

REGION ONE STRONG



**In order to prepare each child for what comes next,
we must align vision, expectation, and practice.**

Region 1 Board of Education

MESSAGE FROM THE SUPERINTENDENT

LEARNING TO LIVE AND LIVING TO LEARN WITH COVID-19

As I write this letter, we are completing the seventh week of school. While we have experienced a few COVID-19 cases, we are fortunate to have our schools open, so our students can learn in-person for some or all the time. We can do so due to the teamwork of school and community members who helped us plan and who continue to collaborate and provide feedback.

The cover of this newsletter celebrates Region One unity at a time when the importance of community cannot be overstated. As we are learning to live with COVID-19, administrators, teachers, staff, Board of Education members, students and parents all understand that a good part of learning to live is living to learn. For those of us who have children or who are involved in their education, we have spent so much time this year planning, communicating and taking care of tasks that are new to us. For example, because of the closer partnership required between parents/caregivers and teachers, the school day events have become an integral part of our parents/caregivers' daily lives, causing them to juggle their time to accommodate work and school. For teachers, the day has been significantly extended, especially for those teaching students in their classroom and distance learners on a large screen. Some teachers are teaching from their homes and partnering with paraprofessionals or substitute teachers who are with students in the classroom. Board of Education members have been involved in decisions regarding facilities modifications and contract negotiations with their school's faculty association. Administrators are stepping in for teachers when a substitute teacher is not available. Facilities managers and custodians are creating new panels and shields to protect teachers and students and our food service providers are making meals for all children in the Region, ages 3-18, who want to receive them - in-school or at home. Support staff and nurses are fielding more calls and tracking data as we help parents and caregivers sort out their needs. Network managers and computer teachers are troubleshooting for and training teachers, parents/caregivers, and students as they acquire the computer skills required for distance teaching and learning. In short, we are all being asked to be there for each other in new ways so that we can keep our students in school, which we know is best for their cognitive and social emotional development. We are fortunate that our communities do not seem to see this new life as a burden, but rather the right thing to do for our students.

All the educational literature regarding instruction during this time of COVID-19 indicates the importance of attending to all stakeholder social emotional needs. Of course, the focus is on our students as they are the most vulnerable; however, we must also support our staff and family members as they cope with the stress and anxiety caused by virus-induced isolation and new demands placed upon them as described earlier. In *Educational Leadership*, Anthony Rebor, the Editor in Chief, quoted the psychiatrist Bessel Van der Kolk who said, "at their best, schools can function as islands of safety in a chaotic world." Toward that end, teachers, support staff and students have access to lessons that arm them with strategies to help them reflect and build on their strengths and also to recognize and advocate for themselves when they need help. Teachers, counselors, and administrators are at the ready for one-on-one discussions when needed. (See facing article for more details.)

Finally, we are spending considerable effort to live to learn during the time of COVID-19 because it is important our students continue to grow cognitively. There is the practical consideration of the acquisition of foundational skills such as reading, writing, speaking and math in the lower grades; but there is also the growth of their curiosity, creativity and ability to think deeply about issues as well as solve simple and complex problems. While our pace may be slower this year, our expectations remain that we will provide all students access to grade-level curriculum, which as research indicates, is the most effective means of supporting the acceleration of student learning. We will continue to monitor and discuss student progress and provide support to all students as needed, socially, emotionally, and academically throughout the year.

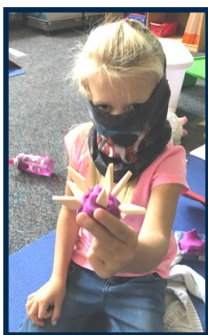
This newsletter is full of information from each of our schools about how they are providing students with the most engaging learning environment currently possible. Please read the stories and enjoy the images. You will see that our students are thriving and that teachers are learning new and exciting ways to help them learn. You will also find a written piece that acknowledges and thanks those philanthropic organizations that have helped support our students as well as the work in preparation for school reopening. And finally, you will see celebratory images of the support staff who worked throughout the summer and continue their work throughout the year to look after the operational details that keep us all going.

We thank everyone for the inspiring and positive energy they have shown as we learn to live and live to learn to support what comes next for our students. Not all parts of the State or the country are fortunate to be surrounded by the care, commitment, perseverance, and endurance that are present in Region One. Living and learning during this time may be challenging, but the load is reduced and feels so much less burdensome when we tap into the strengths of one another.

MESSAGE FROM THE ASSISTANT SUPERINTENDENTS

When we left school in March, we expected to be away from our students for 2 weeks, engaging them as best we could in remote emergency distance learning, and returning to school to end the year like every other. Unfortunately, 2 weeks became the rest of the year. As Lisa Carter wrote as Assistant Superintendent:

“As we look toward the next school year, we will reflect on all that we have learned since March 16, 2020 to support effective planning for a time that will continue to demand flexibility and continuous readjustment in our approach to education.”



3-D model of coronavirus

So, when we were appointed interim Assistant Superintendents, we knew our work would encompass ensuring the safety and wellbeing of all members of our seven school communities, providing learning opportunities for colleagues that would help them succeed, and encouraging a culture of continuous learning among our faculties.

Studying Coronavirus safety measures helped us understand the scope and implications of what had to be done. How would physical education teachers engage students in collaborative teamwork, and play when the students could not share equipment? What about students learning tractor repair, or welding? How do you support music teachers, when the guidelines require extended social distancing for chorus and band members?

Our meetings with the various “specials” teachers yielded fantastic thinking as our colleagues came with clear ideas of how to help all grade levels have meaningful experiences in those areas. We determined new ways in which they could work with students. Our tech teachers worked nonstop to provide students with the necessary tools and skills. Across the district, teachers at every grade level and in every school worked together to redesign or rework curricula to ensure that students had access to the most important parts of the curriculum should we have to return to a distance learning environment. The professionalism and camaraderie was exceptional.

Days before we opened, Governor Lamont allowed schools to add three days for teacher training by reducing the student calendar from 180 to 177 days. We quickly designed a five-day professional learning conference with courses covering self-care, distance learning instructional strategies, collaborative work opportunities, social-emotional learning activities that could be used across the curriculum, and health and safety for all.

We partnered with Medicine for the Greater Good (MGG), led by Dr. Panagis Galiatsatos, a pulmonologist from Johns Hopkins. A goal of MGG is to empower students to take charge of their own health and advocate for healthy habits in their communities. The program provided current, scientifically accurate information to students, faculty, staff, community members on Covid-19, how it is transmitted, and how to stop the spread.



Finally, our Social-Emotional Learning Team, was instrumental in creating activities that built community, welcomed students back to in-person learning, and integrated academic content with social-emotional learning. HYSB and the Northwest Corner Prevention Network provided tools to support returning students and staff.

The work was challenging but is serving our region well. The discussions about distance learning especially served HVRHS as it opened in a hybrid mode. Teachers already had a plan for instructing students in their classroom while providing challenging material for their distance-learners. In the elementary schools, our colleagues created packs of essential materials, which could be picked up by parents and used at home. Our distance learners are able to use Google Classroom or Seesaw to join their classes virtually.

We sincerely appreciate the dedication of all of our staff, community support, and smiling eyes of our students.

Scott Fellows, Ed.D. and Jill Pace, Interim Assistant Superintendents

Region One is blessed by the support it receives from local non-profits and individuals. We do not have the space to thank everyone and every organization but please know how grateful Region One is. Below are profiles of a few of our “angels” whose energies have contributed to the educational experience of everyone in our public schools.

CORNWALL CONSOLIDATED SCHOOL FUND FOR EXCELLENCE



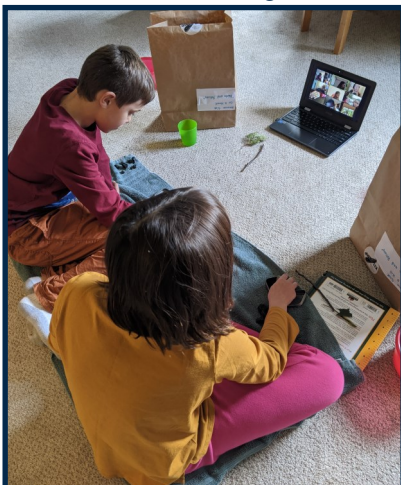
CCSFE is a volunteer, non-profit that is made up of parents, community members, teachers, and CCS staff. For the last fifteen years it has worked in collaboration with community members, artists, performers, and civic groups to offer programs, opportunities, and grants to enrich the normal educational, recreational, and training chances for CCS students, teachers, and staff. We seek to promote creativity, curiosity, innovation, and a passion for lifelong learning in all forms. Our programs take place but are not limited to special events during and after school, extended field trips, and professional development possibilities. We have offered everything from Mandarin classes to rock climbing to wheel thrown pottery sessions. We are currently in the process of organizing projects and activities that can be taught remotely. The funding for these exciting resources comes from tax deductible donations and is managed by Berkshire Taconic Community Foundation.



The Kent Community Fund is a non-profit organization established in 2006 “to help individuals living in Kent meet emergency needs and to support charitable programs serving Kent residents.” The Fund provides grants for the needs of individuals and families in Kent, paid directly to service providers or vendors. The needs of children, families and elders has always been our priority.

The Fund has approved over 600 grants totaling more than \$390,000; assistance has been provided for rent, home and auto repairs, medical, dental and home health care, a wheelchair purchase, ramp construction, child care and summer camp tuition, payment of fuel and utility bills and other needs. Much of the assistance provided directly benefits families of Kent Center School and HVRHS students from Kent. Referrals are accepted from various sources and all grants are confidential. Support for KCF comes from Kent residents, local churches, businesses and organizations. Contributions are welcome. To learn more visit kentcommunityfund.org.

SOAR Virtual Program



CT Face Mask Task Force



“Nana” Grey’s Fun Masks



NORTH CANAAN ELEMENTARY SCHOOL

The **Connecticut Fifth District Face Mask Task Force** donated 315 handmade cloth face masks for the students, faculty, and staff of NCES. They were glad to support Principal Roy's efforts to keep everyone safe over the summer and as school reopened this fall. The task force has 275+ volunteer sewers who have made and donated over 7,000 masks to schools, hospitals, nursing homes, EMS and businesses in the Northwest Corner. They are led by Jane Zatlin, Ashley Marchand, Courtney Saulnier, Lydia Kruge Moore and Jill Drew.

Allison Grey has volunteered in the America Reads Program for several years. When she learned that volunteers would not be allowed in classrooms this fall, she reached out to see how she could help and learned they needed pencil boxes and funds to cover outstanding lunch balances from 2019. While Ms. Grey misses her time in the classroom, she found it satisfying that her small gestures and donations have had such a positive impact.

Penny "NANA" Terry started making masks last April from her family's clothes. As word spread, donations of material started pouring in and started her making cow and tractor patterned masks. Mrs. Terry has three beloved grandchildren at NCES and believes these "FUN" patterns help the kids feel more confident wearing their mask.



SCS ENRICHMENT FUND
Seek Originate Aim Reach

SOAR is committed to providing reasonable cost, high quality enrichment programs to all students at Salisbury Central School. We promote the self-discovery, talents and interests of every child at SCS. Our goal is to foster and build a life-long love of learning and engagement. We implement our mission in a variety of ways; through both after school and in-school programs and mini grants for teachers.

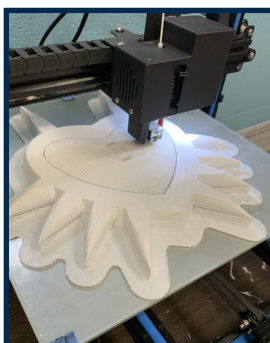
With thanks to our donors, continuing support from the SCS Educational Enrichment Endowment at the Berkshire Taconic Foundation and recent Covid relief grants from the Northwest Community Foundation and Berkshire Taconic, we are now offering a full range of low-cost, remote after school enrichment classes with an emphasis on hands-on learning. We offer everything from cooking to coding to nature and art investigations to musical theater and dance opportunities. As one student recently said, "These classes offer a great way to deal with the stress of Covid - 19 and give me something to look forward to at the end of the school day." Donations can be made to SOAR by contacting Linda Sloane, Program Director at soarenrichment@gmail.com.



Since 1994, the **21st Century Fund** has raised and distributed nearly a million dollars to the HVRHS community; they provide money for new programs and equipment, e.g., the 150 lab kits recently purchased for biology and chemistry students so they can have a hands-on lab experience since students can not share supplies during the pandemic.

Our grants helped launch the travel, robotics, electric car, and Envirothon clubs/teams; as well as countless individual aspirations from AFS service trips - parts for restoring an old truck - preparing a Chinese meal for classmates. Its largest was creating the Mahoney-Hewat SciTech Center. The Fund is a non-profit that depends on community donations and welcomes your support. To learn more, visit www.21stcenturyfund.net.

The Fund encourages students and faculty to go beyond the classroom to try new things::
water fountains for bottles, 3D printing, wilderness adventures and driving an electric car.



GROWING CORN IN GRADE 2!

- Kristi Pramuka, Second Grade Teacher

The second graders at Cornwall Consolidated School are studying plant growth using harvest corn!

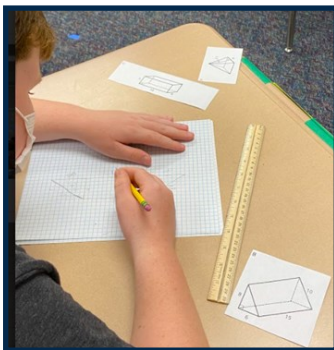
Initially, students debated whether the harvest corn was even real! After planting the corn in water, students saw that it sprouted leaves and roots. The second graders wondered whether the sprouts were growing from the cob or the kernels. After much debate, they designed an experiment to see whether the cob or the kernels were the seeds of the plant. They decided to plant both. Once the kernels grew tiny plants, they had their answer! The class also dissected bean seeds and corn kernels to see the tiny plants inside them! The second graders planned other experiments to see what their corn needed to grow, too. They grew corn kernels in the light and dark and in just water and both wet and dry soil.



Through harvest corn, the students learned everything that plants need to help them grow!

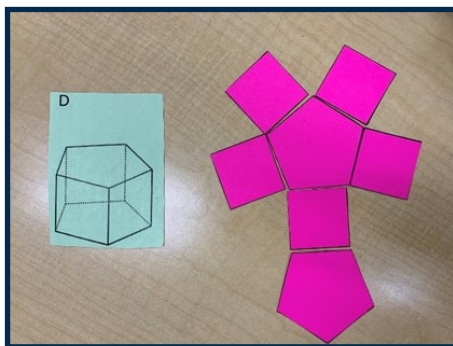
EXPLORING SURFACE AREA & NETS IN SIXTH GRADE!

- Danielle Krueger, Math Teacher



Sixth grade math students were posed the question: How many sticky notes would it take to cover the outside of a file cabinet? Given key pieces of information, students were able to determine how many sticky notes would be needed to cover the front, back, both sides, and the top of a file cabinet and then add those values together. Why did they try to figure this out? To begin an exploration into surface area!

They began by exploring areas of polygons and are now extending that knowledge to explore the surface area of polyhedra. After solving the problem about sticky notes on a file cabinet, students began to explore nets of polyhedra as a way to find surface area. Students first were given a bag of polygons and assigned a polyhedron. By looking carefully at the polygons needed to form the polyhedron, students were able to build the net that when folded up, would match the assigned polyhedron! Students then took the exploration a step further and drew nets of an assigned polyhedron on graph paper. This was a challenge, but the students persevered and were able to use that net to find the surface area of their polyhedron!



Students have come a long way from just thinking about sticky notes on a file cabinet to being able to draw a net of a polyhedron and use that net to find the surface area!

8TH GRADERS EXPLORE OPTIONS

- Will Vincent, Social Studies Teacher

Eighth grade students at CCS had a busy start to this unorthodox school year. As part of their Explorations group project, they pursued several ambitious ideas; a community benefit is a crucial element in each. Their first idea got pushed back to the Spring but they are hoping to hold a drive-in movie night to raise money for Doctors Without Borders. Currently, they are organizing a November food drive for the Cornwall Food and Fuel Bank. They understand that many families are dealing with food insecurity due to the pandemic.

In addition, as the student leaders of our school, they have taken on the responsibility of doing the morning announcements. To increase enthusiasm for the announcements, and with support from Principal Ravenola, the eighth graders are working toward setting up a news station recording studio where morning announcements can be videoed and broadcast live throughout the building. They are researching what is needed for such a studio and recently had a video conference with Ms. Oletha Walker to seek advice on how to set up and run a video recording studio for live morning announcements. Ms. Walker is a Gifted & Talented teacher at John F Kennedy Intermediate School in Windsor, CT has successfully created a “news station” for students.



Left: Eliza Tyson delivers the morning announcements.



Right: 8th Graders speaking on a video conference with Ms. Oletha Walker about setting up a recording studio.

THE SOUND OF MUSIC AT CCS

- Alicia Simonnetti-Shpur, Music Teacher

The music program is in full “swing” at CCS; sixth and seventh graders are learning about swing/big band music. They have studied Louis Armstrong, Duke Ellington, and Count Basie, among others. They learned about 12-bar blues and have even composed lyrics to their own blues songs.

The eighth graders have been experimenting with how music changes the mood of a video by researching different video platforms and then presenting options to the class. After watching the opening scene of “Pirates of the Caribbean” which used music to create different moods, the class started creating videos and composing background music based on our school life skill of the month - perseverance. As discussed above, we too have been researching the creation of a recording studio in the music room.

The fifth grade students started their study of classical music with Baroque music. We learned how a pipe organ works and studied Bach’s Toccata and Fugue in d minor. The class was introduced to *Soundtrap*, a music composition program. They enjoy using this program and love sharing their compositions with each other!

Students in grades K through second have focused on beat and rhythm. We use the program *Quaver Music* to focus on these concepts. Second graders entertained everyone down the hallway with bucket drumming. Both classes created egg shakers and experimented with how different materials create different sounds. We were even able to go outside and collect materials from nature to experiment with.

Students in the third and fourth grade class have been focusing on two different areas in music. Fourth graders did a review of note reading in the treble clef before learning about the instrument families. Third graders are learning how to read notes on the staff.

SOCIAL DISTANCE IN KINDERGARTEN

- Mrs. Robey & Mrs. Vega

Learning social distance is not an easy task for young children who love to be together, play together, and share. This skill is not natural, but we are doing our best to teach the students how to socially distance from their friends during work and playtime. We are using hula hoops to help! When we are moving together in a line, children walk in “bubbles” as reminders to stay distant. We also play, do math workplaces, read, and have snacks in our bubbles. This has been a fun way to stay safe while we are together. Some are even learning how to be great hula hoopers.



E-BOOKS THROUGH SORA

- Miss Morrow



KCS has joined with the other five Region One elementary schools to provide students with access to e-books and audiobooks through Sora. Sora allows students to read and listen to digital books on any device and allows them to sync between their school and home devices. During the 2020-2021 school year, the librarians are focusing on providing pleasure reading titles for students in grades 4-8. KCS students in grades 4-8 have Sora shortcuts on their Chromebooks and have learned how to login using their Google school accounts. In addition to allowing students to bookmark, highlight, and take notes, Sora also lets students borrow books from Kent Memorial Library’s digital collection. Students have been enjoying reading and listening to the 2021 Nutmeg Award nominees along with graphic novels, popular fiction, and award-winning titles.



November is national novel writing month at KCS! For the second year in a row, seventh and eighth grade students have pledged to write an entire novel starting on November first and ending November thirtieth. The students have been hard at work throughout October planning the necessary elements that make this project a success and with our start date approaching everyone is a mix of excitement and nervousness. Over the past several weeks, the students started by pledging a “working title” of their piece and choosing a “word-count” goal. The average seventh-grade goal is 8,000 words, and the average 8th-grade goal is 10,000! Within these guidelines, students choose their challenge. Having participated in the challenge last year, some 8th-graders have decided to really stretch their imaginations this year. Several students are reaching for goals of up to 30,000 words and combined, both classes have committed to over 700,000 words! The students then spend weeks planning every aspect of their novel. They choose a genre, design the plot, create complex characters, write detailed sensory settings, and more. Next comes the challenging part; they must WRITE and write a lot! The students will spend a minimum of five hrs. a week working on their drafts. Each week they will log their progress and achievements to the NaNoWriMo website and chart their progress. They earn badges and streaks as they write daily. They also share their writing with one another twice weekly and help each other revise and improve. At the end of November, all the students have completed a rough draft of their novel, but the work does not stop there. We take a much-needed break from thinking about our stories in December; however, we return to them in January, spending one class period each week in targeted revisions. Then in May, the students can edit and proofread their final drafts to submit them for self-publishing through “Blurb” who partners with the young writer's program. Some students even publish their novels to the kindle store for purchase. Look for some of the hottest new titles to drop this June!



MESSAGE FROM THE PRINCIPAL

- Alexandra Juch

We are thrilled to open both the physical and virtual doors of Kellogg School for the 2020-21 school year! This fall we welcomed our students and families who are attending both in person and virtually. We are excited to see how well students have responded to their new, innovative learning environments.

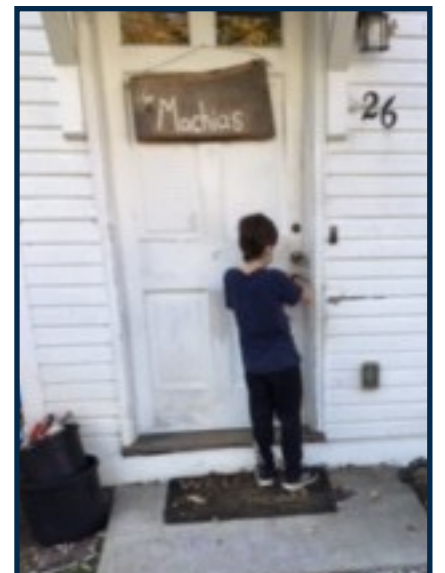
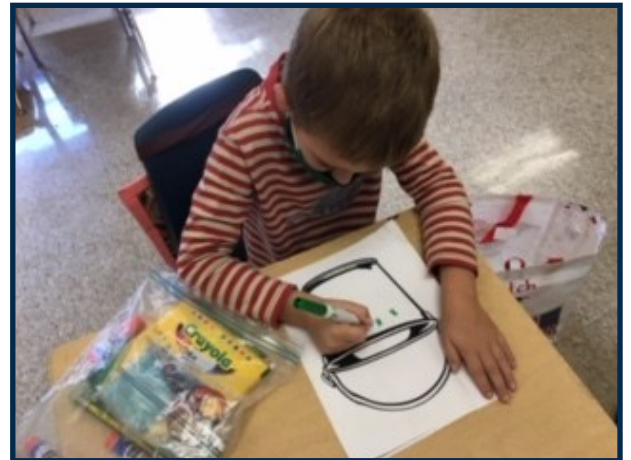
Our high expectations for the physical and emotional wellbeing of students, staff, and families are at the forefront of each day. Through this lens we are able to provide a school where learning continues to be active, challenging, meaningful, collaborative, social, kind and compassionate.

K,1,2 STUDENTS FILL BUCKETS

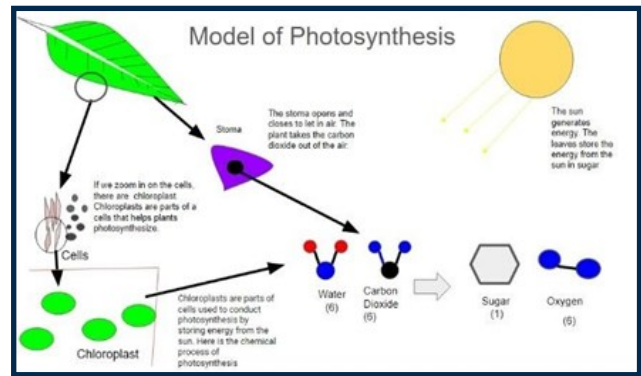
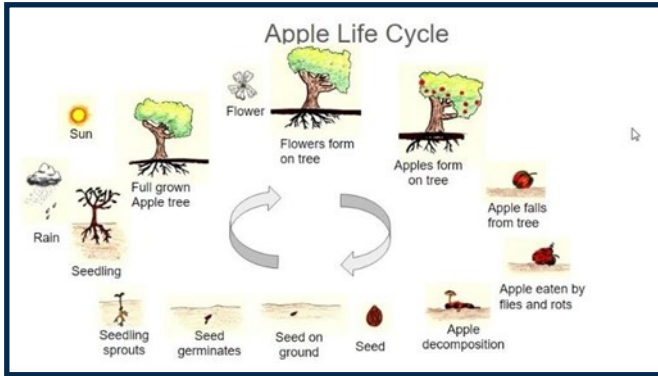
- Robin Faust, K-2 Teacher

Kellogg's K,1,2 students began the year with a Social Studies Civics/Social Emotional Learning unit we called, *Have You Filled a Bucket Today?* In this study, students learned what it means to fill a bucket (drip, drip) and what happens when one dips into a bucket (drop, drop). As humans, we all fill and dip into our buckets every day, but the awareness of doing so is key.

We fill and dip into our buckets and others with our words and actions. Incorporating the *Habits of Mind* within this study, led students to realize that the Habits of Mind fill our buckets. To culminate this study, students created a message on a bucket which we distributed to residents in town. Hanging buckets on the doorknobs of houses in town certainly filled our own buckets, and we hope we filled lots of buckets of Falls Village residents, too!



Classrooms this fall have a mixture of in-class and distance learners. In science, one of the greatest challenges is trying to simulate the NGSS (Next Generation Science Standards) group practices that had become part of our class routines until the pandemic started. Google Slides has become one place that we could work collaboratively on building driving question boards, group consensus models, and virtual books.



In grades 3 & 4, students worked together to arrange a life cycle model of an apple tree. In sixth grade, the students went a step further to build their photosynthesis model entirely on the digital canvas, so they could learn many different technology and graphics skills, while modeling photosynthesis. Seventh and Eighth graders recently used a similar set of skills to construct digital books about the various kingdoms of organisms. Two pages are shown here, blending original art, poetry, and science content in a way that also captures each student’s own personal path of learning in this unit.

Fungi

Characteristics:
Fungi are known for decomposing matter to release nutrients and make nutritious food. But they also reproduce by spores and eukaryotic. Some examples are mold, yeasts, and mushrooms.

Classification:

- Fungi are heterotrophs
- Provide nutrients outside of themselves
- Eat food like animals
- Absorb nutrients
- Live in soil under decaying logs
- Live in plants or animals or other fungi
- Grow fast and eat fast: eating process:
 - Secret enzymes
 - Breaks digest molecules
 - Cells of fungi absorb nutrients

Yeast Cell

Structure:

<p>Cell Wall</p> <p>Membrane proteins</p> <p>Cell membrane</p> <p>membrane proteins</p>	<p>Hyphae</p> <p>Hyphae</p> <p>Mycelium</p> <p>Strands that make up mycelium</p>	<p>Structures for Reproduction</p> <p>Conidia (fruiting body)</p> <p>Fruiting body, only indication fungi is there</p>
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Animals

Animals are almost everywhere on the earth and they are a very diverse kingdom. Animals are all multicellular, meaning they have more than one cell. Most Animals reproduce sexually, meaning that they have to have a partner to reproduce, this means that the animals are unlike the bacteria and archaeobacteria because they reproduce asexually, something that makes it different from the plant kingdom is that animals can only obtain food by eating other living things, yet most plants can reproduce within themselves, using sunlight. Animals have a nucleus, just like fungi and plants.

- Animalia
- Nucleus is present
- Immune system
- Multicellular
- Animals sexually reproduce
- Lacks cell wall

Above: Fungi by Ibbly Sadeh and Animals by Tessa Dekker

Below: Students work independently outside. Masked and socially distanced.



At Lee H. Kellogg learning is challenging. We strive to empower students to do more than they think they can.

Summer Reading and STEM Baskets

- Dr. Alicia Roy, Principal

In June students received a copy of *Hidden Figures* by Margot Lee Shetterly to read during the summer. This book was read in all schools in Region 1. It follows the story of four African-American women-- Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden --who, as written on the back cover of the young readers' edition, "confidently and courageously stepped into the National Advisory Committee for Aeronautics (now known as NASA.)"

Students and families read the book and shared that they enjoyed the movie that was inspired by the book. Some of NASA's greatest achievements were possible because of the work of these four women. They were outstanding mathematicians who overcame so much to succeed and who changed both air and space travel. These female mathematicians were STEM leaders. STEM stands for science, technology, engineering, and mathematics. These four disciplines are taught at North Canaan Elementary School.



To help students continue their STEM education, we offered STEM baskets with age-appropriate technology projects, including the *Ozobot*, a popular programmable robot with our students. Students earned a ticket for each completed activity from the packet provided with the book in June. Activities included Discussion Questions, the Lunar Lander, the Air Rockets, the Paper Airplane Challenge, and the Spaghetti Tower Marshmallow Challenge. Students enjoyed participating in myriad activities.

These photos show the students and STEM baskets. Even though they are wearing masks, you still may be able to see the smiles on their faces and the excitement in their eyes. One student who is a distance learner was also a basket winner. STEM activities will continue at NCES this year. I am hopeful that we may just be inspiring the next students who are NASA leaders.



AUDUBON VISITS NCES

- Denise Sorrell, Grade 2 Teacher



Ms. Wendy from the Sharon Audubon Center spent time with second graders outside to learn about the importance of trees. Student Grady M. said, “I loved learning about the different parts of a tree. It was so interesting to learn that there are tubes in the tree trunk that suck up the water. Ms. Wendy even blew bubbles with the tree wood.”

Prior to her arrival, Ms. Wendy shared Nature Tidbit videos hosted by her son Owen to teach the students about the many different types of seeds found right in their backyards.

As part of her presentation Ms. Wendy brought along a model of a tree, a tree cookie, and many different types of seeds to explain how trees grow, survive, and prepare for the winter season. Student Ronin H. said, “I learned that the bark of a tree is like clothes on the tree.”

Being in school during the pandemic has made some things at school different this year, but enjoying the work of the Audubon Center is something that students have enjoyed every year, especially this one, as Stella R. commented, “I loved learning about how bees spread pollen/nectar. I loved her bee and flower.”

ANNUAL BEAR MOUNTAIN HIKE

- Beth Johnson, Computer Teacher

Many things are different about this school year, but one thing that remains the same is the annual 7th grade hike up Bear Mountain. Each fall the 7th grade students at North Canaan Elementary School look forward to the climb up the mountain and the beautiful views at the top. This year was a little different with the hike having to take place over two days as each cohort needed to climb separately. The breathtaking view and the feeling of accomplishment remained the same and was shared over both days.

The hike provides students and teachers with an opportunity to make connections outside of school. Several stops up the mountain allow students and teachers to chat and also learn about local history and about the Appalachian Trail. Bonds between students and teachers are formed as we help each other through rougher terrain on the trail and get to enjoy the beautiful landscape from the summit together.



EARLY K

- Dawn Diamond



EK has taken off this year with a blast! We are loving our new space in the Library and have made the most of this wonderful area! EKers have been creative and imaginative within their own individual play centers; practicing rhyming words; counting to 20 and 30 and even 50; and have been learning letters and letter sounds! We have made *All About Me* dolls; *Chicka Chicka Boom Boom* trees; glitter watercolor pumpkins and Fall trees! In EK we have painted; played with play dough; played with play sand and played with shaving cream! We are always trying our best and persevering! We are kind bucket-fillers to each other! In EK we are learning, playing, creating, laughing and enjoying our days together!



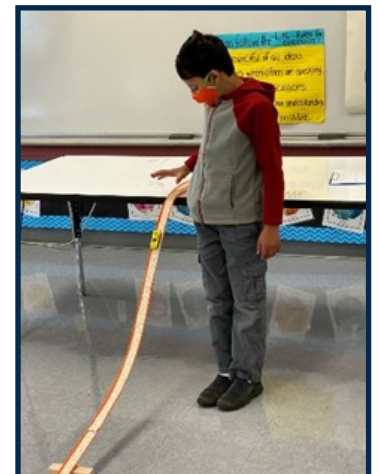
PUTTING STUDENT IDEAS IN MOTION

- Barbara Carr

How does the surface impact the crash? Does the size of the vehicle matter? Why does one car move when hit by another? These are just a few questions that can be found on the fourth grade's "Driving Question Board" at Salisbury Central. After considering their anchoring phenomena and drawing their initial models, students chose when and how to test these questions. Through several investigations for sub-phenomena, 4th graders were able to demonstrate how objects move and what makes them start to move (or not as the case may be). After their understanding deepened, we read articles on content-specific terms such as gravity, energy, friction, and inertia before adding these ideas to our models.



Students each have their own jobs so that they can work together without sharing materials. For instance, in our marble lab, some dropped marbles while others measured or recorded information. Fourth graders were especially excited to join forces with our maker space and test small cars on various surfaces. This sparked great conversation about constants and variables (they wanted to be sure all the cars were identical)! By placing cars at the bottom, they could easily identify the energy transfer in this visual demonstration. Although COVID-19 has changed how science experiments can happen, if there are questions, there will be investigations.



FIFTH GRADERS DESIGN AND BUILD AIRCRAFT MODELS

- Melissa Moore

Fifth graders at Salisbury Central were given a STEM challenge: could they design and build a model rocket ship or airplane, given the materials available to them? This challenge was a partnership between the EXCEL-Plex (the Makerspace at SCS) and classroom teachers, connecting the engineering design process to Region One's summer reading book, Hidden Figures. Students discussed the important role the women in the novel played in aeronautics, as well as the basic design elements of space shuttles and airplanes. The fifth graders also brought in new knowledge learned just a few days before during a NASA Zoom presentation by Joshua Morrison of the Jet Propulsion Laboratory.



Students were then given a bag of materials and time to plan out their design. Working with given materials encouraged students to plan first, in order to use materials effectively, and think outside the box for how to use each item in their design. Part of the engineering design process is testing the design and then making improvements. As such, after creating their models and presenting them to the class, fifth graders were also asked to reflect on their design, answering questions such as, "What was successful about your design?" and "What would you have done



differently, if you were to repeat this challenge?" It was wonderful to see how the students, despite working with the same materials towards similar goals, all put their own unique spin on the designs!

MIDDLE SCHOOL SOCIAL STUDIES

- Kiera Bisenius

This year in Social Studies, students in sixth through eighth grade, are researching how to uncover and master geographic skills as well as gain perspective on the people, issues, and events that shaped modern cultures around the world. Some of the areas they are studying include Asia, Africa, North & South America, Europe and The Middle East. They are also reading about local and worldwide current events.

Small groups of eighth graders are researching the pros and cons of different types of government such as Anarchy, Democracy, Oligarchy, and Dictatorship. These students were tasked with building a government from the ground up following a disaster that wiped out everything they knew about the country and the government it used to have. The country was divided into districts - all of which needed guidance and governance. Each group had to ensure the safety and security of their specific district. One student commented that they "had not realized how much went into creating a government, nor how tricky it was to create a government that met the needs of ALL its individuals." This was the goal - for students to understand that the "right" way to govern is not cut and dry...and how hard it is to fit the needs of the majority. The learning target was for students to understand the different types of government and how each can positively and negatively impact the different groups under their rule.

In preparation for the 2020 Presidential Election, middle school students are researching the candidates, the big topics of the election, the candidate's stance on the issues, and how events in history have shaped the US government. The learning target on elections was for students to learn how voting rights have changed over time, as well as to acquire an understanding of the candidates' positions on topics and how that may impact people throughout our community and the country as a whole. One 7th grader, when asked to reflect on their election lesson said, "I had a great time learning about this years' election and the history behind voting rights because not only is it informative, but the outcome of the election directly impacts our future!" A sixth grade student commented that the lesson "helped to understand why debates are so important to learn about, not only because in gathering facts for the debate you understand the aspects that are most important to you, but you also are presented with all the information and have to decipher which information is factual."



OUR SPIRIT IS STRONG!

- Dr. Karen Manning, Principal

Students, teachers, and their families are busily engaged in teaching and learning at Sharon Center School, despite the restrictions placed on everyone by the pandemic.



We all wear masks and keep a social distance during the school day. Students have mask breaks during snack, lunch, and recess. Students stay in grade level cohorts across the day and teachers come to their classrooms. Everyone has been so very compliant; we are all working very hard to stay healthy.

Live streaming with distance learners at home has been going very well for the most part. We continue to seek strategies to fully engage the students at home with the students at school. We are making good progress!

Despite the pandemic, we were able to complete summer building improvement projects including driveway paving, some new sidewalks and doors.

Special thanks to the Grange for zooming with our third-grade students and presenting them with their own dictionaries. What a great gift and tool they will use for years to come.

Below are some pictures from my Board of Education and PTO presentations, hopefully they will give you an insider's view of what a day in Sharon Center School is like during a pandemic.

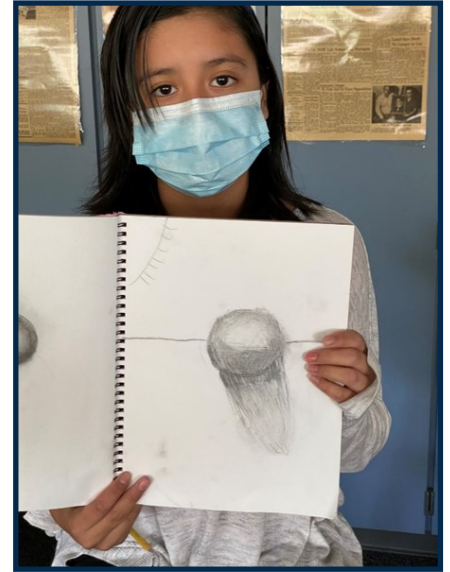
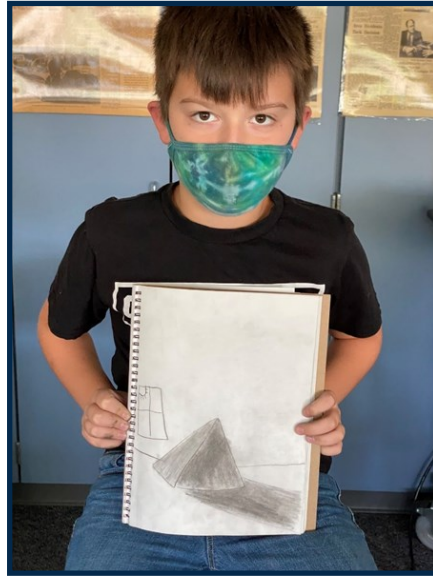
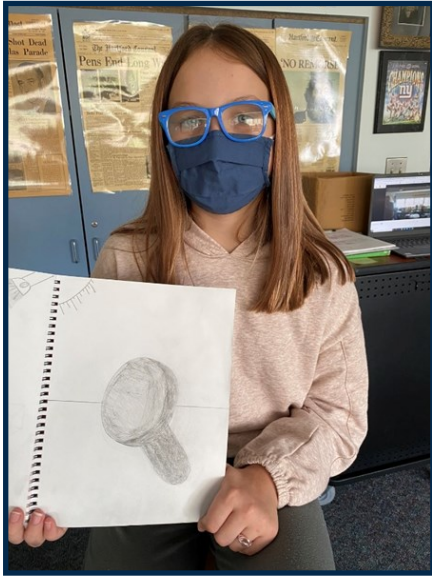


The mission of Sharon Center School is to engage students in academic pursuits that result in the highest level of achievement and in the motivation for life-long learning.

FIFTH GRADE ART CLASSES

- Lilly Barnett

In the 5th grade, enthusiastic artists have been hard at work learning how to draw realistically. They have been using a variety of graphite pencils to shade shapes and make them appear 3-d. They have looked at value scales and have used them to inform the way in which they shade their work. This year, art class has been a bit different, but still just as fun, interesting and creative.

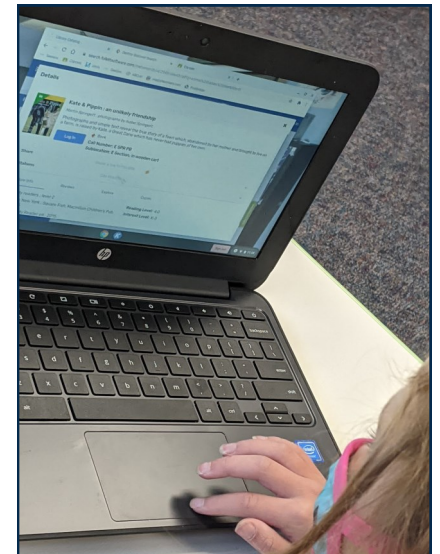


SCS LIBRARY UPDATE

- Jill Pace

Some ways, our work in the library looks very much like the beginning of any year. Mrs. Caputo and Mrs. Pace are hard at work updating the collection, adding new print books to the catalog, and talking with students about the titles and topics that they most want to see in the library this year.

There are some changes, including the addition of many of those desired titles to Sora, our digital library for students in grades 4-8. We added Sora last spring and continue to build this library with eBooks and audiobooks in collaboration with the rest of Region 1's library media specialists. In addition, we have been working on teaching students how to use the library catalog to find books they would like to borrow, which we then deliver to their classroom. We have also been teaching students to research using "PebbleGo", "Gale in Context: Elementary and Middle School." and "Culturegrams." These databases can be accessed by Sharon Center School students at school and at home and are terrific tools for research.



We have also been able to engage with some of our favorite authors this year. Grades 5 and 6 had a virtual author visit with Nutmeg Award Nominee Lindsay Currie. After a class read Jerry Craft's *New Kid*, we were able to interact with him online about his new book, *Class Act*. We anticipate taking advantage of the increased access to children's book authors throughout the year at all grade levels!

COVID-19 OVERVIEW**- Ian Strever, Principal**

Since we closed in March, the HVRHS Leadership Team has been juggling ever-changing state requirements, public expectations, and medical recommendations with the diverse needs of our students, teachers, and employees. The teamwork of our custodial staff, office personnel, teachers, nurses, cafeteria workers, counselors, and IT experts has been outstanding. They are the reason our current hybrid model is working, along with outstanding cooperation from our student body. Our future is still uncharted, but together we are discovering solutions to help us safely stay open.

The hybrid model that we chose to open with is a balance between in-person and distance learning. On their days outside of school, students are still accountable for working; they may not be on-screen the entire day, but they have learning tasks for a significant portion of those days. Their Google Classroom portal has their assignments and is a powerful organizational tool. Teachers take attendance and students check in with their advisory teachers every Wednesday. Students have also had a weekly on-line meeting with Johns Hopkins University, to explain the science behind Covid-19. (See page 3 for more details.)

To make it all work, we have embraced the virtual: Senior Parent College Night took place on GoogleMeet. Our annual fall “Open House” was comprised of faculty videos that introduced the basics of each course. Teachers were then available via email to answer questions about the courses’ activities and expectations. And on October 28, parent conferences will take place through Google Meet.

Educating our children is always a partnership with parents and the community, but during distance-learning it can make the difference between success or failure. Zoom Community Chats and Google Classroom for Parents are proving to be useful feedback tools. The most recent chat asked, “How is it going?” and two themes emerged:

- Students feeling overwhelmed by the amount of work
- Others not feeling challenged enough

Since this is a brave new world for educators, feedback is invaluable to defining the fine line between these two themes while we find the “Goldilocks Zone” of rigor without excessive screen time and independent work.

In October, HVRHS administered the SAT for seniors and the PSAT for juniors, and we started working with organizations to begin clubs and activities wherever possible. Slowly, it is starting to feel a little more like fall. Our National Honor Society conducted its induction ceremony for twenty-seven students; our cross-country team had its first meet at Wolcott Tech and soccer resumed.

For an overview of the changes to our physical facilities, please visit our website (www.hvrhs.org/covid-19-information). The welcome back and hygiene videos explain accommodations implemented during the summer. In addition, thanks to state and federal funding, breakfast and lunch are now free for any child, ages 3-18.

Open and constructive communication among all members of our community has helped to establish a sense of equilibrium in this sea of change. Since the start of the year, Assistant Principal Steve Schibi and I have been informally checking in with staff members to see how everyone is doing. These conversations have been informative and helpful, so, we developed monthly surveys for teachers, staff, and students. The journey is far from over, but our shared commitment to the students and their education keeps us moving forward while it becomes more and more clear that the pandemic will impact education for an extended period of time.

TEACHING DURING COVID-19

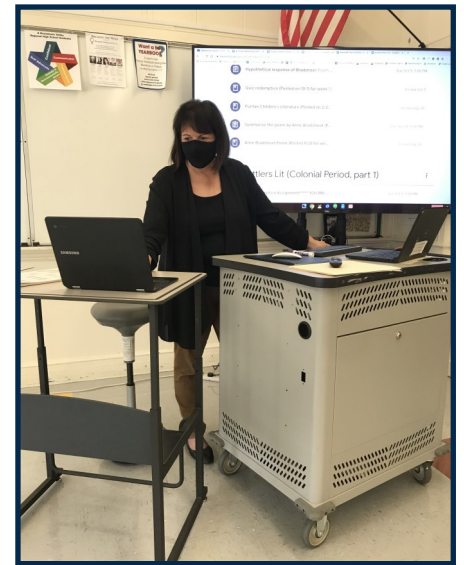
- Lori Bucco, English Teacher

Teachers were still using mimeograph machines for copying when I started my career. In 2020 my HVRHS day begins by logging onto 3 computers, one for attendance, email, and grading; one for livestreaming and providing distance learners access to my class; and one for connecting to a large screen so students in the room and at home can see my Google Classroom page to find their assignments and list of materials they need for class. The pungent smell of purple ink is long gone, but sometimes when there is a technology glitch, the smell of panic is profound.

On Mondays and Tuesdays, I see only part of a particular class at any one time: some in person (although masked) and some online as distance learners. The other members of that class are at home on Google Classroom trying to do half of their work for the week on their own. On Thursdays and Fridays, student roles are reversed. By the end of the week I will have seen all the students in that class, then on Monday the journey starts all over again.

Is it easy? No. Is it working? Yes, sort of. Of course, there are setbacks, things that no amount of planning could account for, but we continue to move forward. We might move at a slower pace than the past, but we do progress.

School is nothing like it was in 2019, but the kids are resilient, and they are trying. There is considerably more purpose in the air than there was in the spring and all of us (students and teachers alike) realize that this may be the norm for the foreseeable future. The administration is supportive, the teachers try to help each other, and staff members rally in ways that no one would have anticipated 8 months ago. But school goes on, and kids learn, and teachers teach.



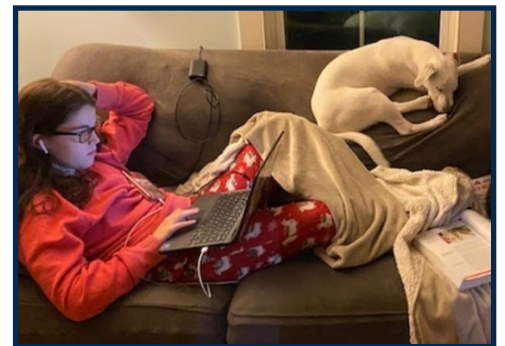
REFLECTIONS ON DISTANCE LEARNING

- Avery Tripp, Class of 22

Two years ago, when I started high school, I never envisioned doing my junior year on a folding table in my living room, nor did I envision feeling so many different emotions that change so frequently. The decision for me and my brother to stay home was one made by my whole family in an effort to keep us safe during a global pandemic. Distance learning comes with both advantages and disadvantages, which I did not anticipate before I began.

Some benefits are self-pacing and learning new skills. I can take breaks when needed, move around, or onto another assignment. I am also learning to be more independent, better organized. This experience is teaching me to manage my time better, juggling my ECE/AP and honors classes along with cross country and Tae Kwon Do. Another comfort to being home is knowing I am safe. One last bonus to working from home is that I can do my schoolwork in my pajamas. This may sound silly, but it is comfortable.

There are multiple challenges, too. One of the biggest is being isolated from friends, which gets lonely. Being in school may not be what it normally was, but at least people see each other rather than through a screen or not at all. Distance learning also comes with a rush of constantly changing emotions. One day I am very motivated and positive but the next I feel isolated and uninspired. In school and surrounded by classmates who are working helps keep me motivated. I also find assignments can take longer than allotted because of the lack of teacher or classmate feedback; the lack of change in scenery makes it feel like I am doing 10 hours of homework and half a day of school; and I find in-person classroom and online participant discussions are hard to hear and follow as kids often talk over each other, making it difficult to join in. Despite the daily obstacles, this was the correct decision for my family. When I start to focus on the negative, I try to remember the pandemic presents hurdles to everyone.



Region1Strong

The daily operation of Region One Schools during a pandemic depends on dedicated individuals who make it possible to safely stay open. Their experience and commitment help us adapt and adjust.

**Cafeteria, Coaching, Counseling, Custodial, IT, Office,
Paraprofessional, Substitutes, and Nursing Staffs**

strive to keep everyone in our schools healthy.



REGION ONE ADMINISTRATORS

Ms. Lisa Carter, Interim Superintendent

Dr. Scott Fellows, Interim Asst. Superintendent

Mr. Sam Herrick, Business Manager

Mrs. Martha Schwaikert, Supervisor Special Ed

Mr. Steven Schibi, Asst. Principal HVRHS

Mrs. Michelle Mott, Principal Kent CS

Dr. Alicia Roy, Principal North Canaan ES

Dr. Karen Manning, Principal Sharon CS

Ms. Jill Pace, Interim Asst. Superintendent

Mr. Carl Gross, Director of Pupil Services

Mr. Ian Strever, Principal HVRHS

Mrs. Mary Kay Ravenola, Principal Cornwall CS

Mrs. Alexandra Juch, Principal LH Kellogg

Mrs. Stephanie Magyar, Principal Salisbury CS