

REG 1 ON

SCHOOL DISTRICT

CANAAN CORNWALL KENT NORTH CANAAN SALISBURY SHARON



Thoughtful Education Builds Resilience

MESSAGE FROM THE SUPERINTENDENT

THOUGHTFUL EDUCATION BUILDS RESILIENCE

Time has flown this fall and it is hard to believe that we are already looking back to provide information on the first part of the school year. The start of the school year is always a happy and busy time as staff and students come back together after having been away from the daily routines of school during the summer.



This year has been no different, and if anything, has been even more positively anticipated, even in the midst of the emergent COVID-19 Delta variant. All students Pre-k-12 are in school learning in person, instruction and accompanying classroom arrangements are generally conducted/ configured as they were pre-pandemic, students can move more freely throughout their school buildings, and athletic programs as well as some after school activities have resumed. While we are all aware of the continuing challenges faced with respect to possible future COVID-19 variations and infection trends, the urgent need for recovery of any unfinished learning from as far back as the spring of 2020, and the social emotional impact of the global pandemic on all Region 1 community members, we find purpose, strength and resilience in providing the best education possible for our students. In my visits to schools and conversations with staff, it is clear that their strength, care for and commitment to our students provides a sense of normalcy and safety so that they can continue to grow and learn throughout this school year.

The contents of this month's letter will provide readers with insights into classroom instructional practices, social emotional awareness education and support, and activities that engage students and staff as they partner in learning and build resilience during the ever changing environment created by the COVID-19 global pandemic. Teachers and paraprofessionals are using student learning data to scaffold instruction (provide student support) when needed to ensure that all students have access to current grade level curriculum. Administrators are emphasizing that all staff must be aware of and address any signs of anxiety and stress as they arise as well as inspire confidence and engagement in learning.

Finally, the resumption of some school-wide traditions and activities provides a sense of community that we know is the glue that holds us all together.

Please enjoy a glimpse into the good work that happens everyday in all of our classrooms. Many thanks to our administrators and staff for such a positive start to the school year and to the students and their families for continued support as we learn how to make our way through an extremely daunting time in our history. We look forward to a successful school year and we remain Region 1 Strong.

Lisa Carter, Superintendent Region 1 Schools

MESSAGE FROM THE ASSISTANT SUPERINTENDENTS

According to Merriam-Webster.com Dictionary, resilience can be defined as either, “the ability to become strong, healthy, or successful again after something bad happens,” or “the ability of something to return to its original shape after it has been pulled, stretched, pressed, bent, etc.” While neither of those definitions perfectly match our current experience in the ongoing pandemic, in the Assistant Superintendent’s office, we continue to recognize and marvel at the tremendous strength that we observe every time we see our students and staff in action.

Earlier this year, a young student was working on a math problem. After consulting with an adult for some assistance, the student came to recognize that reworking was required. In fact, starting again from the beginning was probably the best way to go. Faced with this setback, the student shrugged, gave a little smile, and got to work. Scenes like this are happening every day in classrooms across the Region. While this student might not have named what they did as an example of resilience, they might have named that example as a time when they were persisting in their work. That reflective thinking is a result of several years of effort towards helping students develop the dispositions necessary to respond thoughtfully and purposefully to the circumstances around them. Collectively, we know these dispositions as the *Habits of Mind*.

Since the start of the school year, we have been fortunate to have the opportunity to see students and staff in action across the Region. We see students and staff who are so very glad to be together in school buildings and in the activities that have returned to the Region this fall. We see building staff and nurses keeping health and safety at the forefront. We see the curriculum unfolding in classrooms as students engage with scientific phenomena, mathematical models, close reading of texts, collaborative discussions, tools of the trade, and the sounds that letters make. Together with that curriculum, undergirding that content learning for students, are the Habits of Mind. These dispositions help all of us to know a way to move forward, even when we don’t quite know the way. We see them everywhere we go, in staff and students alike.

Habits of Mind

Staff in the Region have been working with Bena Kallick for several years to develop an understanding of the 16 *Habits of Mind* as they apply to teaching and learning. Teachers and staff have done this work to consider how we teach and provide feedback on these habits and recognize when we see students applying these in the classroom. The graphic on the next page provides a brief description of each of the Habits.

The aforementioned student who returned to the beginning after realizing there had been an error in calculation was indeed persisting, but was also striving for accuracy. The staff who are creating their professional goals for the year, using the process as a springboard for their own professional learning, are remaining open to continuous learning. The administrators, instructional coaches and observers who are partnering with staff to better understand needed supports are listening with understanding and empathy. The list goes on and on.

MESSAGE FROM THE ASSISTANT SUPERINTENDENTS

(CONTINUED FROM PAGE 3)

 <p>Thinking About Your Thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings, and actions and their effects on others.</p>	 <p>Persisting <i>Stick to it!</i> Persevering with a task through to completion, remaining focused. Searching for ways to reach your goal when stuck, not giving up.</p>	 <p>Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberate.</p>	 <p>Striving for Accuracy <i>Check it again!</i> Doing your best. Setting high standards. Fact checking and finding ways to improve.</p>
 <p>Listening with Understanding and Empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas. Making an effort to perceive another's point of view and emotions.</p>	 <p>Thinking Flexibly <i>Look at it another way!</i> Being able to change perspectives, generating alternative solutions, considering options.</p>	 <p>Questioning and Posing Problems <i>How do you know?</i> Having a questioning attitude, knowing what data are needed & developing questioning strategies to produce those data, finding problems to solve.</p>	 <p>Thinking Interdependently <i>Work together!</i> Working with and learning from others in reciprocal situations. Teamwork.</p>
 <p>Thinking & Communicating with Clarity and Precision <i>Be clear!</i> Striving for accurate communication in both written and oral forms; avoiding over-generalizations, distortions, details and exaggerations.</p>	 <p>Applying Past Knowledge to New Situations <i>Use what you learn!</i> Accessing prior knowledge, transferring knowledge beyond the situation in which it was learned.</p>	 <p>Gathering Data Through All Senses <i>Use your natural pathways!</i> Paying attention to the world around you. Gathering data through all the senses: Sight, Sound, Smell, Taste, and Touch.</p>	 <p>Creating, Imagining, and Innovating <i>Try a different or new way!</i> Generating possibilities, playing with new ideas.</p>
 <p>Taking Responsible Risks <i>Venture out!</i> Being adventurous; some living on the edge of your competence.</p>	 <p>Finding Humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>Responding with Wonderment and Awe <i>Become intrigued!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>	 <p>Remaining Open to Continuous Learning <i>Learn throughout your lifetime!</i> Having humility and admitting when you don't know and are curious to find out. Resisting complacency.</p>

THE INSTITUTE FOR HABITS OF MIND • www.habitsofmindinstitute.org

As Assistant Superintendents, one of our charges is to ensure the development of high-quality curriculum. Here in Region 1, that curriculum is reflective of all relevant standards for the content area, as well as those *Habits of Mind* that cross curricular areas and support our students in the attainment of the attributes named in our Portrait of a Graduate. It is our belief that the ongoing development of curricula that weaves together content with dispositions allows us to support the academic, social, and emotional growth of each student.

We are proud of the thoughtful education that we see across our schools, and appreciative of staff, students, and families. Together, we truly are Region 1 strong.

Scott A. Fellows, Ed.D., Assistant Superintendent
Jill Pace, Assistant Superintendent

"Resilience." Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/resilience>. Accessed 27 Oct. 2021.

REGION 1

SCHOOL DISTRICT

Join us in congratulating our six FFA American Degree Recipients, the highest degree the FFA confers. These were awarded at the National FFA Convention in Indianapolis on October 30th..

From left to right: David Moran, FFA Advisor, Jessica Serna, Maggie Baldwin, Patrick Kennedy, Alexa O'Connor, and Jada Wilson, (missing is Abigail Silvernail.) All are Juniors and Seniors in college. There will be a celebration at the Falls Village Fire House January 7th, at 6PM.



ACROSS REGION ONE, STUDENTS AND TEACHERS ADAPT AND CARRY-ON



CORNWALL CONSOLIDATED SCHOOL

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THE 5 SENSES AT CCS!

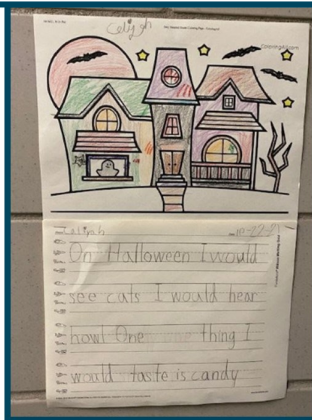
- Danielle Krueger & Kristi Pramuka

Students at Cornwall Consolidated School (CCS) have been working on the *Habit of Mind*, "Gather Data Through all Senses." Students are learning that all information enters the brain through the sensory pathways. We have focused on the external pathways: visual, auditory, touch, taste and smell.

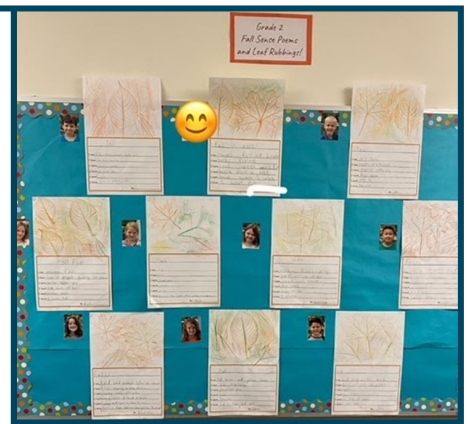
In elementary school, students have used their senses in many ways. The Kindergarten students have studied the 5 senses using Mr. Potato Head! They put together their Potato Heads and labeled the senses as they attached Mr. Potato Head's Parts. First graders used all 5 of their senses to describe Halloween night. They worked on writing unique details about what they see, hear, taste, touch, and smell. Second graders used their 5 senses to examine the out-of-doors and then wrote sensory poems about the Fall season describing what they see, hear, smell, touch, and taste. They also made leaf rubbings to go along with their sense poems! Third graders used their sense of touch to describe hidden objects, their sense of hearing to guess sounds, and their senses of smell and taste to describe apple sauce. They also discussed how the more senses we use the better information gets remembered in our brain. Fourth graders explored their sense of sight through



Kindergarten's Mr. Potato Heads



1st Graders Describe Halloween



2nd Grade Fall Sensory Poems

In middle school, students are gathering data through their senses in many ways as well! In art class, 5th and 6th graders are learning about the historic genre of Impressionism and how to "see" the edges of line and shape in a work of art differently. Students are using a photograph of a landscape as inspiration for a "painting" on a canvas panel of their own, using a pencil eraser instead of a paintbrush. 7th graders have been identifying substances by their properties in science class. They have used their senses of smell, sight, and hearing to notice the textures and even sounds made by bath bombs and other chemical reactions. Some of the 8th graders who are members of the Morning Announcements Team have planned some wonderful senses activities for all our students! For example, during one of the live streamed Morning Announcements, the 8th graders played different instruments off camera and students had to guess what instrument they were hearing.



Middle school students at CCS participated in a collection of outdoor experiential activities on October 29th when Nature's Classroom staff came to Cornwall. All 5th, 6th, 7th and 8th grade students participated in team-building activities with their class cohorts and searched the woods and fields for different kinds of animals to observe, identify, and categorize. They also practiced designing experiments with just one variable at a time and learned about sound waves, air pressure, and chemical and physical changes. In another class, they built a civilization and worked to manage feeding, housing, and educating a growing population, while also managing diplomacy with other civilizations near them. Students had a wonderful time learning together outside and we look forward to another day of Nature's Classroom in May!

CCS TRAILS

- Will Vincent



A group of CCS eighth graders decided to create hiking trails in the woods behind the school as part of their "Explorations" class. These students will also complete individual, capstone projects that, like the group effort, identify an area of interest that is perhaps outside of the scope of regular curriculum offerings, provides opportunities for individual growth and learning through communication with experts and professionals, includes a community benefit, and also elements of sustainability. Creating the trails has gotten the twenty members of the Class of 2022 outside almost every day.

Teamwork, problem solving, creativity, and flexible thinking have been necessary and on display by students. The terrain is hilly and heavily overgrown with brush and pricklers. Despite this, no eighth grader has complained about the required manual labor. Other learning opportunities with this project have presented themselves, as well. Mr. Aaron Boucher, CCS Physical Education Teacher, has taught chainsaw safety lessons with the class in addition to practical trail clearing strategies. Mr. Keith Bodwell, a professional surveyor, has met with the group several times and taught the class skills of his trade. He also helped make sure that we stayed within our property lines. Eighth grade students have determined that the unveiling of the trails will be in conjunction with our school's Halloween festivities on October 29, but many want to continue working on the trails beyond that date.



KENT CENTER SCHOOL

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MESSAGE FROM THE PRINCIPAL

- Michelle Mott



KCS students and staff returned with big smiles under their masks this year. There was excited chatter about working closer together, returning to centers, and playing with more friends outside! As summer quickly turned to fall, we found our students syncing right back to the routines of school. Some students had the opportunity to take a walking trip to the Kent Memorial Library or visit a local farm. We also hosted an outside visit with the KVFD and an author! As much as we have seen students bounce back from an unusual couple of years of school, they have and continue to show amazing growth. We are looking forward to a wonderful school year.

PINEAPPLE PARTNERS

- Laurabeth Davidson and Brittany Barrett



The pineapple is recognized as a traditional expression of “welcome,” so we created a new Pineapple Page welcoming our faculty and staff back to school! As Pineapple Partners (Instructional Coaches) we set up a page for teachers and support staff to share

all of the amazing resources they come across, ask for help, sign up to welcome others into their classrooms, and even give a shout out to a colleague. Teachers have shared some incredible Social and Emotional Learning (SEL) resources, given shout-outs to teachers who are doing some amazing work, and have even asked for help on some new activities. As we facilitate the Pineapple Page, we are seeing positive student impact all around our building as teachers learn from one another and collaborate!

BUILDING RESILIENCE IN KINDERGARTEN

- Kathleen Robey and Valerie Vega

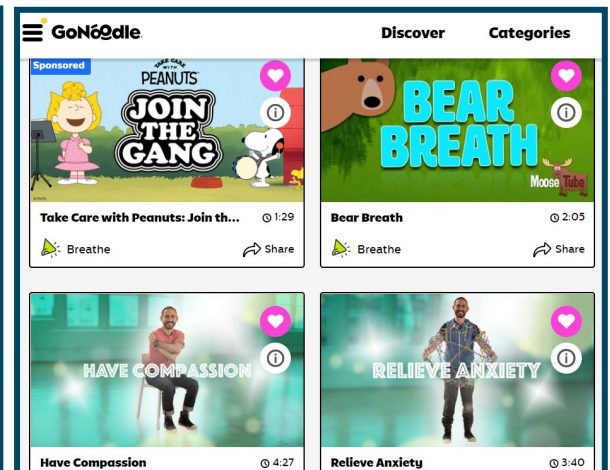


Our Kindergartners are excited about Math! Every day's Bridges lesson includes partner talk followed by Work Place Time. Students have the choice of six different work places to practice recently taught skills. They strengthen their early numeracy skills by routinely engaging in cooperative learning activities. This year, math talk and sharing learning has improved as we have been able to work together as young learners.

CLASSROOM COMMUNITY

- Brittany Barrett and Adrienne McBrien

Each morning third grade students enter their classrooms and greet their teacher. Some offer a gentle smile while others announce, "Good mornin', everybody!". Teachers have been planning for specific social emotional learning opportunities in the classroom, though nothing compares to the natural social interactions between the children. Support can be found from all members of our classroom communities. They are excited to return to sharing ideas, playing games, and working cooperatively with others. Some activities the children are enjoying include movement/brain breaks from GoNoodle, directed drawing activities from Art for Kids Hub, and mask breaks in the form of nature walks. The changes in our daily routines are certainly different, but we are thankful for new opportunities and experiences with one another!



LEE H. KELLOGG SCHOOL

REG 1 ON
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MESSAGE FROM THE INTERIM PRINCIPAL

- Robin Faust

Over the years, I have seen first-hand how Kellogg's size is one of its virtues. Our size creates strong interpersonal connections among everyone who works or studies here – faculty and staff, students with students, and teachers with pupils.

Starting in K, 1, 2, students experience being the youngest child, the middle child, and the oldest child in their class. Due to our structure, students have the opportunity to build relationships and build their skills by helping one another in K, 1, 2 or 3-4, or in our 5-6 and 7-8 configurations. Helping others builds self-esteem, confidence, and character. Students also build relationships with their teachers, because they all have a teacher for two or more years. Establishing relationships of trust are important for building relationships in life.



Through our *Pay it Forward* program, students are recognized for following our behavioral expectations. Students learn their positive actions are recognized and in doing so, they can pay it forward by giving a monetary donation to one of our designated charities. We learn to count on and trust one another, providing all with a sense of security, especially during times that are unpredictable. We, at Kellogg, are a family. At Kellogg, we know we can!



STICKING TOGETHER

- Nikki Blass, Library Manager



Kellogg students celebrated 100% participation in the Connecticut Governor's Summer Reading Challenge. Our 74 students read 1581 books this summer. This marks the fourth consecutive year 100% of students read over the summer months. In celebration of this great achievement, students and staff enjoyed some fun reading facts, challenging questions, and a snack of fresh apple cider donuts and apples.

Each and every day we work to stress the importance of reading, and how reading plays an important role in one's health today and far into the future. We kicked off the Scholastic Book Fair with the theme, "Sticking Together." Every class and some staff members built scarecrows that were displayed on the front lawn of the school. The scarecrows speak for themselves; they stand tall and together.



CHINESE BRUSH PAINTING: THE THREE PERFECTIONS

- Chris Hanley, Art

Stretch and Explore in Art: "I can try new things, make mistakes, and learn from them".

Grades 7 and 8 at Kellogg are learning about how the manipulation of space on a picture-plane affects the overall look and feel of a work of art. In ancient and present-day Chinese Brush Painting, three features of the work are of prime importance: the painting, the poetry, and

the calligraphy. The first step is learning to master the bamboo brush techniques, using various values of grey in order to show depth in the work. Bamboo is one of the most popular subjects in Chinese Brush Painting because it symbolizes strength in the face of adversity - bamboo bends but it never breaks. Each student will be completing a final scroll on rice paper once the practice sheets are completed. Each scroll will have a student-written, nature-based poem, written in English Language Arts (ELA) class,

calligraphed onto it in a compositionally thoughtful area. Understanding art worlds is key to developing worldly, young Americans.



PERSISTING

- Kaleigh Selino, Physical Education

During our Physical Education classes at Kellogg, students have been working on "Persisting," one of the sixteen *Habits of Mind*. Throughout our middle school units, being able to physically push through hard work towards a task is essential, especially with fitness testing.

We began the school year talking about goal creation. While this happens differently for different individuals, we all need to boost our self-confidence and keep trying. Eventually we will get there or make strides toward the end result. During each class, students take time to fill out their own goal sheets describing what action steps they have done over the past week to work towards their goal. Then students verbally share a small goal they will work on during the class. Starting with an easier goal during each class (such as "I can do one more push up in warm-ups"), sets the stage for greater success. With a bigger goal on the horizon (such as "I can reach the Presidential Level on the push-ups portion of the fitness test"), we work toward the end result.



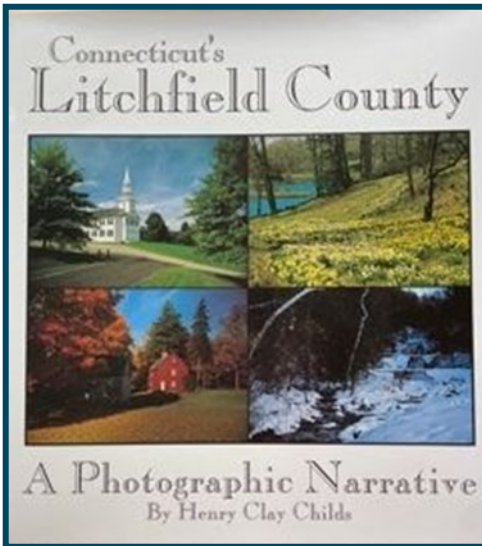
As a result of goal setting, students are more participatory in class and are experiencing higher rates of success. In fact, students are planning and taking greater control of their own learning. Persistence builds character and helps a student overcome obstacles. Students are finding their inner strength in order to complete tasks. This is needed now more than ever.

NORTH CANAAN ELEMENTARY SCHOOL



SCHOOLWIDE RESILIENCE

- Dr. Alicia Roy, Principal



Students, a book, chalk, and a beautiful fall day: these are examples of the components of resilience seen at North Canaan Elementary School. Last school year our NCES Community Connections Groups were virtual. This year we are able to take advantage of meeting outside to bring the entire school community together for a special event.



Middle school classes were paired with elementary school classes for a fun activity on October 1st. Each student and staff member received a copy of a special book, *Connecticut's Litchfield County*, a colorful, photographic narrative by Henry Clay Childs. The hardcover books were donated to us by Arnoff Pack & Ship Service.

Students searched in the book for the photos taken in North Canaan and then talked with a student from the Community Connections Group about why those places may have been selected for the book. Students thought of their favorite place in North Canaan or Litchfield County and drew it outside on the pavement with chalk on a gorgeous fall afternoon with their Community Connections Group members. You can see some sample creations below from scenes during different seasons at Dunkin Donuts, McDonalds, and Nutrition on Railroad, to scenes at North Canaan Elementary School.

To be resilient requires community support from those around you. Students enjoyed supporting each other and working together to create original pieces of art.



COMMUNITY SUPPORT MAKES THE DIFFERENCE

Staples has helped our students this fall by donating a box of supplies, one for every student.

The box contained 19 essentials for students to complete projects and assignments. From highlighters to pencils to markers to glue, we thank Staples for helping each student. Resilience has been possible with the help of our community, and we are thankful for the support you continue to show our students and staff.



HALLOWEEN AT NCES

- Faculty and Staff



Our students are especially happy when they can come together as these Halloween photos show. Although we cannot yet say that COVID is not a part of our everyday life, we can say that we are thriving at NCES despite it and are resilient!

*Special thanks to the Arnoff family for donating the books for all to enjoy at school and at home.
Thank you, too, to Staples for the supplies
and to our faculty and staff who do so much to keep our students safe and positive.*

SALISBURY CENTRAL SCHOOL

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A POSITIVE START AT SCS

- Stephanie Magyar, Principal

Salisbury Central has had a very positive start to the 2021-2022 school year. While some of the COVID-19 protocols must remain in place, such as sanitizing, masks, and social distancing, we have been happy to be able to lessen restrictions in other areas. This year students can travel around the building to go to specials and to eat in the cafeteria. We are “cohorting” by grade level so students are able to mix with friends in the other class during recess, lunch, and for flexible academic groupings. While desks are still spaced apart, classrooms are looking more “normal” with carpets, reading corners, flexible seating, and clusters for group work. We have been planning outdoor assemblies to gather safely together for special times such as Opening Day, Halloween, Veterans Day, and more. We were excited to offer an in-person version of *Meet the Teacher Night* as well as live student-involved parent conferences, complete with the traditional Scholastic book fair sponsored by our PTO. This year we are finding that with slight modifications we can continue our beloved traditions and keep our students and staff safe and healthy!

FIRST GRADE TRIP TO FREUND'S FARM

- Megan Conklin & Chelsea Fergusson



SCS first graders were very excited to go on their first ever field trip to Freund's Farm in East Canaan. Teresa Freund led us on a tour of the farm. Our trip started with picking corn and pumpkins for us to take home. Teresa taught us all about the planting process and what these plants need to survive and grow. We visited the cows and learned about how they are taken care of on the farm. We got to observe the milking process and watch the robot machine milk the cows in the milking room. We met the baby calves that were only days old.

Then we headed back to the greenhouse to shuck the corn that Teresa made into popcorn for us to enjoy after lunch. We had a great time, and we were able to observe how plants and animals meet their needs to survive. We enjoyed a honey stick and some Cabot cheese from the farm. Thank you, Freund's Farm for welcoming us back to your farm!



7TH-GRADE AUDUBON AND RIVER STUDY FIELD TRIP

- Carol Hackett

This September the 7th grade class at SCS participated in a study of the quality of water in the Housatonic River Watershed. This was our first field trip off school grounds since the pandemic so everyone was very excited. When we arrived at Sharon Audubon Wendy Miller explained how to collect and identify benthic macroinvertebrates and how evidence of different macroinvertebrates tells the quality of the water. Then, we spent the rest of the day collecting and tallying the benthic macroinvertebrates at both the Audubon and the Housatonic River across from the power plant. When we returned to SCS, students analyzed the data they collected in the field and discussed the results with Mrs. Hackett. This helped students draw conclusions about the quality of the water in the watershed and the effects of human interaction with the environment.

This program ties directly to the NGSS Standards because it asks students to gather evidence about what may have caused changes to the ecosystem and then to help analyze the implications of that data. They learned that people can make a difference if they are careful with their interactions with the environment.

Thank you to the Salisbury Association, SOAR, and SCS for sponsoring this field trip.

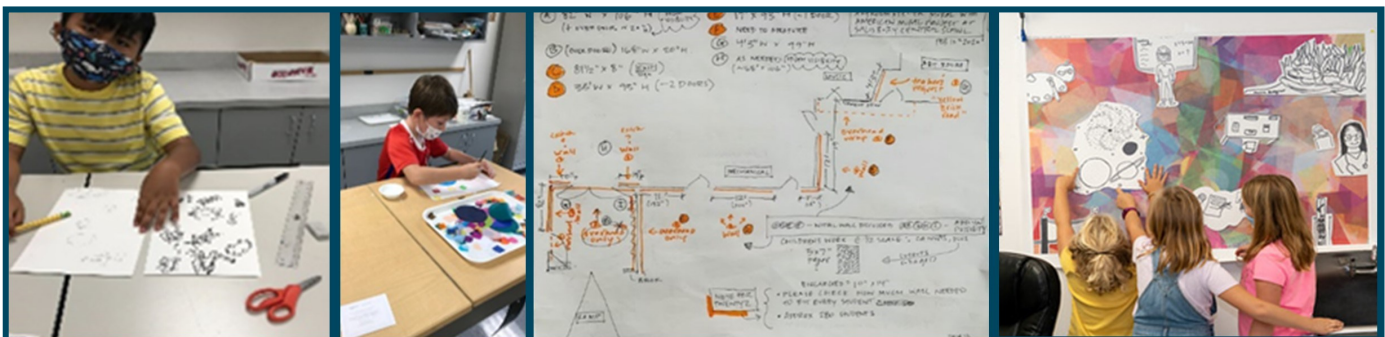


SCS MURAL COMING SOON

- Gayle Christinat

SCS will have a new 60 ft. long floor to ceiling mural soon, created by our Pre-K - 8th grade students. The piece was inspired by Ellen Griesedieck's American Mural Project in Winsted, CT, which is a collaborative effort to build the largest indoor mural in the world in honor of the American worker.

To celebrate 20 years of inspiring students to **Seek**, **Originate**, **Achieve**, and **Reach**, SOAR, SCS's after-school enrichment program, hired The American Mural Project Education Department to create a mural based on what our students want to do as they grow up. A committee of the AMP representatives, Michelle Begley and Jessica Russell; the SOAR Director, Linda Sloane; SCS student volunteers; Mrs. Magyar, and me were working hard to get the project ready when COVID - 19 hit and all plans were put on hold. But with the start of a new school year, we are back up and in action! Our drawings are finished and at the wallpapering site, "Twenty2," for manufacture and installation.



Steps defined: 1) Sketch and then draw the image/s of what you want to do when you grow up. 2) Create a background using colored tissue paper. 3) Measure and design layout. 4) See what it looks like!

SHARON CENTER SCHOOL

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ZONES OF REGULATION

- Jill Pace

One way we help students build resilience is through use of *The Zones of Regulation*, written and created by Leah Kuypers, MA Ed. OTR/L. Students began the year talking with classmates and teachers about emotions. They discussed how it feels when they are experiencing various emotions, and how it looks when someone else is feeling that way. They watched videos and talked about the emotions they saw and what caused changes in those emotions or behaviors. One lesson involved students imagining a variety of scenarios and thinking about how they might feel in each situation. Students saw that things which impacted one person might not impact another.

As students' ability to talk about emotions grew, they began to think about the impact their emotions had on their energy levels and their ability to self-regulate. Self-control is an essential part of school success. The program uses four zones to group emotions and energy levels. They are:

Blue Zone: Limited energy or interest in what's going on. Examples of emotions in this zone are sad, tired, and bored.

Green Zone: Ready to learn and engage in what's going on. Examples of emotions in this zone are happy, calm, feeling okay, and focused.

Yellow Zone: Increased energy with loss of some control over engaging in what's going on. Examples of emotions in this zone are frustrated, worried, silly, and excited.

Red Zone: Out of control. Increased energy with unexpected behaviors. Examples of emotions in this zone are angry, terrified, elated, and exasperated.

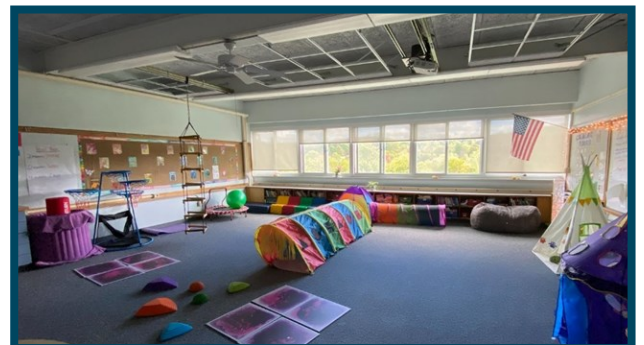
For the remainder of the school year students will learn and create strategies that they can use to return to (or stay in) the green zone. Many students are surprised to learn that they can regulate their emotions on their own and are proud of the success that they experience as a result.

THE RESET ROOM

- Sara Brittingham

SCS opened a Reset Room to give students a place to get into the Green Zone (ready to learn and focus in class). The resets are scheduled proactively for each child to have maximum benefit before any problems in class arise. A visit can help children who have anxiety, who are sluggish, or who are having a hard time focusing in class. The room is designed in an eight-minute rotation, two minutes to move, two minutes to work, and four minutes for calm.

The Room has a wide variety of activities available and the options change weekly! For example, in the move and work period some options might be jumping on a trampoline, moving through tunnels, bean bag tosses, and yoga! For the four minutes of calm, there are breathing exercises, fidgets, comfy chairs to calm their mind and body, and much more!



BUILDING AND PROGRAMMING Bots

- Leslie Klish

SCS students are building robots and learning programming skills using Cubelet bots and LEGOS. In the photos, fourth and seventh graders are creating windmills, lighthouses, wobbly bots, and more. Students will use Blockly to write programs for their bots. Later, they will work with Dash, Dot, Cue, Spero Bolts, and Rocky Codeys. Programming inspires students to think creatively while building computational skills. Students break down programs into smaller pieces so they can debug and think through their choices while developing their bots. They also review what their challenges and successes have been. It is a joy to witness the motivation, excitement, and perseverance demonstrated by our students during these classes.



STUDENT COUNCIL 2021

- Samantha Caranci & Leo Cajilima, Student Council Pres. & VP

SCS student council members have been working hard on several different initiatives. Members created thank you cards for the bus drivers because we appreciate their service and kindness. The drivers have the tremendous responsibility of bringing students safely to school and home again. Another student council initiative is a food drive. The school community will donate packaged foods, place them into bins, and then distribute the food to families who need assistance. Our goal is to provide families in need with food for Thanksgiving. Student council members have also organized spirit days every Friday during the month of November. Spirit days provide students and staff with an opportunity to show their spirit, express themselves, and have fun!

NATURE'S CLASSROOM ON WHEELS

- Jennifer Bergin

In the beginning of October, the middle school students of SCS spent the day engaged in outdoor education with *Nature's Classroom on Wheels*. After a series of team building exercises, the students worked through rotations of Wilderness Survival and Bioblitz. Everyone was able to explore the rich biodiversity of the forest, fields, and waterfront here on our own school campus. They found a variety of organisms to investigate and observe, some built shelters from items on the forest floor and everyone learned how to make a fire. After lunch, the classes *Built a Civilization*. Using sticks, stones, and simple game mechanics, they were challenged to feed, house and educate growing populations while balancing relationships with other civilizations. The decisions were made to be "friendly" to neighboring towns and barter for items or they could take resources through a game of Rock, Paper, Scissors. Some amazingly complex civilizations were built and lots of creative fun was had by all. To quote a fifth grader who said it all, "Nature's Classroom was Awesome!"



FINDING 'WONDER AND AWE'

- Ian Strever, Principal

Since 1958, the *Search Institute* has been conducting scientific research on the concerns and needs of young people, and every other year we administer their *Developmental Assets Survey* that measures both the Internal and External "Assets" of our students that help them to cope with stress and adversity. In addition to their internal skills and values, the survey polls them about the supports and relationships they have across all aspects of their lives.

You may be interested to know that these supports include other adult relationships throughout the community - not just in school and at home. This fall, with the easing of some restrictions, we have begun to reestablish these kinds of relationships in our activities, clubs, and academic programs. Students have been participating in their choice of over fifty Activity Block offerings during our biweekly meetings, and we have brought back the school musical, the prom, and held the first school bonfire in several years thanks to the collaboration of students and adults.

In classes, we have introduced *Habits of Mind* in support of the curriculum. The Habits are sixteen dispositions that describe an intelligent approach to solving problems and overcoming obstacles. So when we teach algebra, we will also practice persisting in finding alternative solutions, and when we participate in discussions, we mindfully engage in listening with understanding and empathy. These kinds of attitudes build resilience by developing awareness and capacity in students for those moments when our natural tendencies may not be the best choices for success, and by suggesting new ways of approaching those problems that help us to avoid frustration.

Of course, as students reestablish the fundamental requirements of physiological and emotional safety, they will begin to realize their potential through meaningful classwork. Whether that is hands-on learning in an elective class or engaging intellectual debate in a required course, students are benefiting from a return to in-person learning through the time-honored human need to exchange information from one person to another. To cite one of our *Habits of Mind*, it is a phenomenon that offers endless opportunities for "wonder and awe."



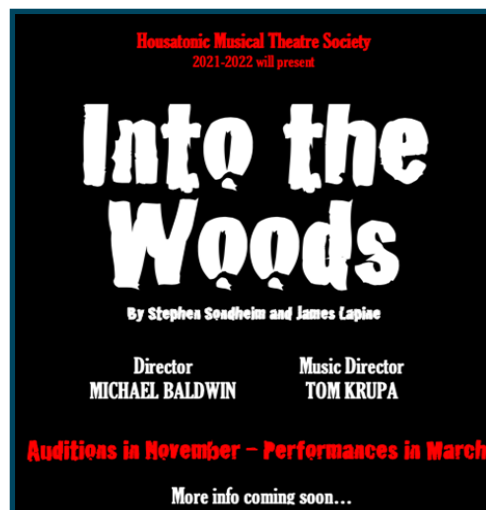
Sociology students debate if facial expressions are learned or innate.



Sculpture students refine their relief castings.



SGA and Class of '23 hosted a bonfire and food truck event for 150 students.



The Housatonic Musical Theater Society will soon hold auditions for *Into the Woods*.



American Field Service and Scrapbooking met for the first time in several years this month.



Students discuss the "Skittles" phenomenon, to understand a major chemistry concept.



THANK YOU

Board of Education service is a sign of commitment to our public-school districts and our communities. As their time-of-service ends, we wish to acknowledge the following Board of Education (BOE) Members, who are stepping down this year, for their dedication to the schools in Region One:

David Cadwell

Martin Lindenmayer and Dana Slaughter

Dorothy Cecchinato, Michael Ellington & Sarah Visconti

David Bayersdorfer and Keith Moon

Brian Bartram and Stacie Weiner

Cornwall BOE

Kent BOE

North Canaan BOE

Salisbury BOE

Region One BOE

Each of these people took on their board duties thoughtfully and responsibly; they have also demonstrated their perseverance and resiliency. We are so appreciative for all they have done to help us during such “unique” and challenging times. Thank you.

WELCOME

Region 1 administrators are pleased to welcome Rebecca Gaschel-Clark to the team. Ms. Gaschel-Clark is the new Supervisor of Special Ed.; she replaces Martha Schwaikert who has become the Director of Pupil Services. We congratulate both on their recent promotions and look forward to working with them.

REGION 1 ADMINISTRATORS

Ms. Lisa Carter, Superintendent

Dr. Scott Fellows, Asst. Superintendent

Mr. Sam Herrick, Business Manager

Ms. Rebecca Gaschel-Clark, Super. Special Ed

Mr. Steven Schibi, Asst. Principal, HVRHS

Mrs. Michelle Mott, Principal, Kent CS

Dr. Alicia Roy, Principal, North Canaan ES

Mrs. Jill Pace, Asst. Superintendent

Ms. Martha Schwaikert, Director of Pupil Services

Mr. Ian Strever, Principal, HVRHS

Mrs. Mary Kay Ravenola, Principal, Cornwall CS

Mrs. Robin Faust, Interim Principal, LH Kellogg

Mrs. Stephanie Magyar, Principal, Salisbury cs

Dr. Karen Manning, Principal, Sharon Center School