

REGION

SCHOOL DISTRICT

CORNWALL KENT FALLS VILLAGE/CANAAN NORTH CANAAN SALISBURY SHARON

REGION 1 UNITY



GRIT, COURAGE, AND COLLABORATION

MESSAGE FROM THE SUPERINTENDENT



This issue of the Region 1 newsletter celebrates the grit, courage, and collaboration that we observe in our schools daily. You will read about teachers and students at all grade levels working together on assignments that foster self-discovery as well as academic learning. There are stories about outdoor and athletic programs that have resumed in a manner that is safe and that defy the cold and icy winter conditions. Finally, students and teachers from the High School will share their experiences while traveling to other countries and what they learned about those places as well as their learning about themselves when confronted with decisions regarding encounters with COVID-19 during their trips.

The ongoing challenges presented by the new COVID-19 variant presented continuing physical and emotional hurdles during much of the 2021-2022 winter season. Additionally, the groundhog in Punxsutawney did not offer much hope when he saw his shadow signaling six more weeks of what has been an extremely difficult winter.

However, educators and members of the Region 1 community remain undaunted by these events. They continue to show their strength by acknowledging and accepting the loss, disappointment and isolation that come with the ongoing pandemic, while at the same time, standing together to live, learn, and grow within the confines it presents to all of us.

This is not an easy task and requires everyone to dig deep and work together to take on projects that will authentically engage, enliven, and energize students as well as each other. We are fortunate to have educators and families in Region 1 who refuse to give up, and who will work together in the face of setbacks, to ensure that our students not only endure, but they thrive during this time.

No matter what the groundhog thinks, spring is around the corner, bringing a burst of light and beauty as well as the flurry of activity that accompanies the season. We will welcome that time when it arrives, but we will continue to be proud of the work we are doing together during a difficult time and challenging season.

Please enjoy the stories and photos included in this newsletter as examples of the remarkable work taking place throughout the region. Many thanks to everyone in the Region 1 community for the positive energy, care, hope and perseverance that has carried us through the year. Together we continue to be **Region 1 Strong**.

Lisa Carter, Superintendent, Region 1 Schools

MESSAGE FROM THE ASSISTANT SUPERINTENDENTS

Often, when teachers are represented on television or film, you see a teacher standing before their students, the door closed to anyone other than those in that class. In fact, often it is made to seem that the teacher closes the door to do the important work of teaching-alone. The reality, of course, is much different than these depictions might suggest.

The collaborations within each school and across the Region are the well from which we as professionals draw to create engaging and dynamic classrooms for students each day. They strengthen each of us, allowing us to grow and develop our practice. Thinking interdependently allows us to refine our thinking through the ideas and experiences of others, working towards the best possible outcomes for our students. We feel fortunate to be able to facilitate some of this collaboration, because we know how valuable it is.

This year, some of our Regional collaborative time has been focused on a revised version of the Region 1 Continuum of Professional Practice (CPP), the document that we use to define high quality teaching that leads to learning. Efforts to undertake the revision began prior to the pandemic closure, and staff are now able to dig in to talk about those revisions. These conversations are leading us towards a Regional understanding of what each of these indicators might look like in action across grade levels and content areas. This effort is paralleled by our administrators and complementary observers, who are training in collegial calibration to ensure that they too have a shared understanding of this work in action. We are so appreciative of the thoughtful and reflective efforts that are happening throughout the Region. As we look ahead to shifting fully to the revised version of the CPP in the fall, we know that the collaborative efforts that we have all undertaken this year will only deepen as we bring this into our daily work.

We are fortunate to have instructional and content coaches in the Region. These individuals are available as supports for staff who may want to learn more about a new instructional practice, who want to talk through a challenging element of a unit they are teaching, who want additional feedback on their work, or a partner to plan with, and the list goes on and on. Since the start of the pandemic, this effort has taken on new forms as coaches seek to meet the needs of colleagues at a distance, supporting others as they stretch and grow. One school made the decision to use some of their scheduled meeting time and developed coaching groups to ensure that teams had the opportunity to collaborate and work with an instructional coach. After recognizing that there is so much to be learned by seeing other teachers in action, a coaching team is developing ways to encourage and support colleague visits to other classrooms. Several coaches are partnering with colleagues to develop resources that they then offer to other teachers who may also need something similar. It would be easy to assume that this is a one-way partnership, but our coaches would be quick to tell you that their work as a coach is a tremendous learning opportunity and that they get as much as, if not more, from the experience.

Behind every collaborative effort are the fundamental beliefs that each of us has something to contribute and that there is always more to learn. We see these beliefs in action throughout our schools every day. We are so proud of all the learners in Region 1.

Scott Fellows and Jill Pace, Asst. Superintendents

GRIT, COURAGE, COLLABORATION, AND GRACE

DECEMBER 2021 GALAPAGOS TRIP



In 2019, a group of HVRHS students embarked on a fundraising journey which would culminate in a tour of the Galapagos, a place they had only heard about in science classes. They counted down the days until they would see the place Darwin studied. They served pasta, washed cars, sold chocolate, and applied for funding from the **21st century Fund**, all to make this dream a reality. Then in March 2020, everything changed. At first, we thought a postponement would suffice, but we soon realized the pandemic was not going away. However, the group never lost sight of their goal and stuck together, even after some from the class of 2021 graduated. Even with the Omicron variant and Ecuador's strict entry requirements—vaccinations, testing, and strong masking enforcement—the group decided to move forward and departed early the morning of December 27th.

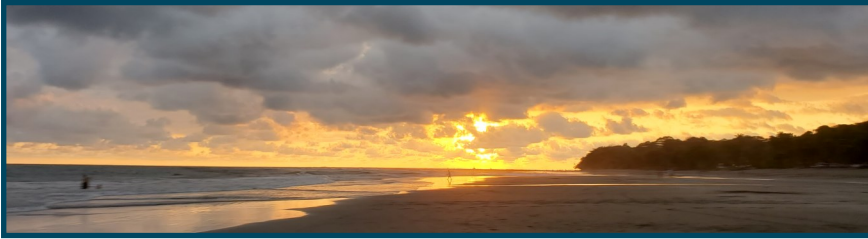
We arrived late in Quito, Ecuador and were greeted by our wonderful tour guide Renan, who remained a calm and supportive presence through each of the hurdles that got thrown at us. Our first full day was magical. The students were in awe of the beauty of Quito, from the Panecillo of the Virgin Mary overlooking the beautiful city, to tastings at the Yumbos chocolate factory or standing on the equator or dancing at the Mitad del Mundo museum. The students embraced it all. They took advantage of a perfect day and soaked it all in. The trip was off to a great start and everyone set off to dinner, with great excitement as to what the next destination, the Galapagos, would bring.

But COVID-19 changes plans on a dime. Ours changed at dinner, when we got the news that four of our travelers tested positive and would not be allowed into the Galapagos. Due to the fragile ecosystem of the islands, and out of respect for the native people, the chaperones decided not to push ahead with those who had tested negative. While the students who had dreamt of visiting this beautiful ecosystem for over two years could have taken on a negative attitude, they continued to focus on this amazing experience, despite it having taken such an unexpected turn.

GRIT, COURAGE, COLLABORATION, AND GRACE

DECEMBER 2021 COSTA RICA TRIP

HVRHS STUDENTS AND TEACHERS ADAPT AND CARRY-ON



During the most recent winter recess, a small group of HVRHS students, parents, and teachers traveled to Costa Rica on the first school travel club trip since before the pandemic. Perhaps it was a bad omen when two of our travelers tested positive for Covid just before departing (they unfortunately had to stay behind), but we didn't let this deter us. Even when we arrived in Costa Rica a full day late due to our original flight being canceled, we remained positive. For four days we had memorable experiences one after another: a crocodile safari boat tour, ziplining through the jungle, swimming in the warm waters of the Pacific, visiting a local farm, a night tour through the rain forest, and more.

Everything changed when a member of our group tested positive for Covid while on tour. Immediately we knew that our trip was at an end and that it was essential that we all return home as soon as possible. Regrettably, we had to leave four members of our group behind for ten days after more students tested positive.

Despite the tour being cut short, the overwhelming takeaway from our journey was a positive one. All students – even those that had to quarantine for ten days before returning home – expressed no regrets.

Beyond the amazing experience of Costa Rica itself, I am grateful to have had the opportunity to work with such great students, parents, and colleagues. It was only through the combined effort of everyone involved that we were able to persevere through the challenges that Covid threw at us.

Now that everyone is safely home, I'm excited for the travel opportunities that are on the horizon. With a community as strong as ours, I'm confident in our ability to overcome any challenges – pandemic or otherwise.



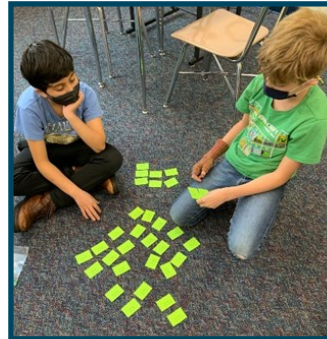
John Lizzi, Social Studies Teacher & HVRHS International Travel Club

CORNWALL CONSOLIDATED SCHOOL

REG1ON
SCHOOL DISTRICT

COLLABORATION IN MATH CLASS

- Danielle Krueger and Kristi Pramuka



Collaboration can be seen almost every day during math class at CCS! The philosophy of both Bridges in Mathematics and Illustrative Mathematics is that students are collaborating, working together, and sharing their learning. They solve problems, discuss strategies, and complete tasks.

This collaboration takes on all different forms! One classroom, such as first grade, might be working together to make a class height graph. While second graders are working together to solve problems using measuring items such as inchworms, footworms, or yardworms and comparing results. Meanwhile, sixth graders are busy using pattern blocks to develop an understanding of fraction division. Another classroom might have students working together to complete a card sort, e.g., fifth graders making as many combinations of partial quotients as they can to solve a division expression or seventh graders sorting real world situations into different percentage categories (tax, tip, discount, interest, etc.). In all classrooms you'll find students collaborating to problem solve and build their understanding of mathematics!

TRYING SOMETHING NEW - CURLING

- Andra West, 8th Grader



As part of my 8th Grade Explorations project, I took the eighth-grade class to the Norfolk Curling Club. In preparation, I created 5 short videos about curling. While at the club, my classmates spoke to Jon Barbagallo, the Junior's coach, and were quizzed on basic knowledge from the videos. We were also privileged to talk to Steve Emt, a professional wheelchair curler, who is going to the Paralympics for the second time this year in Beijing.

After that my classmates went onto the ice and were split into groups to be taught the basics of throwing and sweeping by me and other members of the club. The class was then divided into teams and they played one end (round) of curling learning more about strategy and scoring, all while getting tips from the instructors. The class then ate lunch and asked questions. All of the 8th grade students enjoyed the unique experience, and some have even shown interest in continuing to learn about the sport!

HABITS OF MIND THROUGH WINTER SPORTS

- T. Hurley, D. Krueger, and K. Pramuka

First through eighth graders at CCS all participate in the Winter Sports Program! For five Fridays, students are participating in skiing, snowboarding or cross-country skiing lessons. This program offers a great opportunity for CCS students to put their Habits of Mind to work!

We have many new students to these sports this year as lessons were not offered through CCS last year due to Covid. Many younger and new students at CCS are showing courage by getting up on skis, snowboards, and the ski lifts for the first time. Students are learning to persist and find humor while trying something brand new! While many of these students were nervous at first, they now can't wait until the next ski day!

There are also many "veteran" skiers at CCS who love being back on the slopes with their classmates. While they may already know how to ski, these students have remained open to continuous learning and have also persisted as they participate in higher level lesson groups learning new skills for the slopes!

Some seventh and eighth graders have even opted to try snowboarding for the first time! When asked about his first snowboarding run, Everet, an 8th Grader, said, "I wanted to try it because one of my brother's best friends is going to the Olympics. I skateboard a lot and I wanted to try snowboarding. It's been a good experience to try something new!" These students are taking a responsible risk by venturing out to try something new!

A few students have decided to give cross country skiing a try! While waiting for some fresh powder, these students have had the opportunity to explore different hiking trails throughout Cornwall. These students are responding with wonderment and awe as they take in the sights all around them and learn about their natural environment on the trails in Cornwall!

As you can see, students of all ages are making use of the different Habits of Mind they learn in school each day! From taking responsible risks, to persisting, and responding with wonderment and awe, CCS students are putting it all together in real life scenarios!



KENT CENTER SCHOOL

REG 1 ON
SCHOOL DISTRICT

COLLABORATION STATION FOR 1ST GRADERS

- Megan Leach & Amanda Forbes

Our students are excited to collaborate! After a year in which partner work was limited, students are thrilled to work with classmates and share their thinking. Students share ideas with their peers during Bridges math workplaces, as well as in think-pair-share activities during various subjects throughout the day. Students are encouraged by their peers to think outside the box and take responsible “thinking risks” to tackle difficult problems.



A GREAT FOURTH GRADE COMBINATION!

- Laurabeth Davidson, Liz Houck, & Betsy Morrow

In collaboration with Miss Morrow in the library, 4th graders started writing informational pieces. They began reading and taking notes on a topic of their choice to write an informative essay. Students chose books from the library, researched using student-level online resources, and have worked towards being efficient note-takers as they build their knowledge.

Some selected topics were The Winter Olympics, Ice Age, History of Video Games, Gorillas, Skiing, NASA, Helen Keller, and Basketball! We can't wait to read what they write!



KIDS HEART CHALLENGE

- Marci Saunders



This year's challenge came in December! Students in grades 2-6 participated in a variety of activities including: regular jump roping, long rope, jump the snake and ocean waves, hula hoops, climb the mountain, twirl n' jump, obstacle course, double Dutch, Chinese jump roping, and tinikling.

Students in 7th and 8th grade participate in P.E. classes. Each homeroom personalized an event and created activities they wanted to play, which included basketball competitions and games, jump rope contests, hula hoop contests, obstacle courses, and games they loved when they were younger.

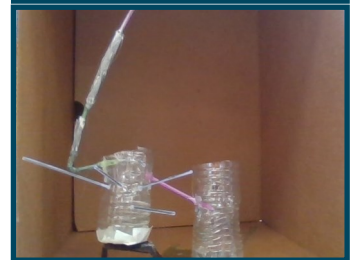
The event teaches students the importance of physical activity and a healthy heart. The Challenge is also a fundraiser; KCS students raised \$2,997 for the American Heart Association.

COLLABORATION IN GRADES 5 & 6

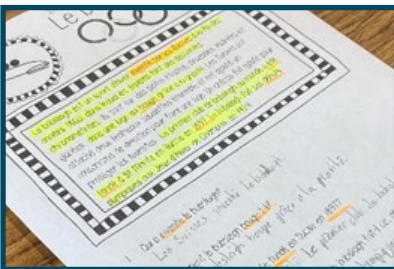
- Chris Rose

Hello everyone, I'm Mr. Rose speaking for the (5-6) team here at KCS. Collaboration is important in any walk of life, and it's been evolving a lot recently. Looking back a few trimesters, many activities that were independent we now work on together. In some cases, we've needed to learn new ways to collaborate or modify our expectations. Speaking for science, we are pleased to be back in the science lab working with our hands in small safely spaced groups.

In a recent project, small groups brainstormed as they developed a drought proposal plan for the town of Kent with the restriction of a reasonable budget. Students had to maintain their distance, which often resulted in breaking the work into various tasks and covering for one another when they had instrument practice or a sick day. Students talked through their plans and moved forward with the next step with a real zeal. The groups built elaborate models of their water storage or distribution mechanisms to see it all worked smoothly. It was a well-oiled machine coming to life. I am so proud of all of us for fighting the good fight and keeping the rust off our gears. Parents, teachers, students, administrators, and the entire 'village' it takes to achieve real success.



FASTER, HIGHER, STRONGER -TOGETHER - Mrs. Saunders, Mme./Frau Miller, & Señora Garcia



In what has become a biennial tradition at KCS, physical education and world language classes are celebrating the grit and collaboration showcased in the Olympic Games. This year, students in grades 2-8 are representing 12 nations from around the world as they compete in the KCS version of bobsled, skeleton and speed skating during P.E. classes.



In world language courses, students are learning about the origins of the Olympics in Ancient Greece and the foundation of the modern games by Frenchman Pierre de Coubertin. They are reading schedules, news headlines, and medal count tables in their target languages. Older students are rising to the challenge of grasping the main ideas in short written accounts, podcasts, or oral interviews with Olympic athletes from Spanish-, German-, or French-speaking countries. As a translator for the German delegation at the 1995 Summer Special Olympics in New Haven, CT, Frau Miller cherishes memories of communicating with courageous athletes from around the world.

All three teachers hope the spirit of the games will inspire students to reach "Faster, Higher, Stronger - Together" toward their goals.

LEE H. KELLOGG SCHOOL

REG 1 ON
SCHOOL DISTRICT

GREETINGS FROM THE NEW PRINCIPAL

- Stacey Calo

I am honored and excited to join the Lee H. Kellogg School Community as the new school principal and I look forward to working with everyone.

This is my 26th year in education. My career began in the Torrington and Waterbury school systems, before moving to Region 14, where I spent the past twelve years. I taught in both elementary and middle school classrooms, worked as a Title 1 reading teacher, a literacy facilitator and K-12 curriculum coordinator and instructional coach.



To learn more about me and my aspirations for Lee H. Kellogg please read my message to the community on our website. (<https://www.kelloggschool.org/>)

FIFTH AVENUE WINDOWS AT 47 MAIN STREET

- Robin Faust

During the 2020-2021 school year, the teachers at Kellogg brainstormed ways to build school community and support social-emotional well-being during the dark days of winter. One idea that came out of a discussion was to decorate our windows, and we did! This is what I like to now call our :

Fifth Avenue Windows at 47 Main Street.

In celebration of the winter solstice, students again this year decorated our school's windows. Most were based on a children's book, but some depicted winter scenes or a topic of study in a content area. Students and staff toured around the outside of the school and looked at each class's windows, and the community was invited to visit our windows, too. It appears a new tradition at Lee H. Kellogg has been born.



MAP SKILLS IN K,1,2

- Jennifer Calhoun & Lauren Montagna

Students in K,1,2 are learning about maps during Theme, our science and social studies period. Students began the unit by listening to the book, *Me on the Map* by Joan Sweeney, and then investigated various types of maps. Students learned about perspective, map view, and key elements of maps. Comparing and contrasting maps from ancient times with today's maps helped students see how maps developed over time and why they are useful. Students were amazed that before cell phones and Google Maps, people used paper maps regularly.

The *Habits of Mind*, Creating, Imagining and Innovating, and Persisting, key elements of our work were employed as students dabbled in map creation. This will be a continued focus during this unit. We will become cartographers, making maps of our bedrooms, classroom, streets, town, state, and country. These activities will deepen students' understanding of maps and their different purposes. One of our essential questions is, "Can I be in more than one place at a time?" Through the making of different maps, students will uncover the answer to this question – that they can be in their classroom, which is in their school, which is on Main Street in Falls Village, in the state of Connecticut, in the country of the United States, and on the continent of North America. This concept supports the *Habit of Mind*, Thinking flexibly. We can be in more than one place at a time .



BLACK HISTORY MONTH IN ENGLISH LANGUAGE ARTS

- Christine Dascanio

At Lee H. Kellogg this year students did not want black history to only be celebrated in February, but to be celebrated all year. Coming off the heels of reading Nic Stone's *Dear Martin* and Akwaeke Emezi's *PET*, Kellogg's seventh and eighth graders entered a banned and challenged book unit. While the unit encompasses many genres, authors, and themes, many of the texts bring up the experiences of people of color in our country. Many texts that have been challenged or banned are written by people of color, about people of color. Many wish to share a different view of history and continue to be challenged.



The eighth grade students read Ray Bradbury's *Fahrenheit 451* to kick off the unit, debating if censorship belongs in libraries or schools. As their understanding grew, they chose additional challenged books to expand their awareness of why books may be challenged. As the country watches Texas attempt to pull endless texts off the shelves, Kellogg students are debating the real world implications of censorship. One of the texts being read in eighth grade is *Stamped (For Kids): Racism, Antiracism, and You* by Ibram X. Kendi and Jason Reynolds. In this text, Kendi explores the origin of racism and where our country is in racial progress. This text offers an opportunity to look at racist thoughts, and how we can identify them to remove them from our lives. A challenged text, due to different historical perspectives, and content that pushes a mindset change. Here at Kellogg, students are ready to be allies to people of color and push the progress our country is working towards.

NORTH CANAAN ELEMENTARY SCHOOL

REG 1 ON
SCHOOL DISTRICT

COLLABORATING TO PROMOTE READING

- Mrs. Erickson, Library Media Specialist
and Dr. Roy, NCES Principal



Collaborating with families and the community to promote reading happens throughout the school year at North Canaan Elementary School—and the pandemic has only heightened our enthusiasm for reading. Daily focus on reading happens in every classroom. This article focuses on some examples of promoting reading beyond the classroom.

At every opportunity, we give books to families so they can share the love of reading that starts in the classroom and the adventures every book brings. Books are given away at our Open House and conferences.

In the library Mrs. Erickson started an eighth grade book club. Their first book was the historical novel, *The Night Diary* by Veera Haranandani. Our book club members enjoyed the chronicles of a young Indian girl and her family who were forced to leave their home and live as refugees following the Indian Partition of 1947. Members are currently deciding on their next book choice.

We appreciate the generous support of the Canaan Northwest Lions Club for helping us diversify our library collection with several new titles featured in the photos below. Students have the benefit of reading the books and we are happy to have the support of our local Lions Club.

In February we are promoting reading schoolwide by asking students to choose a book from the school library to recommend to other students. Students will write a book review and return it to Mrs. Erickson. Every week two students, one from grades K-3 and one from grades 4-8, will select a prize from Dr. Roy's awesome prize box and also be featured on the Student Picks Bulletin Board with their photos and the book they read. If enough students participate in this reading challenge, we will hold a special school event.

Collaborating with families and the community is always a key to success for any school, and we are proud of our collaborative efforts to promote reading, which we all agree is fundamental for the future success of our school and community.



MATH GRIT, FUN, COURAGE, AND COLLABORATION - Mrs. Ponkos, Math Interventionist

During all the pandemic brought in 2020, elementary teachers began transitioning to new resources to teach mathematics. The grit and courage of the elementary teachers is a display of persistence superior to that of any strain of the pandemic: teachers are mastering the many components of Bridges, encouraging and guiding students through number corner, math lessons, independent “workplaces”, plus exploring and engaging in fun and interesting math concepts. During “workplaces”, for example, classroom teachers circulate, playing games alongside the students, helping students make sense of math concepts, assessing student understanding, and facilitating rich math conversations. The following snapshots are from a typical math lesson:



- In Mrs. Merrill’s early kindergarten (EK) class, students use pattern blocks to create shapes and designs and play games counting and writing numerals.
- In Mrs. Tomich and Mrs. Bachetti’s kindergarten classes, students cycle through “workplace” stations exploring concepts of addition and number sense while collaborating with their peers. A student remarked, “I love math. You play games and you play with different people.”
- In Mrs. Crane’s 1st grade class, students have a lively discussion about the missing number on a number line. The number 10 was at the beginning and 14 at the end with a missing number in the middle. Students were working on their understanding of doubles to make the connection that if $2+2 = 4$ then 12 would be halfway between 10 and 14. This discussion was teacher-led but student-centered, which allowed the students to process and make connections to prior knowledge. Students told me “I love math. It’s my favorite. You can learn and have fun.”

The above points demonstrate how elementary students develop connections with numbers.

Middle school students use the “Illustrative Math” curriculum to continue developing their skills. Student-centered activities build upon prior knowledge and make connections between topics. Fifth and sixth-grade students solidify arithmetic before exploring ratios and algebraic concepts. Seventh and eighth-grade students work on more challenging problems. Students become actively engaged in their own learning, creating connections between concepts while teachers facilitate and encourage conversations that lead to deeper understanding. By the time they leave NCES our students are ready for the demands of high school algebra and beyond.

In school, students learn and build understanding and at home these connections and knowledge can grow. In early elementary grades, exposure to numbers happens anywhere. From baking and measuring, to counting and grocery shopping, there are myriad of opportunities to practice working with numbers. Board games are great ways to think strategically and often include embedded number concepts. A deck of cards can be used for number sequence, counting, and fluency practice: all math operations can be practiced with number cards. Upper elementary and middle school students can be given opportunities at home to teach and explain the concepts they learned in school. Having positive attitudes about math help students tackle more challenging material. For additional resources, Bridges has a website with home activities for students in grades PK - 5. (<https://mathathome.mathlearningcenter.org/>)

Grit, fun, courage, and collaboration have helped us move math learning forward during the pandemic, and the fun and collaboration can continue at home too.

SALISBURY CENTRAL SCHOOL

REG 1 ON
SCHOOL DISTRICT

Q&A WITH 3RD GRADERS ABOUT CHESS

- Kylie Jacobs and Jenn Mitchell

Our 3rd Grade has really enjoyed playing chess during their free time. They have taken the time to teach each other, strategize and collaborate.

Q: Why do you enjoy playing Chess?

A: "I like playing Chess because it's a fun game. It's fun to play because it's a game of strategy and it's helping me strategize for the real world. It's difficult and hard to learn but once you get the hang of it, it's fun. If you have a friend or family member that knows how to play chess, they can teach you and then you can teach someone else." - Timmy



Q: How do you collaborate when playing Chess?

A: "You can collaborate because people from your class can give you advice and teach you new strategies to play. We work together when we play. When we play against each other, we are learning. We help each other." -Lucas

A: "I wanted to learn because it looked fun and even though I had never played before, I knew my friends would help me learn the game and they would be patient as I learned." - Luna



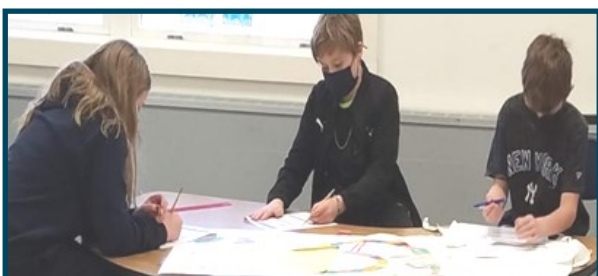
Q: How do you show grit playing chess?

A: "Even when it looks like you might not win, you keep going because you can't just give up when things get hard."- Charlotte

COLLABORATION IN FIFTH GRADE

- Jenni Hill and Deanna Maytas

SCS Fifth Graders start their day with morning announcements. They work in pairs each week to organize the information and announce to both the elementary and middle school buildings. In Math and Science, they work in groups to complete STEM activities. They collaborate to design and test experiments. In Social Studies, as they study the founding of the first colonies in America, they work in small groups to create a successful colony of their own. Collaboration is woven into all parts of their school day.



THE MATH OF MOBIUS

- Laura Badolato

Math can seem “hard”, the trick is to find the fun in it. “Mobius Theory” is the ability to exist in multiple states simultaneously, enabling us to live as adults yet retain a sense of childlike awe, wonder, and playfulness. This activity is full of surprises and fun. How is it that different twists and cuts can produce so many different results? We did this as a fun exploration, good for any student who can use scissors. There are many ways to do this activity to get different possible outcomes:

- Take a length of paper and tape the two ends together. Two surfaces. Cut it along the middle and you have two discrete loops.
- Take a length of paper and twist once and tape: One continuous surface (this is the Mobius loop). Cut it along the middle and you have one loop with several twists in it!
- Take a length of paper and twist it once. This time, cut it 1 third of the width. You will get TWO loops linked together and each with its own twists! Crazy!

“It’s very fun and cool” ... “I want to try and cut it four times” ... “What!?” ... “This is voodoo!”



SALISBURY CENTRAL IS BACK ON THE SLOPES!

- John Conklin and Matt Janco

After a one year pause due to the pandemic, we are very happy to announce that the Salisbury Central School Ski Adventure program at Catamount Mountain Resort is underway at full speed! Having just completed the second week of our four-week program, our fifth-through-eighth grade students are overjoyed to be back on the slopes! Their day on the mountain begins with a 2:00 PM lesson from instructors, who address the needs of every student regardless of skill level and ability. After their one-hour lesson, the students have the rest of the afternoon to ski with their friends and enjoy the fresh air and outdoors! Thank you to all our students for showing grit, perseverance, patience, and positivity throughout our ski program hiatus!



SHARON CENTER SCHOOL

REG 1 ON
SCHOOL DISTRICT

WHAT'S HAPPENING AROUND SHARON CENTER SCHOOL?

- SCS Fifth Grade

At Sharon Center School during these cold winter months, student learning and fun is in the air! Over the holidays, our student council-built school morale through festive attire days. Students learned through collaboration with peers in activities such as baking and STEM projects. Our student council is interested in giving back to the community. They are currently holding a *Pennies for Pets* fundraiser and will be donating the proceeds to the Little Guild in Cornwall, CT. Students are staying active with girls basketball, boys basketball, the after school "Fitness is Fun" program, and utilizing the fitness room during Health classes. At recess, our children love to enjoy the snow by building snowmen and making snow angels. Additionally, our large scenic hill behind the school offers the best sledding opportunities!



REGIONAL BAND AND CHORUS

- Bethany Franklin

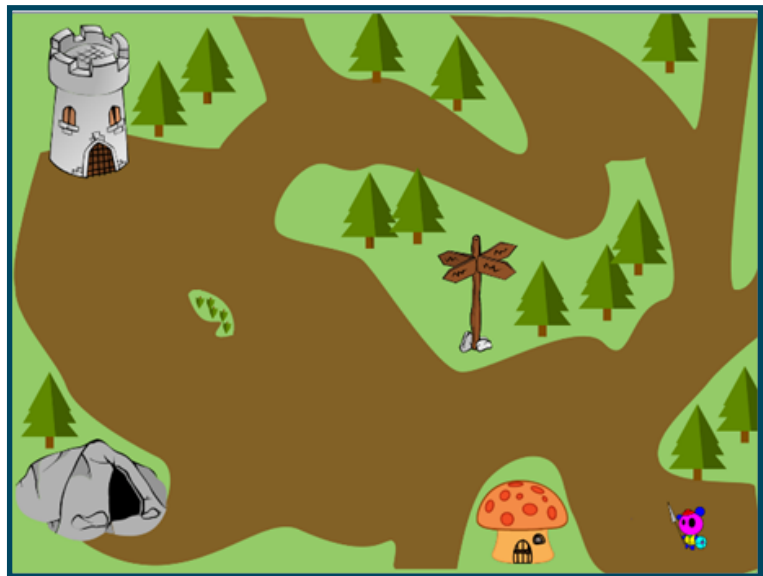
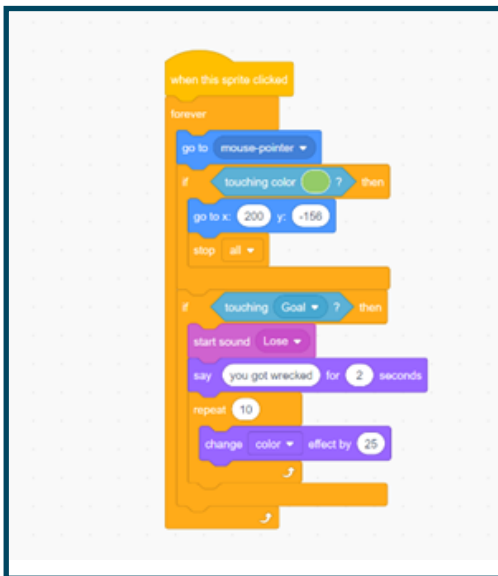
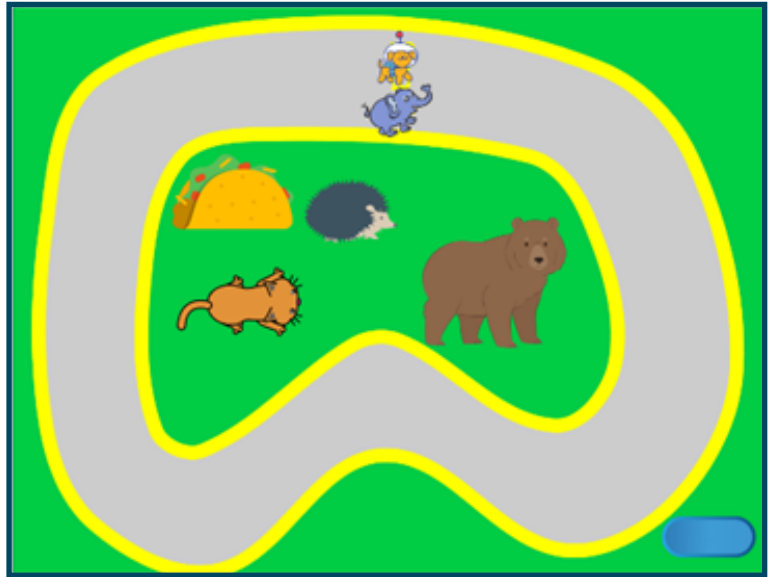
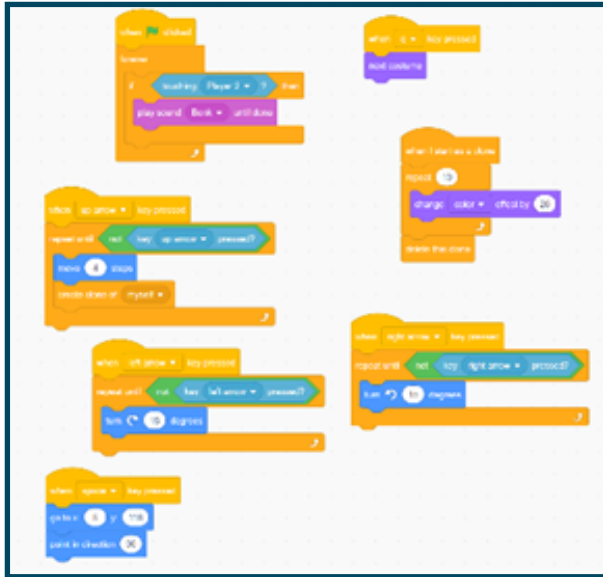


Select band and chorus students from each of the Region 1 middle schools have been gathering at HVRHS for the annual Regional Band and Chorus music celebration. These groups allow students to be in a bigger ensemble, work on challenging music, and perform with people from other schools. Regional Chorus performed *Shalom Chaverim*, a parting round in Hebrew, and *There is Peace* by Jim Papoulis. Regional Band will be performing *The Water is Wide* arranged by James Swearingen and *Showdown at High Noon* by Jack Wilds. Due to the many Covid challenges, each group met twice and recorded their repertoire on the second rehearsal. A link to the performances will be shared in mid-February. A special thank you to Mr. Krupa for recording these groups, Housatonic Valley Regional High School for hosting, All-Star Transportation, and the many people who worked to make this possible.

MIDDLE SCHOOL GAME DESIGN

- Leslie Klish

Middle school students are learning about Game Design in computer classes. They learn about variables and randomness, conditional statements and control flow using if-then statements. The excitement in the air when students are creating their own games is contagious! They are engaged and committed to their projects. The perseverance shown in debugging their code is quite impressive.



One of the multiplayer games the students created allowed them to attach a second keyboard to their PCs and play with partners. The laughter and joy were truly a gift to behold. In the racing game pictured here, students created code for their players complete with audio tracks of cheering fans and crashing sounds when the players collided. Some students made their games extra challenging by coding the player to go back to start when they hit the outline of the racetrack. After playing the game the first time, students adjusted their code to make the game run more smoothly or added code to make improvements. It was awesome!

HOUSATONIC VALLEY REGIONAL HIGH SCHOOL



INDEPENDENT STUDIES FROM STUDENTS' PERSPECTIVES

Victoria Dodge: My personalized learning course is *Career Explorations in Forensic Science*, and Mr. Johnson is my advisor. We started off the course by doing a search looking for the best colleges for the major I intend to take. I had to research what degrees I needed to acquire and what those degrees meant. We looked at what steps it would take for me to end up with my dream job. Once we completed that, we moved on to more forensic projects. The first one I did was investigate and collect evidence from a fake crime scene set up in the old senior lounge. Since then, we have done smaller projects like placing and identifying footprints, testing how long it takes for a dead body to cool to room temperature, looking at rigor mortis, and how long it takes decomposing insects to appear on the body. Some positions to explore are special victims' detective (sexual assault cases), firearms and ballistics expert, fire marshall, soil scientist, and tool mark expert.

Madison Long: Since I was little, I have dreamed of becoming a filmmaker and over the last couple of months, I have gotten to experience what that could be like. I am currently enrolled in a film production personalized learning course and have been learning about everything involving the film and television industry. It has led me to some exciting opportunities and projects. My first film was a documentary that I wrote, filmed, and edited about the pressure social media places on teenagers. This received honorable mention at the Berkshire Taconic Youth Film Challenge. Through my course, I able to visit WFSB and learn more about the production jobs they have there. Every day of my course is different: some days I edit videos, others I interview people, write stories, or film anything I find interesting around the school. This course has given me a glimpse at what my future could look like while allowing me to learn from people who are knowledgeable. It's an exciting part of my day when I step outside the usual classroom setting and work on something I am passionate about.

Spencer Markow: My Personalized Learning Course is called *FFA Accounting and Finance*, and I am working closely with Miss Boardman. During this full-year course I have learned many financial skills that will help me in the future. (My goal is to own and operate my own agricultural business.) While managing the FFA Treasury, I am becoming more familiar with QuickBooks. My responsibilities include keeping track of expenses and deposits, counting money that comes into the checking account, assessing monthly bank statements and more. I have also learned how to do the FFA chapter's taxes which will be a big help when I do my own businesses taxes. I have mastered how to write a proper Treasurer's report. I find it very neat to watch how the money earned from the holiday sale pays off our expenses and is donated to local organizations or used in other ways. This has helped me learn how a budget works and how to inform the FFA chapter what they need to know to make good decisions. I am very thankful for this opportunity to learn so much.

Griffin Tomaino: I am currently enrolled in a Personalized Learning Course at HVRHS with Mr. Thomas Krupa. While the course has taken many turns, it has been an incredibly fun and rewarding experience. The course started with learning a mix of music theory, mixing, mastering, and production, with some vocal and guitar training. We did this for a while, but as I was working on college applications, which included an audition, our focus shifted to preparing for those. With Mr. Krupa's help, along with Mr. Vance Cannon from the Library Media Center (who is an amazing guitarist) and Mrs. Christiane Olson, I did some mock auditions. With all the help I received at Housy, much of which was a product of my Independent Study, I was able to get into my dream school: Berklee College of Music. After the application process, the focus shifted back to the theory we discussed earlier in the year and to recording practice files for the current HMTS production of *Into The Woods*. In the new semester, I have been working in the Science and Technology Center recording studio on original music for a short album for my final grade. Overall, I have loved my experience, and would recommend to every student that they pursue their interests with an Independent Study at HVRHS.

Winter Happenings Around HVRHS

Cornwall resident and internationally known artist Tim Prentice has donated an original kinetic sculpture to Housatonic Valley High School. It can be viewed in the Dell Eads Reading Room in the Paul Stoddard Memorial Library. The kinetic sculpture, also called a mobile, consists of eight free-hanging elements that move with gentle currents of air in the room. The art department is working with students to name the sculpture at the request of the artist.

Art teacher Patricia Vanicky approached Mr. Prentice, who offered to choose a piece after he and his assistant found an appropriate site. After, they met with school head of maintenance Jeffrey Lloyd (HVRHS class of '78) and agreed on the necessary changes to the room, including the deep shade of blue to best show off the shining metal elements of the piece. Senior Madison Long, who is making a film of the installation, asked Mr. Prentice how long it took to create the piece, he responded that it was the culmination of his experiences before, so it took a lifetime to develop.



In January, representatives from Region 1's five food banks and the Jane Lloyd Fund each received \$500 at the FFA Chapter Meeting. The \$3,000 came from the proceeds of its 2021 Holiday Store. Along with the monetary donations, each food bank got fluid milk or coupons for milk, greeting cards and recipes from a collaborative effort between Agricultural Education Teacher, Audra Leach, and Amanda Freund of Freund's farm plus a grant from the Connecticut Dairy. The grant will occur in three phases over the course of the year through the Farm-to-Table course curriculum. As a chapter we appreciate all the support we receive from our community and are excited to support the community in a nourishing way.

For 17 years, the Housatonic Musical Theatre Society (HMTS) has produced a musical in the Henry Burgess Auditorium. And then COVID-19 hit. Theatre folk live by the adage, "the show must go on." However, like other extracurriculars, HMTS had to pause and take an intermission.

But now, roughly two years into the pandemic, HMTS is once again center stage. This year's musical is *Into the Woods*, Stephen Sondheim and James Lapine's masterpiece that intertwines several Brothers Grimm fairy tales. The protagonists, like Little Red Riding Hood, Cinderella, and Jack from *Jack and the Beanstalk*, go on adventures in search of fulfilling their wishes. In doing so, they sing, "Into the woods and through the fear, you have to take the journey." Just like their characters, cast members are venturing into uncharted territory: performing a musical during COVID-19. And they are doing so with panache and style. No amount of masks or social distancing could slow down our company. The students' performances are passionate, hilarious, and heartfelt. In the final number the chorus sings, "You mustn't stop, you mustn't swerve, you have to act!" And that's exactly what they are doing.



Into the Woods runs March 17-19 at HVRHS. Tickets go on sale February 28. Visit www.hmts.org.

REG 1 ON

SCHOOL DISTRICT

Grit, Courage, Collaboration, and Grace Help Teachers & Students Persevere



While there was great disappointment that some friends were quarantined back at the hotel, and we were not on the islands of the Galapagos, Our guide, Renan, and the chaperones modified the itinerary to make the best of our two remaining days while we awaited our earlier than expected flight. Students used the time to explore the city of Quito and practice their Spanish as they negotiated prices at the artisan market, tried traditional dishes, or purchased alpaca blankets at the famous Otavalo market in the Andean highlands.

As we reflect on the trip, we have much to be thankful for. The students shifted their mentality from this being a trip of amazing places to a trip that showed them they had more grit and tenacity than they realized. They turned the focus to building friendship bonds and appreciating every small moment. When the day of our departure came, five days earlier than planned and with 80% of our original itinerary not fulfilled, the students accepted and were at peace with the circumstances of our trip; they speak of the positive experiences and are asking if we can reschedule the Galapagos trip. Our tour guide Renan, as he left us at the airport, gifted us with his Ecuadorian flag that he had taken with him to protests in the 90s, because he said that we were “his warriors.” Our students were just that. In the face of adversity, they held their heads high, and represented their country and their school with such grace that fills us with such immense pride.

Letitia Garcia Tripp, Science Teacher, and Danielle Melino, Ag Ed Teacher and FFA Advisor

REGION 1 ADMINISTRATORS

Ms. Lisa Carter, Superintendent

Dr. Scott Fellows, Asst. Superintendent
Mr. Sam Herrick, Business Manager
Mrs. 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
Mrs. Martha Schwaikert, Director Pupil Services
Mr. Ian Strever, Principal, HVRHS
Mrs. Mary Kay Ravenola, Principal, Cornwall CS
Mrs. Stacey Calo, Principal, Lee H. Kellogg S
Mrs. Stephanie Magyar, Principal, Salisbury cs

Dr. Karen Manning, Principal, Sharon Center School