattered in the novel.

Students were also expected to use MLA-style in-text citations, including author and page number, and to integrate evidence smoothly into their writing. This level of academic writing is challenging, especially at this age, and students worked through multiple drafts to strengthen organization, clarity, and depth of analysis.

These essays were framed as the best writing they have ever done—and students truly rose to that expectation. Their final work shows thoughtful insight, strong reasoning, and a level of care that reflects real pride in their writing.

Grades 5–6: *Bridge to Terabithia* Literary Research Essays

In grades 5–6, students completed five-paragraph literary research essays based on *Bridge to Terabithia*. Students researched themes and ideas such as friendship, belonging, imagination, loss, and growing up, and supported their thinking using multiple sources, including the novel itself.

These essays were carefully scaffolded and highly supported, but they still required challenging work: developing a clear thesis, organizing ideas across paragraphs, and explaining evidence thoughtfully. Students have done exceptionally well, and the growth they have shown as writers and thinkers has been exciting to see.

Free-Choice Projects: Thinking Beyond Words

Alongside these essays, students completed a free-choice project connected to their essay topic or theme. These projects are intentionally open-ended and do not have a traditional rubric, because the purpose is deeper thinking, not task completion.

Students are expected to:

- Express a complex idea in a nontraditional or nonverbal way
- Make a personal connection to the book or topic
- Translate abstract ideas like theme, message, and meaning into another form

This type of work is demanding. Students must apply their understanding in a new context, which educational researcher John Hattie describes as *deep and transfer learning*. When students can take an idea and express it in a new way, it demonstrates true understanding and ownership of learning.

Why I Use This Approach

Research consistently shows that students learn more when they:

- Have choice and voice
- Are asked to explain their thinking in multiple ways
- Are held to high expectations with meaningful support

These projects often push students outside their comfort zones—and that productive struggle is a key part of real learning and growth.

What Else We've Been Up To

In addition to our major reading and writing units, students have also been working on:

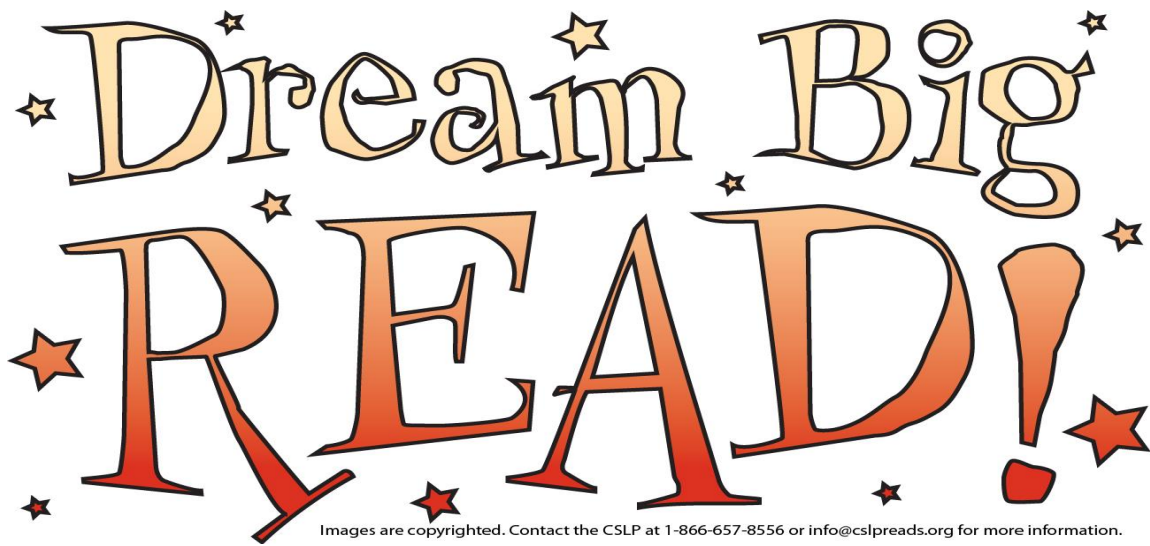
- Khan Academy Grammar Units — completed weekly, with students advancing at their own pace
- Independent Reading & Library Time — building stamina, choice, and reading identity
- Class Discussions — focused on interpretation, listening, and respectful disagreement
- WIN (What I Need) Time — individual and small-group support based on student needs
- Biweekly Advisory — student-led conference preparation, reflection, and goal-setting

A Final Note

If a project ever feels unclear at home, please know that students are expected to do the thinking and work primarily in school, and I'm always happy to clarify expectations or help students adjust their plans as needed. Questions and communication are always welcome.

Thank you for your continued support as we challenge students to think deeply, write thoughtfully, and take pride in their work.

Warmly,
James Salsich
Middle School ELA



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Science News – Mrs. Mead

So many experiments are happening in the middle school science classes. Data is collected, recorded, and analyzed! Students are investigating solubility, evaporation, density, and rate of change in endothermic and exothermic reactions.



Social Studies News – Mr. Kernan

Grade 5

Students are learning about the early years of the United States and how the nation's government was created. They have studied the writing of the U.S. Constitution, which was designed to create a strong but balanced government. A key part of the Constitution is the Bill of Rights, the first ten amendments, which protect important freedoms such as speech, religion, and the right to a fair trial. These rights help ensure that the government respects the people and their liberties.

Students are also learning about George Washington's presidency and why it was so important in shaping the new nation. As the first president, Washington set many precedents, or examples, for future leaders to follow. These include forming a presidential cabinet, stepping down after two terms, and leading with fairness and responsibility. Many of the traditions Washington established are still followed today and continue to influence how the United States is governed.

Grade 6 and Grade 7

Students are studying the development of medieval European society and how political, economic, and intellectual systems evolved during the Middle Ages. They are examining feudalism as a social and economic structure, focusing on the relationships between kings, nobles, knights, and peasants, and how land ownership and loyalty shaped medieval life.

Students explored the revival of towns and trade, analyzing how increased commerce led to the growth of cities, the rise of a merchant class, and greater economic independence from feudal lords. They also investigated the ongoing power struggle between kings and the Pope, considering how conflicts over authority influenced government, religion, and daily life in medieval Europe.

In addition, they are studying how scholars attempted to reconcile religious belief with logical thinking, laying the groundwork for new approaches to learning and education. Through this unit, students are developing an understanding of how medieval political, economic, and intellectual changes contribute to the transformation of European society.

Grade 8

Students are examining the foundations of the United States government with a focus on the writing of the U.S. Constitution and the political challenges of the nation's early years. Students will analyze how the Constitution was created to address the weaknesses of the Articles of Confederation by establishing a system

of federalism, separation of powers, and checks and balances. Particular attention was given to the Bill of Rights, which was added to protect individual liberties and limit the power of the federal government. Students explored how these amendments reflected Enlightenment ideas and remained central to constitutional debates.

Students are also studying the presidency of George Washington and the critical precedents he established as the nation's first executive. Washington's leadership helped define the role of the presidency, including the formation of the cabinet, the exercise of executive authority, and the peaceful transfer of power through his decision to step down after two terms. These precedents strengthened democratic norms and continued to shape the modern presidency. Through this study, students will consider how early decisions and constitutional principles influenced American government and civic life.



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Library & Media Center – Mrs. Bibeault

Create-a-Bookmark Contest!

Do you like books? Do you like drawing pictures? If so, this is a contest for **YOU!** Each participant can create up to **TWO original designs.** Your bookmark must relate to reading, books, or an exciting adventure in reading. Use the template at the bottom of the page to create your bookmark. There will be one winner from each grade band, PK-1, 2-4, and 5-8! The three winners will have their designs copied in full color and available for distribution in the library.

Deadline: Friday, February 20, 2026

All bookmarks should be submitted to Mrs. Bibeault by the deadline.

Winners will be announced on **February 27, 2026.**

Name: _____

Teacher: _____ Grade: ____

Bookmark Templates:

P. E. & Health – Mr. Cody

P.E:

Students in Grades K–2 will continue to enjoy modified hockey, tag games, and a variety of age-appropriate movement activities. These lessons focus on developing fundamental motor skills such as running, jumping, throwing, catching, and striking, while also improving balance, coordination, and spatial awareness. Through structured games and cooperative play, students practice following rules, working as a team, and building confidence in a fun, safe, and supportive environment.

These skills help students grow not only physically, but also socially and academically. We are excited to see their progress!



Students in Grades 3–8 are halfway through our basketball unit, with a strong focus on skill development and game play. Students have been improving their dribbling, passing, shooting, and defensive skills, while also learning the importance of teamwork, spacing, and sportsmanship. Many students have also discovered a variety of basketball games that can be played both in the gym and at home, such as PIG, knockout, and around the world. Toward the end of February, we will transition into our volleyball unit, where students will begin learning fundamental skills and game concepts.



Middle School Health:

Grade 5 students will begin the D.A.R.E. program in the coming weeks. D.A.R.E. is a structured, evidence-based program taught by a trained officer that helps students develop skills to make safe, responsible choices.

Throughout the program, students will learn about decision-making, peer pressure, communication skills, and ways to build confidence and self-esteem. Lessons are age-appropriate and focus on helping students understand how to say no to drugs and other risky behaviors while encouraging respect, responsibility, and positive relationships.

Students in Grades 6–8 will participate in First Aid and CPR instruction as part of their health and safety learning. This program is designed to equip students with practical, life-saving skills and the confidence to respond appropriately in emergency situations.

Throughout the training, students will learn basic first aid techniques, how to recognize emergencies, and the steps involved in performing CPR. Lessons will be age-appropriate, hands-on, and focused on safety, responsibility, and awareness. Emphasis will also be placed on knowing when and how to seek help from a trusted adult or emergency services.

This learning experience supports students' understanding of personal and community safety and encourages responsibility and preparedness





EES PTO

February Newsletter

Our Cash Calendar is coming up! Sales will be from February 2nd to February 13th, be on the lookout for forms coming your way!

Upcoming:
PTO meeting 2/5

March Events:

- Daily cash calendar drawings!
- Spring!

Volunteers Needed:

Contact Information: Aliësha Lynch - PTO Chair

We are always eager to welcome new members to our monthly meetings. If you can't attend but would like to volunteer, please feel free to reach out with any questions or suggestions at pto@eastfordct.org. We also invite you to connect with us on Facebook by liking and following our page.

Eastford Elementary PTO Facebook Page

Health Office News – Mrs. Roto



Attendance at school is an important part of your student's education. The Connecticut State Department of Education has established attendance guidelines to support families in making informed decisions about when a student should remain home from school.



When is sick too sick for school?

→ School is better with you, even if you're a little under the weather!

Send me to school if:

- I have a runny nose or just a little cough, but no other symptoms.
- I haven't taken any fever reducing medicine for 24 hours, and I haven't had a fever during that time.
- I haven't thrown up or had any diarrhea for 24 hours.

Keep me at home if:

- I have a temperature higher than 100 degrees even after taking medicine; keep me home until I am fever-free for 24 hours without medicine.
- I'm throwing up or have diarrhea.
- My eyes are pink and crusty.

Call the doctor if:

- I have a temperature higher than 100 degrees for more than two days.
- I've been throwing up or have diarrhea for more than two days.
- I've had the sniffles for more than a week, and I'm not getting better.
- I still have asthma symptoms after using my asthma medicine (and call 911 if I'm having trouble breathing after using an inhaler).

REMINDER! If you think your child may have COVID-19, please test them prior to sending them to school.

CSDE thanks New London Public Schools in the development of this flier.

Art News – Ms. Weinland



Eighth Grade is Leaving Their Creative Mark

Students are bringing color and creativity to the lower level of the school through a collaborative mural inspired by Henri Matisse’s quote, “*Creativity Takes Courage.*” The project encourages artistic expression, teamwork, and creative risk-taking. They are also working on the Paint-a-Brick Legacy Program, where each student designs and paints a brick as a personal keepsake, creating lasting memories of their individuality and artistic flair.





Shapes, Color, and Expression

Grade 7 students created visual interest through a several-week abstract painting project, learning that abstract art uses shapes, color theory, and forms to express ideas rather than realistic images. This creative process is especially important during middle school, encouraging experimentation, personal expression, and creative risk-taking.



Exploring Shape and Color

Pre-K Artists created circle collages, experimenting with size, color, and placement; while building creativity, fine motor skills, and early artistic.





Mighty Magical Castles

Kindergarten artists explored castles by drawing and painting with pencils, markers, and watercolors. Their creations burst with bright colors, playful patterns, and imaginative details—rainbows, shining suns, and sparkling windows. As they experimented with different materials, students practiced mixing textures and shapes, transforming their ideas into magical, one-of-a-kind castles.





Sculpting, Texturing, and Creating with Clay

From second grade pinch pots and animal sculptures, like colorful cats, elephants, and imaginary creatures, to sixth grade textured functional pieces and expressive masks featuring patterns, lines, and tactile surfaces, and on to eighth grade whimsical functional creations such as playful bowls, mugs, and fanciful teapots, our clay artists have been exploring textures, glazes, and creative details to transform simple clay into unique, one-of-a-kind works of art.



FEBRUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1.	2. RHW	3. HWC Gr 2 - 8	4. RWP Zoo	5. Art Club Gr 4 - 8 Creative Movement K - 3	6. Family mindfulness/yoga & craft 5:30 - 6:30	7.
8.	9. Seaport	10. HWC Gr 2 - 8	11. Games K-1 ECC	12. Creative Movement K - 3	13. Early Release	14.  Valentine's Day
15.	16. Feb. Break	17. = Feb. Break	18. RWP Zoo	19. Art Club Gr 4 - 8 Creative Movement K - 3	20.	21.
22.	23. RWP Zoo	24. HWC Gr 2 - 8	25. Games 2-3 ECC	26. Creative Movement K - 3	27.	28. 

GROW. LEARN. THRIVE.

Hale YMCA After School program

We are excited to announce that Eastford Elementary School and the Hale YMCA received a grant to help pay part of the tuition each month for after school participants.

Limited enrollment available.

Save **\$200 a month** for 5-day after school participants.

Save **\$100 a month** for part-time after school participants.



To register, please contact veronica.larocque@ghymca.org

BELONG TO SOMETHING GREATER

After School Days	YMCA Price	Price YOU pay due to the Grant
5 days	\$385 monthly	\$185 monthly
3 days	\$285 monthly	\$185 monthly
2 days	\$200 monthly	\$100 monthly

CUPCAKE WARS!

Sponsored by the Congregational Church of Eastford

**SATURDAY
FEBRUARY 28, 2026
2:00 – 3:30 PM**

Location: Eastford School Gym
12 Westford Rd, Eastford

Be a Contestant! Be a Taste Tester!

Details and entry form at:
www.cceastford.org/events



THIS IS A FREE COMMUNITY-WIDE EVENT!

~ OPEN TO ALL AGES ~

POMFRET EASTFORD LITTLE LEAGUE REGISTRATION IS NOW OPEN!

Division	Ages	Price
Tee Ball(co-ed)	4-6	\$50
Coach Pitch Softball and Baseball	5-8	\$75
Minors Softball and Baseball	8-10	\$75
Majors Softball and Baseball	11-12	\$75
Juniors/Senior Softball and Baseball	13-15	\$85

Early Bird Discount: \$10 off when you register by 1/31

Age for baseball and tee ball is determined by the player's age on August 31, 2026

Age for softball is determined by the player's age on December 31, 2025

Minors and Major league teams will be determined by mandatory safety evaluations held at the end of March (date TBD)

Junior and Senior Leagues run from the end of May-mid July and are dependent on the number of interested players

Come have fun, learn about the game, sportsmanship and teamwork!

All registrations close on March 10th

REGISTER HERE:



<https://leagues.bluesombrero.com/pomfreeteastfordll>

Questions? In need of financial assistance? Looking to get involved?

Email: pellbaseball@gmail.com





WINDHAM-TOLLAND 4-H CAMP
326 Taft Pond Rd Pomfret, CT 06259
www.4hcampct.org



PUT SOME FUN IN YOUR 2026 SUMMER!
June 21 to August 14, 2026

Windham-Tolland 4-H Camp, located in Pomfret Center, Connecticut, has provided summer camp experiences for thousands of youngsters for over 70 years. The camp has both overnight and day camp programs for boys and girls 6-15 years of age. The camp is located on 270 acres containing woodlands, cabins, recreation areas and scenic lakes. The Windham-Tolland 4-H Camp maintains a state license and ACA accreditation. Campers need not be 4-H members.

Our caring, camper-centered, college-aged is comprised of trained staff is devoted to providing a safe, educational, and fun experience and backed by full-time support from our professional leadership team and a Registered Nurse.

All campers have the opportunity to participate in a variety of programs each week including:

- Arts & Crafts
- Low and Mid High Ropes courses & Climbing wall
- Swimming
- Self-defense
- Fishing
- Sports
- Drama
- Dance
- Archery
- Outdoor Education
- Zip-line
- Canoeing & Kayaking
- Knitting

4-H Camp offers a variety of specialty programs also available on a weekly basis for an additional cost.
Wood Fiber Crafts, Horseback Riding, Farm camp and Cow camp

CAMP PRICING 2026

- Day Camp (ages 6-15)\$420 per week (Lunch & Snacks Included)
- Resident Camp (ages 9-15)\$650 per week
- Teen Leadership Program (ages 15-17)\$400 per week
- Overnight Clover Camp (ages 7-8)\$350 per session (3 Day, 2 Night Sessions)
- Family Camp (all ages).....\$60 per person



THEME WEEKS FOR 2026

- **Week 1 – June 21-June 26 – Winter Olympics Week**
- **Week 2 – June 28-July 3 – Decades Week**
- **Week 3 – July 5-10 – Carnival Week**
- **Week 4 – July 14-17 –Zoo Week**
- **Week 5 – July 19-24 – Pirates & Vikings Week**
- **Week 6 – July 26- July 31 –International Week**
- **Week 7 – August 2-7 –Puddles & Bubbles Week**
- **Week 8 – August 10-14 – Capture the Flag Week (Day Camp Only)**

Visit our **website at www.4hcampct.org** for Online Registration

E-mail us at registrar@4hcampct.org for a camp brochure or additional information or
 Call the Camp Registrar at (860) 974-3379



OPEN HOUSES

Sunday, January 11 & Saturday, February 28
Sunday, March 15 & Saturday, April 18

Open House Times Vary Check Our Website For Details



An Equal Opportunity Program Provider and Employer

Wednesdays
Grades Pre-K - 5

RAGGED HILL WOODS

OUTDOOR
ACTIVITIES



Tuesday/ Wednesday
4:30pm - 5:30

Feb. 17 & 18

The Human Body:
Learn about the spinal cord,
blood and your hands



Feb. 24 & 25

**The Tallest Tower or the
Strongest Bridge**



To register email
raggedhillwoods@gmail.com
or call 860-974-1122

Sign up for all sessions or single sessions
\$20 per child per session
Sign up for All Sessions \$110 per child

Tuesdays
Grades 6-8

March 3 & 4

Erosion:
What Happens to earth when water & wind
occur?



March 10 & 11

Baking:
Make your Own Muffins



RAIN OR SHINE
ALL PAYMENTS ARE NOT REFUNDABLE / MUST PRE-PAY

March 17 & 18

Rockets



Feb/ March
2026
ALL PROGRAMS
HAPPEN AT
WINDHAM-
TOLLAND 4-H
CAMP
326 TAFT
POND RD
POMFRET
CENTER

March 24 & 25

Nesting Animals:

Squirrels, Snakes, Birds & Turtles



Windham-Tolland 4-H Camp

326 Taft Pond Rd Pomfret, CT
06259

Ages 6-12
9am-3pm

CAMPER GAME DAY



Use QR Code to Register

Join us for a day filled with games, friends
and food. Lunch and Snack Provided
Only \$30

FEBRUARY 21ST



RSVP by Feb. 13

WE WILL SPEND TIME OUTSIDE—SEND CLOTHES TO DO SO

FLORAL DESIGN NIGHT 2026

MARCH 3 6:30-8PM

BENEFITING THE WINDHAM-TOLLAND 4-H CAMP CAMBERSHIP FUND

SPONSORED BY



JEWETT CITY FLORIST & GREENHOUSE

BINIENDA WHOLESALE FLORIST

D V F L O R A

Join us at
Windham- Tolland 4-H Camp
Main Lodge
326 Taft Pond Rd,
Pomfret, CT



Register Now

860-974-1122



**\$65
PER PERSON**



<https://form.jotform.com/253214040527143>





SPORTS CAMP

Register by July 5, 2026
to receive a free T-Shirt!

July 27 - 31, 2026
8:30 am - 12:15 pm
Ages 4 - 12
\$65 per camper

Limited scholarships available
Email cceastford@gmail.com before
registering if you have a financial need.



Soccer



Cheerleading



Team 45



Flag Football



Basketball

Brought to you by:
UW Sports Ministry
Congregational
Church of Eastford
Living Proof Church

Held at Eastford Elementary School
12 Westford Road, Eastford, CT
Online signup and payment
cceastford.org/sports-camp/