

REGION

SCHOOL DISTRICT

CORNWALL KENT FALLS VILLAGE/CANAAN NORTH CANAAN SALISBURY SHARON

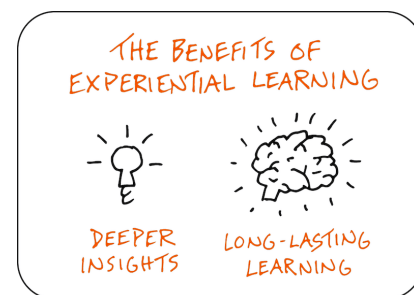
DOING IS LEARNING



MESSAGE FROM THE SUPERINTENDENT

DOING IS LEARNING

The value of authentic hands-on learning experiences is not a new concept in education or life. Since the time of Confucius most people agree they learn best when they are in the moment, using new skills and learning from their mistakes as well as their successes. Research and anecdotal feedback from teachers reports higher levels of student engagement and retention when they are able to “try things out,” collaboratively and/or independently. The challenge for educators is finding the balance between teaching the content needed to effectively and safely engage in meaningful authentic learning, while actively involving students in the practical application of that learning.



In Region 1, we have always believed that “doing is learning”; the HVRHS Ag-Science program is one of the strongest community-embedded authentic learning environments in the State. We were also early adopters of the Next Generation Science Standards, which guide students through authentic inquiry regarding real world scientific phenomena. Math and English Language Arts (ELA) curriculum have followed suit, placing an emphasis on peer-to-peer interaction and the practical application of the content-specific skills in courses such as Film Studies and the Mathematics of Money. Authentic experiences for students in all grades include public exhibitions of student creations in the visual arts and public performances in music, e.g., band, chorus and the Housatonic Musical Theater Society. Most recently, our social studies teachers have engaged students in a more inclusive exploration of local history through the Troutbeck Symposium. For a small school system, we offer a wide variety of athletic experiences that allow students the opportunity to try out several sports before they graduate from high school. Over the years, our High School Internship opportunities have grown, too, as have the travel opportunities.

Most recently, the Connecticut State Department of Education has required all students to complete a Capstone Project as part of the current graduation requirements. Students choose and explore a topic of particular interest to them which culminates in a public presentation of their discoveries. This was the first year Capstone Projects were presented in Region 1 and based on feedback from teachers, administration and families, students clearly learned a great deal from this experience. It is important to note that many of the middle school students in Region 1 have participated in similar projects for several years. Thus, the Capstone Project allows them to take their research and presentation skills to the next level.

This issue of the newsletter will contain many of the wonderful projects that are part of our commitment to “doing is learning”. You will see that these experiences are occurring in all schools for all students. Hopefully, readers will observe that learning experiences are thoughtfully linked to learning standards, are engaging to students and are helping them connect their learning to the real world that surrounds them.

We thank our teachers, staff, and community members who are responsible for creating these wonderful authentic opportunities for exploration and discovery. As always, it is this commitment to making life interesting and meaningful for our students that makes us Region 1 strong.

Lisa Carter, Superintendent, Region 1 Schools

MESSAGE FROM THE ASSISTANT SUPERINTENDENT

So much has changed in education since we were children. I can remember sitting in a row of desks, listening to a teacher talk, maybe taking notes, and often completing some sort of worksheet that purportedly demonstrated my understanding of that topic. Educators have been striving to develop more meaningful learning experiences by providing students with authentic tasks in an authentic learning environment. “Authenticity may be best defined as a set of experiences in which teachers and students engage in contexts and content that align with real-world experiences, and students have choice in the experiences” (Edutopia, <https://www.edutopia.org/article/increasing-authenticity-classroom/>). Through collaborative learning experiences, student-led discussions, authentic research projects, and project-based learning, students develop the collaboration and problem-based learning skills that they will need for the rest of their lives.

We see this in our Region 1 schools where “doing is learning” every day! It can be found in student-led, inquiry-based learning about real-world problems and issues within the community. This type of experiential learning provides students with the tools to think beyond themselves and their own problems, and empowers them to create solutions to problems in the world around them. Most importantly, students present their learning in an authentic form to an authentic audience within the community to give their learning meaning and a sense of connectedness.

Highlight: Troutbeck Symposium

The [Troutbeck Symposium](https://troutbeck.com/culture/troutbeck-symposium/) is a student-led collaboration with the intent of “uncovering our local history through student-authored documentaries, art exhibitions, and conversation” (<https://troutbeck.com/culture/troutbeck-symposium/>). For a second year Region 1 students in grades 4-12 social studies, art, music, and ELA classes have an opportunity to research the untold stories and narratives of historic Black, indigenous, and other people of color in their hometowns.

This year in art, social studies, and ELA (English Language Arts) classes at HVRHS, Cornwall, Salisbury, Kent, Kellogg, North Canaan, and Sharon, students are:

- Researching the role of cotton in our area
- Discovering local connections to first Black students attending an all-white school in AR
- Mapping Underground Railroad sites in the area
- Exploring Native American legacies
- Researching free and enslaved Black communities
- Discovering the story of 2 Black soldiers in the 29th Connecticut Infantry in the Civil War
- Exploring the works of Black poets
- Researching Cornwall’s Foreign Mission School

Through their research, students are learning authentic research and presentation skills in collaboration with local historians to study historical archives across the state and in the region in Troutbeck, local historical societies, Yale’s Beinecke Library, among others. Student researchers will present their findings at Troutbeck in a 3-day Symposium on April 30-May 2, 2023, in partnership with several of the area's private schools. Student research will be used to add to websites, create documentaries, place witness stones, create plays, and develop other markers throughout the community to commemorate our diverse history.

Jeanine Rose, Assistant Superintendent

INTERNSHIPS & SUPERVISED AGRICULTURAL EXPERIENCES (SAE)

DOING IS LEARNING

- Kirin Liquori Terni

Learning at HVRHS doesn't stop once the classroom discussions wrap up. Many students take advantage of job internships and volunteer positions. These give them the chance to strengthen skills learned in the classroom, acquire new ones, and practice communication, time management, and technical skills with their supervisors and mentors. And what better time to hone these skills than in high school as they transition from childhood to independent adulthood.

Working outside the classroom also lets students explore who they are and what they want for their futures. While COVID-19 temporarily shut down many opportunities, students are once again getting hands-on experience all over Region 1. The HVRHS College and Career Resource Center, Ag Ed Department, and Transition Work Experience Coordinator help students find the positions and grow through them. Anyone interested in learning more should contact kterni@hvrhs.org.



Left: Tyler's SAE is landscape management. He is employed at Tim Hansen Estate Maintenance, and he owns a business with his father, J&T Property Services. Tyler is a sophomore.

"I have been engaged in landscaping since I was 10 years old. Landscaping and working hard are two of my many passions."

Right: Margot, a senior, did an internship this Fall with the Jahana Hayes Re-Election Campaign. She did phone banking from the Danbury Democrats office and home. She called more than 100 people to see if they were planning on voting or needed help registering, a ride to the polls, or an absentee ballot.

"Because of my work with the campaign, I was able to observe the November 8th election firsthand and see how the process works. As I am interested in working in public service, this internship was a great opportunity for me to learn more about the process of campaigning and how elections work. The staff at HVRHS helped me get this experience and learn more about my possible future career."





Left: Ellie, a sophomore and head intern of the Kearcher-Monsell Gallery, has broadened her knowledge of art and professional artists.

“I have learned how to manage schedules, carefully handle and display various types of art, and catalog pieces in the school’s long-term archives. This internship offers me the opportunity to meet new artists and gain a sense of how the art world works before I become an independent artist myself.”



Above Right: Mackenzie, a senior, is working at an independent hardware store where she interacts with customers, stocks shelves, and provides material guidance for building supplies. “My four years at Housatonic, ag ed classes and FFA projects have prepared me for my future life.”



Left: Carter, a senior, works on a local hay farm for his SAE project. He clears brush, helps with hay, assists with watchable gardens, and does anything else that needs to be done. He also helps with the farm’s landscaping business during the summer.

“This picture was taken at the end of harvest for their vegetable garden. I am dumping a tractor bucket full of old plants into a dump trailer.”

Right: Alyssa, a senior, works at a horse barn everyday after school. She cleans the stalls, brings the horses in, and makes sure they have fresh hay and water. Prior to this, she had little experience handling and caring for horses. Now she knows the basics and the impact these animals can have on humans.

“To me, being around horses is like a form of therapy. It is amazing to be able to care for something that gives so much back.”



CORNWALL CONSOLIDATED SCHOOL

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LIVE STREAM ANNOUNCEMENTS

- Alicia Simonetti-Shpur

Many schools have morning announcements to start the day off. If you are at CCS on a Friday morning, you will see there is a unique twist on the traditional way of delivering announcements. Thanks to the foresight of principal, Mary Kay Ravenola, the financial support of the Cornwall Consolidated Fund for Excellence, and the knowledge and experience of CCS and HVRHS alumni Jacob Johnson, the Friday morning announcements are patterned after a news broadcast and live streamed to the entire school.

Starting last year, Jacob Johnson guided us on the equipment and the steps needed to create a broadcast studio within our school. Jacob ran the TV studio at Springfield College and also was a sports broadcaster. In addition to coming into school each Friday to oversee the livestream broadcast, Jacob taught our students about other aspects of broadcasting including how to: record video, light a green screen, switch between cameras, fly in pictures as the broadcast is happening, create an intro video, and use multiple cameras to record an event as well as other skills. This knowledge has been expanded to include the opportunity for two of our 8th graders to work with Jacob on recording and live streaming our December concerts.



Our announcement team consists of 8th grade students that applied to be a part of this program. Their weekly responsibilities include researching and writing the script, reflecting on what works and what needs to be tweaked, and planning ahead for the next week. An important part of this program is the interview portion of our livestream. Our team members decide who they would like to interview and are responsible for contacting that person, creating and communicating the questions to the interviewee, and conducting the interview in a professional manner during the live stream. They have chosen to interview adults within our school community, as well as adults that live in our town. This has been a great way of including the community in our school and introducing our students to different people outside of our school, all while learning essential real life communication skills.

Although currently CCS is unique in Region 1 in offering this program, it is my hope that other schools will start a broadcasting program and that this can continue on past the middle school years. Jacob Johnson is very willing to help anyone that would like to start a program such as this in their school or community. We have learned so much from his guidance and it is exciting to see how engaged and excited our students are to be a part of this program.

HEGGERTY PHONEMIC AWARENESS

- Candy Carlson

Heggerty is a phonemic awareness program that we use daily in our kindergarten classroom. Heggerty instruction is highly interactive, often engaging several senses simultaneously. Much of the doing is in the form of gross motor memory. The picture to the right shows the class “chopping” or segmenting syllables or individual phonemes in words and visualizing them as a “Roller Coaster.” This allows us to stress the medial vowel sound in words which leads to better readers and writers. We start and end on the ground and have a thrill in the middle of the ride.

Then we focus on isolating the first sound we hear in a word by identifying the sound, not the letter, and pointing to our mouths so that we can remember how that sound feels when we make it. We have hand motions for all of the 8 phonemic skills that we work on, this makes our learning fun and engaging.



SCIENCE AND ENGINEERING

- Joseph Markow

Hands-on experiences have always been an important part of science, but in order to really develop the ability to think as a scientist, students need to be in the driver’s seat of their learning and experience authentic discoveries. Two instances shown here demonstrate how creating a more personalized classroom helps foster this independence in learning.

Engineering projects challenge students to design a solution to a problem. By providing students with the tools to construct from raw materials, they end up gaining a range of skills and achieving more learning targets than if just handed premade supplies. Students designed and built a structure to support a heavy weight from the post. They cut and drilled the posts themselves - for some, the first time using these tools. They added their designed structure to the post and tested it. After testing their designs, they were then asked to picture working for a rival company and to compete against their original designs. The result was a post that used minimal supplies and a stronger awareness of where the tension and compression were occurring in the structure.



In the second scenario, eighth graders took their place at the front of the room investigating collisions, forces and the damage that can occur. The interactive whiteboard is an important tool for students to collect and display their data and ideas. It also a good place for group discussion. Many people consider the board to be for the teacher, but seeing students make use of the technological tools available in the lab and engaging in conferences or debating ideas front and center is so appropriate. The students are the scientists, contemplating their experiences and engaging in deep thinking and discussion around the evidence they collect.

HANDS-ON, BRAINS ON

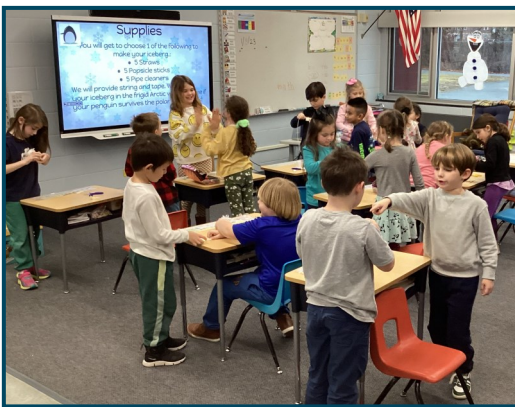
- Amanda Forbes and Megan Tlasky



There is so much learning across many modalities in first grade, which is one reason why we love teaching it. While we were engaged in word work, studying new vocabulary in our mentor text *Penguin in Peril*, students participated in a hands-on activity where they put the word “peril” into practice during a Fun Friday STEM activity.

Working with a partner, students were challenged to create an “iceberg” using basic materials to save their penguin from a hungry polar bear. As we watched their ideas unfold, we noticed how they collaborated to design the best iceberg possible. They truly embraced the opportunity, and we heard two of our favorite words used over and over, “I wonder...”

In our post-activity discussions, students explained why they chose the materials they used (or didn’t use), and why they thought their design worked. One student even connected the idea of using popsicle sticks to his prior knowledge that even big trees can float on water. In the end, we all rejoiced that their penguins were no longer in peril thanks to their heroic iceberg-building skills!

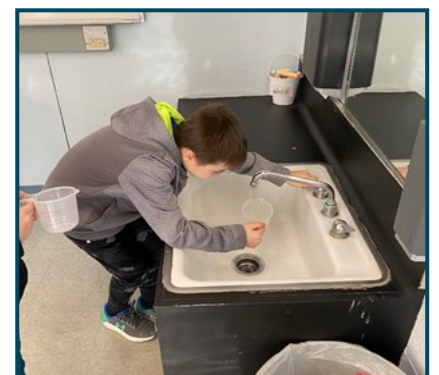


HANDS-ON MEASUREMENT

- Amanda Jacquier and Brittany Barrett

In October, during Number Corner, students used a measuring cup to fill a 1 liter seltzer bottle with 250 ml each day. Once students reached 1,000 ml or 1 liter, the collection continued with another seltzer bottle. This hands-on activity provided background information for January’s lessons on measurement. Throughout this unit students were able to make connections in Number Corner and were able to apply knowledge about milliliters and liters.

For a Bridges lesson, students used a small and large measuring cup. Students filled the small measuring cup with 250 ml of water, multiple times, until they reached 1,000 ml. When asked questions such as, “when you add another 250 ml to the 250 ml already in there, how many ml will there be in all?” A student answered, “it should be at 500 ml because 250 ml added to 250 ml equals 500 ml, which is $\frac{1}{2}$ of a liter.” This proved that the hands-on activity prepared the students to convert milliliters and liters as well as include fractions, which is another Number Corner target.



KIDS HEART CHALLENGE

- Marci Saunders

Our traditional Kids Heart Challenge event was back for the first time in three years! We were so excited to have students in grades 2-6 back together in the gym as well as our parent volunteers and spectators. The activities included regular jump roping, long rope, jump the snake and ocean waves, hula hoops, climb the mountain, twirl n' jump, obstacle course, scavenger hunt, double dutch, chinese jump roping and Tinikling.

Students in 7th and 8th grade also participated but within their physical education classes. Each homeroom personalized its own event and created activities they wanted to play. Their activities included basketball hot shot competitions, basketball games, jump rope contests, double dutch, Tinikling and playing games they loved when they were younger such as BattleShip.

Through this event, students learn about the importance of physical activity and keeping their hearts healthy as well as helping the hearts of others. The Kids Heart Challenge is a fundraiser for the American Heart Association and KCS raised \$2,589.12 this year.



CHOICE IN THE CERAMICS CENTER

- Ellen Tarabara



In the Ceramics Center, there is a poster that says, "Obey the Clay!" Working with clay, teaches students how to be creative within a set of requirements. They learn the clay rules by doing – make a piece too thin, it breaks as it dries; make a piece too thick, it breaks as it fires in the kiln; forget to properly attach two pieces, they fall apart; and so on. Ceramics also involves science as students learn how clay changes based on how much water is inside of it. We start the unit by demonstrating what happens when you place dry clay, wet clay, and bisqueware (fired clay) in water. Students watch dry clay become wet clay and then sticky and unworkable, while the bisqueware is unchanged. Then, students watch their sculptures chemically transform in the kiln from greenware (clay) to bisqueware (stone) to glazeware (glass-like and waterproof!)

Offering choice in the Ceramics Center is a gradual process with grades 1-4 learning the fundamental hand building techniques, while 5th-8th grade students create a Ceramics Plan that outlines their choices and the needed construction techniques. As students grow their skills, they combine the hand building techniques to create sculptures that are decorative and/or functional.

Students have created a range of pieces this year including Christmas ornaments, bowls, mugs, animal characters, a teapot, and even a bookend. As students create within the choices of the Ceramic Center, their sculptures become as different as every artist.

LEE H. KELLOGG SCHOOL

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WHAT'S ON YOUR PLATE?

- Christine Dascanio



This winter the seventh-grade class at Kellogg School is in an investigative journalism unit, using the text, *The Omnivore's Dilemma*, by Michael Pollan. Pollan has been investigating the places where the human and natural world cross for over thirty years. Pollan is inspiring the Kellogg students to look closely at what is on their plate, and how it arrived there.

In the first half of this unit, the seventh graders created infographics to share the most shocking information they are learning about the industrial food chain (horrifying!). As we moved onto the industrial organic food chain students brought in food labels to analyze what the ever-changing organic labels on food mean. They quickly started to see the ways in which companies are marketing their products to make us feel like we are eating more responsibly, but that their food chain looked awfully close to a plain old industrial food chain.

Students discovered that companies were shipping their organic products thousands of miles and knew right away there was no way that was environmentally responsible. Hello burning fossil fuels!



As students enter the local sustainable food chain, they are excited to produce their public service announcements on the platform WeVideo. These public service announcements bring attention to the ways our community can support our local farmers. To celebrate our new knowledge, in the spring we will be making a trip to the Husky Meadow Farm in Norfolk to harvest the first spring crops and forage for wild foods. Kellogg students are on their way to sustainable eating!

PAY IT FORWARD

- Mark Fogel

At LHK School we strive to be people of character. As we all know, positive behavior helps build character and we model and encourage this with our “Pay it Forward” program. “Pay it Forward” is a school wide initiative that helps teachers and staff acknowledge positive behavior while encouraging students to celebrate their recognition with an opportunity to “Pay it Forward.”

When positive behavior is noticed, teachers and staff will share a word of appreciation with a student and then give that student a ticket. At the end of each week, homeroom teachers add the tickets together and ten students are then selected from all of the students who received tickets. Students who earn a lot of tickets are more likely to be a winner that week.

- **What does it mean to “Pay it Forward” at Kellogg?**

Students demonstrating positive behavior aren't trying to win a prize for themselves. When a student's positive behavior is recognized by a teacher or staff member, that student earns a chance to “Pay it Forward”. Students “Pay it Forward” by selecting a charity on the “Pay it Forward” bulletin board that they want to support. Their ticket earns them a chip to add to their chosen charity and at the end of the year those chips are cashed in for a monetary donation.

- **How the charities were selected this year?**

Our 8th grade students researched organizations that strive to make a positive difference in our world. Each 8th grader then selected an organization that they wanted to support. They each created a presentation on that organization that they shared with the other students. All the students voted and the votes determined this year's top three charitable organizations to be supported.

We show off our positive behavior on the “Pay it Forward” bulletin board. Student winners place a token in a pouch below the cause they want to support. On the board, our eighth grade students produced informational posters about the chosen charities. The bulletin board also displays the names of the students who were caught being respectful, responsible, and safe. We are staying on track in 2023-24!



NORTH CANAAN ELEMENTARY SCHOOL

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ACADEMIC CELEBRATION AND AWARDS ASSEMBLY FOR TRIMESTER ONE

Throughout the school year, all grades have the opportunity to show that “doing is learning” at the End-of-Trimester Celebration. At these celebrations students present examples of their learning and honor roll certificates are awarded. They are an opportunity for students to showcase their communication skills and awareness that learning is fun and rewarding!



Upper left: 8th graders delighted the other students with their performance of *Zip It Up*, a folk dance by Peter Amidon

Upper right: 3rd graders shared their writing on bats and birds.

Right: Kindergartners led an alphabet parade through the auditorium and onto the stage.



EARLY KINDERGARTEN CONCERT

Mrs. Merrill's Early Kindergarten students performed for their families on the first day of winter, with paraprofessional Mrs. Taylor offering her support. Mrs. O'Neil accompanied the students on the piano. **Above:** Students are becoming candles to glow for all to see.

THANKFUL FOR VETERANS CEREMONY

Fifteen veterans were honored at our annual ceremony on Monday, November 21st, to thank veterans for their service and to honor their dedication and commitment. Mrs. Sorrell and the second graders did a fabulous job writing essays that they shared. Students also memorized and sang all the military songs. Some fourth graders participated by reading *In Flanders Fields*. Our music teachers, Mr. Reed and Mrs. O'Neil, also worked with the students on the musical pieces and led them through the songs. Doing and learning go hand-in-hand when we honor and celebrate our local heroes.



DOING MEANS LEARNING



SALISBURY CENTRAL SCHOOL

REG 1 ON
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BAND & CHORUS

- Rob Nellson and Athena Halkiotis



Music, Chorus, and Band students at Salisbury Central School have enjoyed a great start to the year and a welcomed return to making music! Some of the highlights from the Fall were:

- The introduction of ukuleles in the elementary music program. These were purchased from the Magic Fluke and are a great addition to the resources available in Mrs. Halkiotis' room.
- Elementary music classes have had the wonderful opportunity to meet an incredible member of the local community, Mr. Huang, who came in throughout the Fall to share his knowledge of string instruments and perform on the cello.
- Veteran's Day & Student Spotlight Concerts: It was great to get back to having normal performances!
- Regional Band and Chorus are finally back; they started up in January and bring students from all six schools together for rehearsals and performances. Students also partake in a masterclass with a guest clinician.

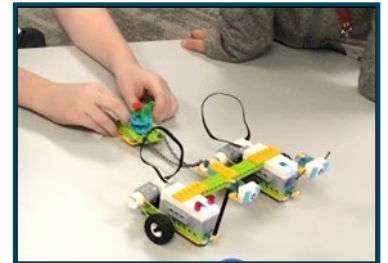
TECHNOLOGY ENRICHMENT

- Pam Sangster

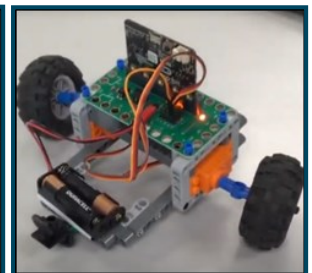
This year, third, fourth, and fifth grade students have an opportunity to participate in Technology Enrichment. Our goal is to explore technology activities that are not always feasible to do with a full class of students. Most of it will include coding and robotics.



Third graders use Lego Education *WeDo* Kits. The kit is a great starting point because most are familiar with Legos and the kit adds coding to create robots with movement. They start with simple builds and progress to more complex ones using the step-by-step directions in the app.



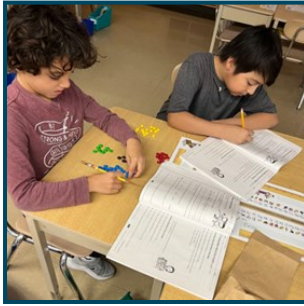
Fourth and fifth grade students used micro:bits to create "robots". They built a Rover using Lego pieces, 2 servo motors, a micro:bit and a Bit Board. After building the Rover, they experimented with the code to make it operate differently.



In Technology Enrichment, students are challenged to use the directions provided and build the robots with minimal assistance. They learn from mistakes and troubleshooting issues when things don't work as expected. They are growing their problem-solving skills!

MATH IN 2ND GRADE

- Taylor Hurley and Sarah Freund



A day in the life of a 2nd grader includes morning choice, a class morning meeting, *Habit of Mind* study, math, and literacy. Our most recent unit in math had us working with M&M's. It was all about addition and subtraction within 100. Students collected and charted data while:

- Determining whether a group of objects had an odd or even number of items
- Making a bar graph to represent a data set with up to four categories
- Making sense of problems and being able to persevere in solving them

Here's what 2nd graders thought about this project:

"You can sort M&M's to make math problems!" - Sofia

"We got to learn the math but in a fun way with lots of different parts." - Leo

"It was fun because we were doing math with M&M's. It was important because we need to learn about math and how to make graphs." - Elsie

"We got to learn more and got to sort things in the right way. We learned how to make equal groups and split things. We could see what happened when we put things together and then took different parts away. It made it easy to learn about sorting in the right amount." - Eloise

MIDDLE SCHOOL SCIENCE

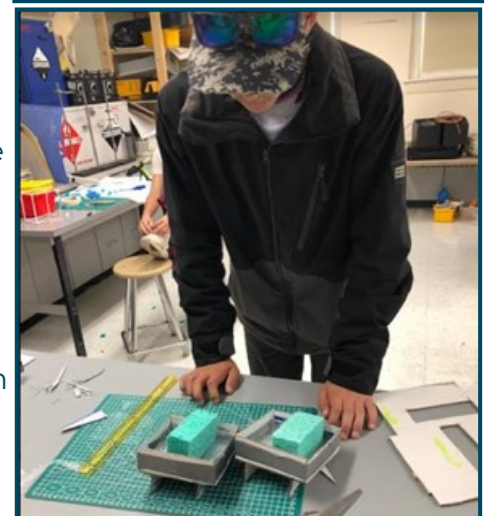
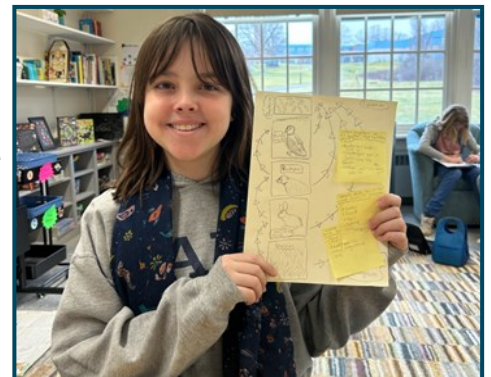
- Elizabeth Houck and John Conklin

The goal of middle school science is to promote student curiosity, engage students in scientific thinking, and foster the development of engineering-based problem-solving skills. A priority is placed on facilitating the sensemaking process so students can actively figure out how the world works. Throughout the learning process, students create and manipulate physical models and evolve them into investigations to help them develop an understanding of scientific ideas, practices, and the concepts being studied.

In sixth grade, students developed a model of the water cycle to describe the processes and forces driving the cycling of water on Earth, including how condensation forms clouds.

Seventh graders researched and developed a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. We built and observed a compost bin to determine what happens to matter and energy as decomposition occurs.

Eighth graders investigated the concepts of forces and motion, with a particular focus on the relationship between the concepts of inertia, momentum, impulse, and collisions. Future units include genetics and heredity, and sound and waves.



SHARON CENTER SCHOOL

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FROM THE PRINCIPAL

- Carol Tomkalski

As I reflect on the theme for this edition, “doing is learning”, I immediately think of one of the great pedagogical thinkers, John Dewey. He was a philosopher, educator, and social critic who believed that “education is life itself”, and that people learn best through action. I have always found this theory to be true for myself as a learner, parent, and educational leader.

As I venture through classrooms at SCS and speak with staff, students, and parents, it is remarkably clear that many of our students learn best with this approach. As we recover from COVID lockdowns and separation, students have more opportunities to practice active learning every day.

At Sharon Center, we encourage students to build these skills by making their thinking visible; collaborating with peers; offering feedback; and building relationships.

We also strive constantly for improvement through building skills connected to *Habits of Mind* and the Region 1 Portrait of a Graduate. The smile we see on our kids’ faces when they discover something new tells us that the learning by doing is fundamental to their success.

HANDS-ON PLAY IS THE BEST WAY TO LEARN!

- Allison Bryant



Left Kindergarten learn an addition and subtraction game.

Right: K-4 students enjoyed a visit from Sharon Fire Department. They learned about fire safety and saw Firefighter Beth Klippel in her equipment. They practiced Stop, Drop and Roll if your clothing catches on fire, learned about smoke detectors and making safety plans—where to exit & meet.



ARTS & ENRICHMENT

- Ashley Hamilton



SCS has created an After School Enrichment Program for our kids! On January 18th, we had several very special visitors: Cooper Sheldon from The Sharon Historical Society came to talk about Sharon historical architecture; the kids learned about Gay-Hoyt House, a historical home built in 1775. Students painted a 3D miniature version of the House to take home.

Wendy Miller from Sharon Audubon brought four different live birds of prey to educate our students about their habits, habitat, and how to help preserve these magnificent birds’ ecosystems.

INSIDE THE SECOND GRADE CLASSROOM

- Sarah Ives

Second grade has been learning what life was like for colonial children. They spent time making candles, quill pens, ragdolls, and clay marbles in addition to lots of reading and discussions on how life then was different than it is now. They enjoyed a December Reading Challenge that included fun activities, like: “read while drinking hot chocolate on National Cocoa Day,” and “read in a blanket fort”.



THANK YOU VETERANS!

- Jennifer Dietter



In November, the Student Council held a Veterans Day celebration in the school gymnasium. A slideshow depicting veterans related to school students and staff was shown as Student Council members read the veteran’s names, branch, and years of service. We also had the pleasure of having two local veterans, Stephen Valyou, and Tate Begley, attend and speak to us. It was a wonderful day, and we thank all our veterans for their service to our country.

OUR STUDENT COUNCIL FOOD DRIVE WAS A SUCCESS!

- Jennifer Dietter

Thanks to the generosity of our SCS community, The Student Council collected over nine boxes of non-perishable food for the Sharon Food Pantry. Thank you to everyone for your loyal support.

LIBRARY MEDIA CENTER

- Jill Pace



One of the most exciting things we do is invite students to take on challenges - in our classrooms and beyond - and surprise themselves with what they can accomplish. We have fun and students draw from what they already know while applying *Habits of Mind* to stretch themselves and succeed.

SEVENTH & EIGHTH GRADE TRAVELS

- Lilly Barnett and Jennifer Bergin



Left: Students walked to Icehouse Gallery to see Lisa Hoke's PrecipICE, made of cardboard packaging. Afterwards, they toured 4 murals on Hospital Hill Road. Thanks to Rafe Churchill, KK Kosik, & Jill Winsby-Fein.

Right: In October, students participated in an outdoor education adventure. They spent a week at Camp Hazen in Chester, CT. Their daily activities were just outside their regular comfort zone, building their leadership & team skills.



HOUSATONIC VALLEY REGIONAL HIGH SCHOOL

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SCHOOL DISTRICT

INTRODUCING CAPSTONE PROJECTS

- Ian Strever, Principal

On January 9 and 10, members of the Class of 2023 presented their Capstone Projects, officially completing their work on “passion projects” that have lasted almost a year. We implemented this course last year to meet the Connecticut state graduation requirement that students complete a “one-credit, mastery-based diploma assessment.” At HVRHS, this means that students take a semester to consider their passions and post-graduation plans as well as to develop a project that challenges them to demonstrate mastery of the skills we expect of all of our graduates.

Over the two-day event, small audiences saw a variety of projects: students pursuing their drone and CNA licenses; students creating literature from illustrated children’s books to historical essays; students raising awareness about topics from boating safety to mental health; a motorized bike; an ozone engine; and a pollinator garden, just to name a few. As the day proceeded, more and more students attended the presentations to support their friends and ask authentic questions about their work.

As an educator, it was a fascinating experience. Some students who are not always the most enthusiastic students rose to the occasion with highly challenging projects that required incredible persistence and problem-solving to iterate designs. On the other hand, some students who excel in traditional academic settings sometimes struggled with self-direction and project execution.

This was a new kind of learning for students and teachers alike, and we will continue to shape the course with feedback from everyone involved. What won’t change, however, is the focus on student interests and passions as the driving forces behind their projects. Even now, underclassmen have begun to think about what they will do with this opportunity to grow their passions into tangible, memorable Capstone Projects.



Gavin shared the bench he designed and built with skills he acquired through metal shop. He plans to donate the bench to the school for the senior courtyard.



Spencer needed the space in the gym to demonstrate his drone skills. He also talked about how he is using a drone in a professional context to help local farmers and businesses in Cornwall.

He shared still and video images of black bears in cornfields as they fed off of the crops.

Zoey shared her pollinator garden as well as the environmental challenges she addressed through the project.

Across, our area, gardeners have become more aware of the role of native plants in promoting the health of pollinator populations, and Zoey's project expands on two areas of the campus that have been landscaped for that purpose.



Carter reported on the impact of body cameras on the behavior of law enforcement and offenders.

His research concluded that the cameras impacted both groups in ways that changed their behavior.

REGION 1

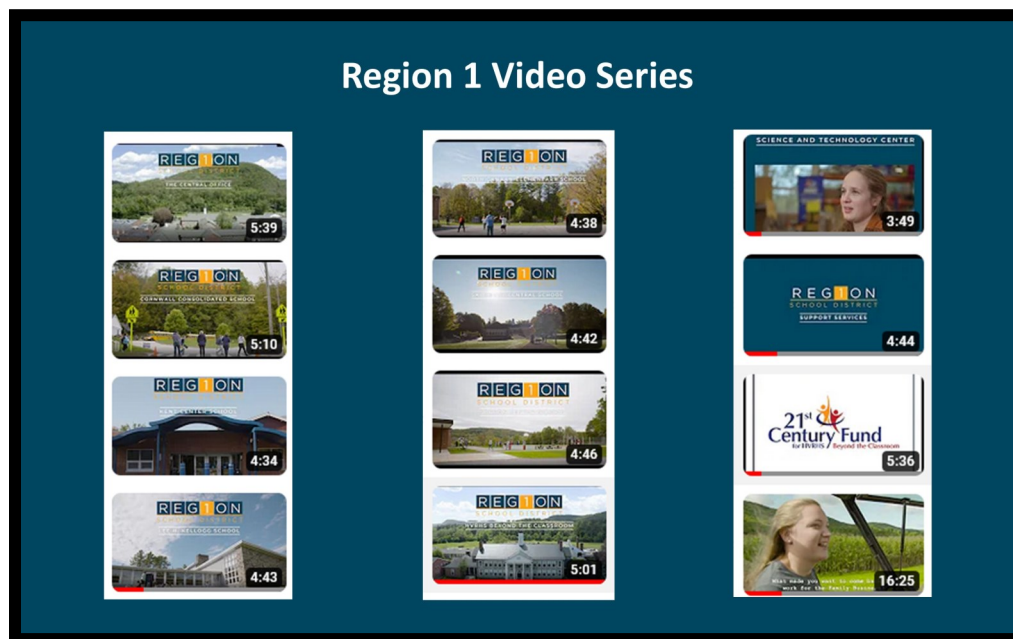
SCHOOL DISTRICT

The Region 1 Video series includes a video on each of the elementary schools – Cornwall Consolidated, Kent Center, Lee H. Kellogg, North Canaan, Salisbury Central and Sharon Center – in addition to videos on the Region 1 Central Office, Mahoney-Hewat Science and Technology Center, extra-curricular opportunities at HVRHS, the 21st Century Fund for HVRHS, and support services available to Region 1 families. Also, there is an in depth video on the Ag Ed program.

Special thanks to the Upper Housatonic Valley National Heritage Area, Berkshire Taconic Community Foundation, and the Foundation for Community Health for funding this project.

Note: The crew spent one day at each location and therefore the content is a random sampling of what Region 1 Schools offer students.

Click on the picture or visit www.region1schools.org and scroll to the bottom, to access the videos.



REGION 1 ADMINISTRATORS

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Mrs. Martha Schwaikert, Director Pupil Services
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Mrs. Mary Kay Ravenola, Principal, Cornwall CS
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Mrs. Stephanie Magyar, Principal, Salisbury cs

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