Powerful Learning

Biannual Newsletter | Region 12 Schools | Bridgewater, Roxbury, Washington









REGION 12 SCHOOLS

SPRING 2024

the SUPERINTENDENT'S MESSAGE

SPRING 2024



VISIBLE ARTIFACTS OF POWERFUL LEARNING

While the recent solar eclipse inspired awe, so too can powerful learning in our classrooms. Advancements in technology, innovative instruction, and the belief that students are the architects of their own education have redefined teaching and learning for a new generation. Our commitment to embrace powerful learning through high quality instruction is clearly defined in our Region 12 Strategic Plan, which will provide a roadmap for continuous improvement in the years ahead. In this publication, we're excited to share the visible artifacts of our students' accomplishments and our efforts to reimagine teaching and learning.

At its core, powerful learning encourages student discovery through innovative activities and programs that are both challenging and authentic – programs that transcend the boundaries of the traditional classroom. Digital Promise, a global education non-profit, defined powerful learning as "...personal and accessible, authentic and challenging, collaborative and connected, and inquisitive and reflective." One only has to visit classrooms in our district to witness students thoughtfully invested in their studies. As a district leader, how inspiring it has been to observe students planting seedlings using hydroponics, creating inventions to solve societal problems, developing skits in world language, showcasing their artistry and musicianship for audiences, and working with teachers and community experts to complete projects aligned with their interests and career aspirations.

Similar to the natural phenomenon that occurs when celestial bodies align, powerful learning requires the purposeful positioning of instructional elements that foster curiosity, critical and creative thinking, and lifelong learning. Primary Partners, a homegrown initiative, intends to extend learning beyond the walls of the elementary classroom. Outlined as a program improvement for the 2024-25 school year, 4th and 5th grade students from across the district will travel to Shepaug Valley School throughout the year to explore concepts in the sciences and the arts. Year 1 will focus on science topics including Earth and Space, Horticulture and Ecosystems, and Chemical Magic. In Year 2, students will explore the visual arts, music, and theater. Making use of labs and learning spaces that support the investigation of critical concepts, high school teachers will work with elementary staff to plan challenging and engaging enrichment opportunities that connect to the



Fifth graders studying moon phases visited Shepaug Valley School's planetarium, witnessing firsthand the lunar cycle's captivating changes.

curriculum. The program will motivate elementary students to investigate, create, and use digital tools to share artifacts of their learning.

While our teachers remain dedicated to designing educational activities that engage the hearts and minds of students, technology and the use of digital tools will continue to play a pivotal role. In Region 12, every student is provided with a Chromebook so that digital tools are seamlessly integrated into instruction so that students can engage with content in meaningful ways. Whether it's using interactive simulations in science and math classes to visualize complex concepts, accessing online resources to conduct research, working on video and TV productions, or collaborating with peers through virtual



Agriscience students learning essential sheep shearing techniques, honing their skills in animal care and husbandry.

platforms, technology empowers students at every grade level to delve deeper into their studies and cultivate essential skills. Moreover, our high school planetarium, equipped with state-of-the-art software linked to NASA, offers students a unique window into the cosmos, fostering a passion for astronomy and space exploration.

Turning our eyes from the skies to Earth, our agriscience program is another prime example of powerful learning that prepares students through the building of authentic and relevant skills. As reported in the latest Agriscience Academy update, students continued to "tackle a range of repairs in mechanics, such as piston/ring replacements, clutch adjustments, and small engine overhauls."

"Study hard what interests you the most in the most undisciplined, irreverent, and original manner possible."

- Richard Feynman

Students collected sap and boiled it down in the Shepaug Sugar Shack to produce maple syrup. Samples were given to Board of Education members as small tokens of recognition in honor of Board Appreciation Month. Agriscience students in the animal science pathway sheared sheep to process their wool. Experiences like these help our students master skills they can use in the world beyond high school.

Authentic learning is also at the center of the senior project experience. Shepaug Valley School has paved the way in the development of the senior project, allowing students both voice and choice in the development of student products. For example, this year one senior investigated how teen athletes could protect themselves from injury, coordinating with researchers at UConn and local professionals to design and implement a three-pronged strategy to benefit Shepaug athletes. The student conducted interviews with physical therapists and the high school's athletic trainer to determine which stretches and strengthening exercises would prevent common injuries.

Another student, interested in stories of crime, tapped into a network of law enforcement professionals to learn about how people apply technology, logic, science, and psychology in their quest to solve crimes. She interviewed multiple detectives and police, including a lab technician operating one of the state's mobile crime labs. The student learned how to use a fingerprint kit and swab for DNA, and how detectives collect surface gunshot residue and analyze blood pools and splatter patterns. As part of her final presentation, this senior plans to conduct a crime scene walkthrough for a middle school class. CSI in real time!

Richard Feynman (1918-1988), a world renowned physicist noted, "Study hard what interests you the most in the most undisciplined, irreverent, and original manner possible." Whether it is observing an eclipse, learning a new algorithm in math, or creating an original invention, powerful learning illuminates new paths of discovery for our students in Region 12. As we celebrate the myriad opportunities for innovation and growth within our district, we confirm our commitment to fostering learning experiences that ignite curiosity, inspire thinking and creativity, and cultivate the next generation of leaders, innovators, and changemakers.

Lorrie Rodrigue

Dr. Lorrie Rodrigue
INTERIM SUPERINTENDENT

Peer Teaching Sparks Confidence

By Allyson O'Hara
Director of Pupil Personnel Services



What is more powerful than students teaching students? Our preschool teachers and their Washington Primary School (WPS) grade level partners have set up multiple opportunities for "learning buddies" which are student-to-student teaching opportunities during the school year.

There are reading buddies from grades two and three that meet with our REACH students monthly. They read to our preschoolers and participate with their little buddies in crafts and letter writing activities related to their books.



These opportunities not only support our little one's enjoyment in books but also builds confidence in our second and third grade readers. The friendships that are made across grade levels are apparent when you see students acknowledging each other in the hallway with friendly waves and smiles.

Additionally, fifth grade students support our REACH classrooms by supporting a recycling unit. Fifth graders join the preschool students to cooperatively plan how to make a robot out of recyclable materials from the students' homes. They work together to "shop" for materials, build the project and share their finished work with the larger community. So many skills are addressed during this unit. First, there is the planning and drawing of ideas and listing supplies that are needed. Next, there is teamwork, negotiation and organization of materials. There's the actual task of figuring out what supplies are needed to build the robot and following the plan. At times, students need to learn to compromise if ideas are different or problem solve if things aren't working out as planned.

Finally, the students need to work together to present their final product to the larger community. Working together encourages our students to become more independent and take on greater responsibility for their learning. It is exciting for our younger students to work with an older peer who can help them manifest their thoughts and feelings. Older students benefit by deepeneing their understanding, building self-confidence and leadership skills.

Our teaching team at WPS has harnessed a cross grade level innovative approach that inspires and empowers students. Through these interactions, our youngest learners develop foundational academic skills and cultivate essential social-emotional competencies. As we continue to embrace these approaches to education, we empower students of all ages to engage meaningfully with the world around them, instilling in them a sense of agency in their own educational journey.



SVP

Empowering students through comprehensive community integration initiatives

SHEPAUG VALLEY PARTNERSHIP

by Betsy O'Neill
SVP Program Coordinator

Everyday at Shepaug Valley Partnership (SVP) is a new and exciting experience! Our students range in age from 18-22, have completed their Shepaug experience and have been provided the opportunity to attend SVP.

Since our start in 2018, Shepaug Valley Partnership students have enjoyed community based work experiences at various businesses in and around Washington. Some of those businesses we have partnered with include Aspetuck Animal Hospital, Washington Food Market, Salem Covenant Church, Washington Pizza House, The Mayflower, and Home Goods. One area of the program focuses on building skills that are important for becoming a productive and contributing member of their community.



While our program encompasses several key areas, one area that is vital is how to obtain and maintain a job. Developing hard and soft skills is key to each student's success. A majority of those skills are learned or taught while they are at their worksite. Hard skills focus on practical abilities and skills such as customer service, whereas soft skills focus on behaviors and personalities such as communication, time management and problem solving. Soft skills are one of the most important skills that our students can develop as this is a skill that will follow them throughout their adult life.

"Soft skills are one of the most important skills that our students can develop as this is a skill that will follow them throughout their adult life."

Each student is given the opportunity to explore and work at a business that is an area of interest to them. While at their worksite, our students are accompanied and trained by a job coach. As they become more familiar with their job and supervisory expectations, the students are given more opportunities to expand on their soft skills which increases their independence. There is nothing more powerful than gaining skills that assist you in becoming an integral part of a team.





GOALS

- Increase student's level of independence
- Improve social and communication skills across various settings
- Provide opportunities for paid employment in the integrated community settings
- Develop natural supports within the community
- Improve and increase mobility and safety in the community
- Improve and increase self-advocacy and self-determination skills
- Develop age appropriate, integrated leisure and recreation skills
- Develop decision making skills in the workplace and for everyday life
- Communicate and establish relationships with adult agencies before leaving the public school setting

COMMUNITY CONNECTIONS
WASHINGTON PRIMARY SCHOOL

by Emily Judd, Washington Primary School Principal

Powerful learning is dynamic, transformative and inclusive of rich school and community based experiences. At Washington Primary School (WPS), we seek out partnerships with families and community organizations to enhance student learning and to prepare students to be caring and contributing citizens.



This year, the Washington Police and Ambulance Service joined the Fire Department to provide students with a first hand look at all three emergency services. Students learned about safety and rescue equipment, explored the trucks, and discussed what to do in a fire emergency. Additionally, they toured the ambulance and even received a ride on the stretcher. The special highlight was sitting in the police car and using the siren and communication system. It was an amazing hands-on learning opportunity for our students. We are grateful to all our Washington emergency services for their commitment to teaching safety to our students.



To support healthy habits, the Caceci Family Dentistry from New Milford, visited each class to demonstrate correct brushing and flossing techniques to promote oral health and to keep smiles sparkling. Additionally, the Danbury Center for Empowerment highlighted social and emotional well-being with lessons on setting boundaries, healthy friendships and conflict resolution. Through storytelling and skits students learned to see situations from different



perspectives and to respond in caring and assertive ways.

Our students are always eager to learn from older students who model what it means to be a leader of one's own learning. Shepaug Agriscience students developed four workshops for WPS students on the maple syrup process, beekeeping and honey production, floral design, and seed planting and tree identification. In addition, students from the UCONN Engineering Program visited our school and led an inquiry lesson on rockets followed by students making their own rockets. Lastly, we had the pleasure to work with several students from The Frederick Gunn School as they volunteered their time to work in our classrooms to explore the field of education, to expand their leadership skills and assist students with their learning. These cross grade level connections developed a reciprocal relationship that was inspiring.

WPS is grateful for the positive energy and expertise that our community brings to our school and strives to be of service to others. Our school enjoyed a fun day wearing pajamas for the Connecticut Children's Foundation PJ Day for the Kids event raising $250 to support children battling cancer and important research. WPS also donated 500 items to our local food bank and sent letters of cheer to those in need through the Color A Smile Program. In addition, students participated in the Kids Heart Challenge sponsored by the American Heart Association. Students raised money for heart research and initiatives that support heart health. As a culminating activity, each grade perfected an exercise such as jumping rope, jumping over moving ropes and reaching different heights. Students had great fun while learning about heart health and raising $1,700 to support an important organization. These efforts supported important causes and provided students with opportunities to influence others in positive ways.

When schools find creative ways to bring students and the community together, powerful results occur. New learning opportunities, increased knowledge and skills, positive relationships, and a deeper understanding of interconnectedness evolves and creates lasting memories along the educational pathway.



COMMUNITY CONNECTIONS

BOOTH FREE SCHOOL & BURNHAM SCHOOL

by Emily Rhew

Booth Free School and
Burnham School Principal

In our ongoing efforts to foster a sense of community, our Booth Free and Burnham Schools have been actively involving our community members in various school-wide events. From informative sessions with our local firefighters to creative collaborations with senior citizens and Walk to School Day with many community members, these events have strengthened the bonds within our neighborhood.

One of the highlights of our community engagement efforts has been inviting our local volunteer firefighters to share invaluable insights on fire safety with our students. Through interactive presentations and demonstrations, our students have not only gained crucial knowledge about fire prevention but have also had the opportunity to interact with real-life heroes. These presentations emphasize the importance of proactive measures and empower our students to be safety-conscious citizens.



Also, in an effort to bridge generations and celebrate with our community members, we've been inviting our local senior citizens to participate in special craft sessions with our students. In addition, our students have shared and created cards for our local senior citizens during holidays, like Valentine's Day. These gatherings provide meaningful opportunities for shared creativity, mutual learning, and the forging of lasting friendships. From holiday-themed projects to seasonal crafts, these sessions not only stimulate creativity but also foster a sense of empathy and respect among participants of all ages.



In addition, we have been promoting active lifestyles and pedestrian safety. Booth Free and Burnham Schools have participated in our annual Walk to School Day, where community members are encouraged to join students on their journey to school. These events, supported by local volunteers and community organizations like our local police department, promote physical activity and strengthen community ties. Along the designated walking routes, our students and community members engage in conversations, share stories, and build connections.

Through collaborative efforts, we strive to cultivate a culture of mutual respect, shared responsibility, and continuous learning. Our engagement with the local community extends far beyond the classroom walls. Through school-wide events such as fire safety sessions with our local firefighters, craft sessions with our senior citizens, and Walk to School Day with our community members, we're not only promoting safety and well-being but also building a stronger, more connected community. Together, we're making a positive difference—one event at a time.



LEARNING TO READ...

READING TO LEARN

THE EVOLUTION OF READING FROM DECODING TO CRITICAL THINKING

Submitted by Dr. Emily Rhew, Principal of BFS & BS & Emily Judd, Principal of WPS

At Region 12 we want our students to not just read. We want them to read to learn! Reading at Region 12 goes beyond simply skimming through texts; it involves manipulating sounds to decode words, stretching vocabulary, diving deep and wide into a topic, immersing oneself in various perspectives, and generating questions and ideas that spark curiosity and critical thinking.

Reading power develops from early learning with sound-letter knowledge in isolation and within words, to understanding rich vocabulary and sentence structures that create meaning for the reader. This systematic approach grows progressively proficient decoders and encoders of our complex English language who use reading and writing as tools for learning in the classroom and within their daily lives.











Empowering Critical Thinkers

In addition, exploring non-fiction texts and writing techniques are core learning opportunities in our elementary classrooms. Students explore high interest topics while simultaneously practicing the literacy skills needed to be a competent reader, writer and contributor. By exploring topics such as zoology, animal adaptations, or weather and climate, our young readers learn to read deeply and annotate text to uncover layers of knowledge and gain a comprehensive understanding of the topic and its interconnectedness with other disciplines.

Peer discussions further enhance this process, as students engage in dialogue that allows our students to pose questions, exchange insights, challenge assumptions, and broaden their perspectives through collaboration and constructive feedback. Using discussion "talk moves" of adding on, agreeing/disagreeing, or pressing for evidence and reasoning creates discussions that strengthen student accountability and raise the quality of student conversations.

ELEVATING LITERACY:

The Impact of Quality Instruction

Students who consistently received high-quality literacy instruction throughout elementary school showed a 30% increase in reading fluency and a 20% increase in writing proficiency compared to their peers.

INTERNATIONAL LITERACY ASSOCIATION



Fostering Lifelong Learning In Region 12

To culminate the deep and diverse reading experience, students emulate and write non-fiction texts that not only convey newfound knowledge, but also contribute to the collective understanding and intellectual discourse surrounding a particular topic, which broadens and extends the cycle of learning and discovery onward.

In Region 12, we're all about nurturing lifelong learners. We believe in encouraging students to explore their interests beyond the classroom. Whether they're diving into history, science, or literature, we want them to be curious and eager to learn. By fostering this passion for learning, we empower students to take ownership of their education and become thoughtful contributors to society.





READING HABITS PREDICT ACADEMIC ACHIEVEMENT

- Kids who are read to at least three times a week by a family member are almost twice as likely to score in the top 25% in reading than children who are read to less frequently.
- Reading has been linked to improved cognitive function and a reduced risk of cognitive decline in older adults.
- Students who read for 20 minutes a day outside of school are exposed to approximately 1.8 million words per year and typically score in the 90th percentile on standardized tests.*

**ANDERSON, WILSON, & FIELDING, "GROWTH IN READING & HOW CHILDREN SPEND THEIR TIME OUTSIDE OF SCHOOL*











Empowering Youth:
Crafting Tomorrow's Leaders

By Michael Croft, Shepaug Assistant Principal

Middle school students at Shepaug participate in a sequence of learning that is intended to help them develop an understanding of leadership as something that takes many forms and which anyone can develop. A range of experiences helps students build specific skills needed by leaders of all kinds.

Early in 7th grade, activities in physical education classes help students identify different types of leaders and the leadership style that best matches their personality and goals. Also in the fall of 7th grade, students go on a field trip and spend a whole day practicing communication, teamwork, and other leadership skills. Mr. Conway and Ms. Norris lead students through lessons and challenges that push them to expand their conception of their own capacity.

After spending the fall focused on the foundations of leadership, 7th graders are invited to apply to the Spartan Ambassador program. Students who are accepted to this program go on an overnight trip to further their skills. Each of the last two years, Shepaug 7th and 8th grade Spartan Ambassadors have traveled to the Windham-Tolland 4H Camp in Pomfret, CT to work with camp staff, Mr. Conway, Ms. Norris, and Mr. Croft, to develop problem-solving, teamwork, and communication skills – surely the backbone of leadership. In addition to the 4H Camp trip, these 7th & 8th grade Spartan Ambassadors have weekly leadership development training sessions. One important outcome of these sessions is that groups of Ambassadors identify opportunities to plan events and programs that will improve our school. This year, Spartan Ambassadors are planning special events that will help students meet new people and build a feeling of inclusion for all. This will lead to fun for everyone as the Ambassadors are planning dodgeball games, trivia competitions, celebrations of school staff, and more.



Ultimately, the message that we return to is that we are all leaders who can develop our own voice and use our skillset and the force of our personality to make a positive difference.

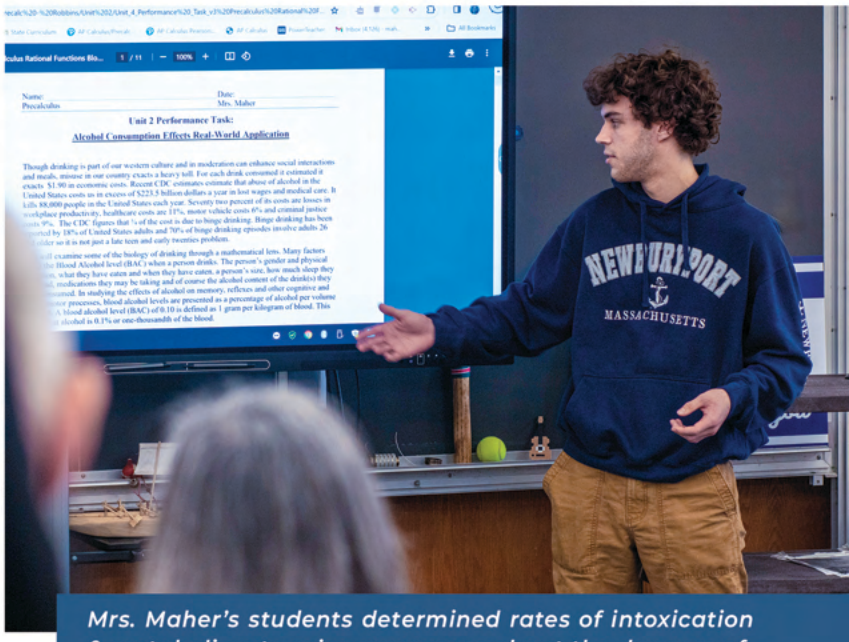
RIGOR & RELEVANCE AT SHEPAUG

Renewed Interest in Student Engagement & Project Based Learning

By Donald R. Schels, Ed.D.
Shepaug Valley School Principal

This year Shepaug continues its quest to make learning rigorous and relevant for all students. The District's Strategic Plan focuses, in part, on powerful teaching and learning. As a result, Shepaug is dedicated to examining its methods and renewing its commitment to excellence. Powerful teaching and learning is focused on student engagement. This year, several teachers piloted a system that measures student engagement by asking them to report how often they feel their learning is both challenging and enjoyable (that combination is the real sweet spot). These teachers used their results to guide their planning. It's all part of the teachers' belief that our instructional choices can impact our reality.

Powerful teaching and learning is also responsive to current circumstances, student needs and connections to the community. All of these factors are now more important than ever with respect to our work. This is an exceptionally challenging time in education; across the nation, teachers are confronted by the impact of AI, lingering chronic absences in the wake of Covid, and student stress. The goal was to research what types of learning experiences would best counter these challenges. We are currently making a school wide study of project based learning ("PBL"). PBL immerses students in learning important content through investigating real-world problems, then creating products that have relevance beyond the school. For example, an environmental science class might learn about chemistry by testing local waterways for different properties, then report these findings to the state, which would then publish the findings for the public to use. When done well, it is hard for a student to simply assign PBL projects to AI or Chat GPT. It also helps bolster student interest and excitement, making school a more attractive place to be. Together with its tendency to help students develop important social skills by learning to work together on challenging problems, these attributes make PBL a strong force for student engagement. Although not at all new at Shepaug (most of our teachers use this technique, with the most obvious culmination being our senior project experience), we are now investigating the latest research around how PBL works best for kids.



Mrs. Maher's students determined rates of intoxication & metabolism to raise awareness about the dangers of alcohol poisoning.

Part of this year's study involved showcasing some prime examples of PBL in action. Students presented some of their work to the faulty during a recent meeting. Mrs. Maher's students used math to determine rates of intoxication and metabolism to raise awareness about the dangers of alcohol poisoning.



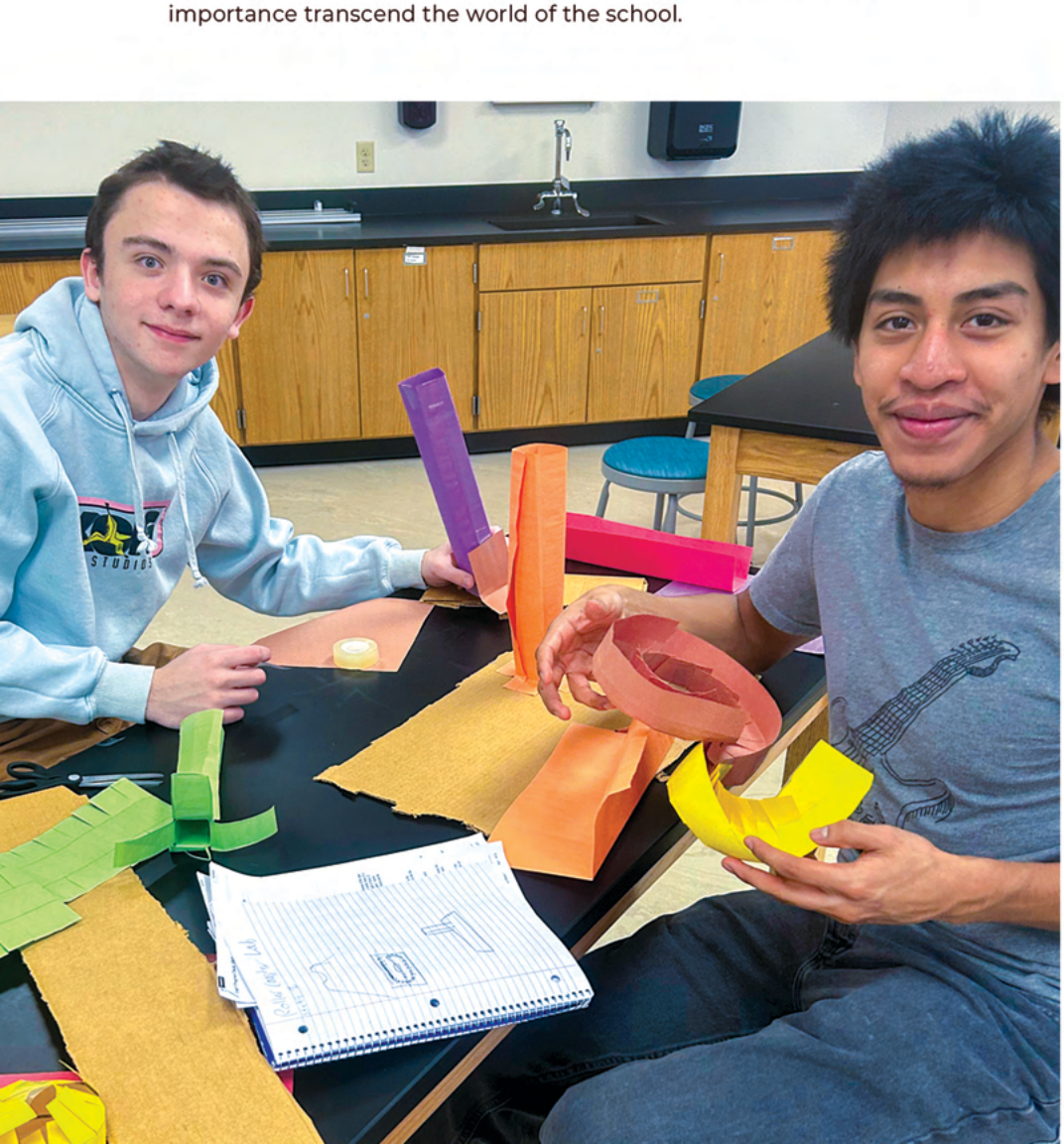


Mr. Spear's students developed business plans and innovated solutions to common problems in marketing and finance.

Mr. Spear's students developed business plans and innovated solutions to common problems in marketing and finance. Mr. Hermans' physics students studied momentum, conservation of energy and motion by designing roller coasters to maximize speed and efficiency. Agriscience students naturally pursue PBL in our hands-on curriculum and in their work on Supervised Agricultural Experiences ("SAE's") out in the community. All these learning experiences represent students mastering important curricular standards in service ofsolving problems whose importance transcend the world of the school.

Teachers are doing the hard work of investigating PBL and deciding how and when it would best fit into teaching and learning here at Shepaug. Students are moving more and more into zones where they understand the "why" behind their learning and expect to apply it to problems that excite their interest. Going forward, we will refine our practice and involve students in the process of pursuing their personal interests. Shepaug is on the path to realizing the Strategic Plan's vision for teaching and learning.

"Powerful teaching and learning is also responsive to current circumstances, student needs and connections to the community."





Harnessing the Universe: Transformative Learning in Astronomy



On Saturday, November 11th, the Shepaug Astronomy Club held it's first-ever Star Party.







Top: On Saturday, May 23rd, the Shepaug Astronomy Club and the Shepaug chapter of the Science National Honor Society hosted a public show in Shepaug's state of the art planetarium.

Middle: The Pinwheel Galaxy located using Slooh, an online telescope, April, 2023.





By Friso Hermans, Science Instructional Leader

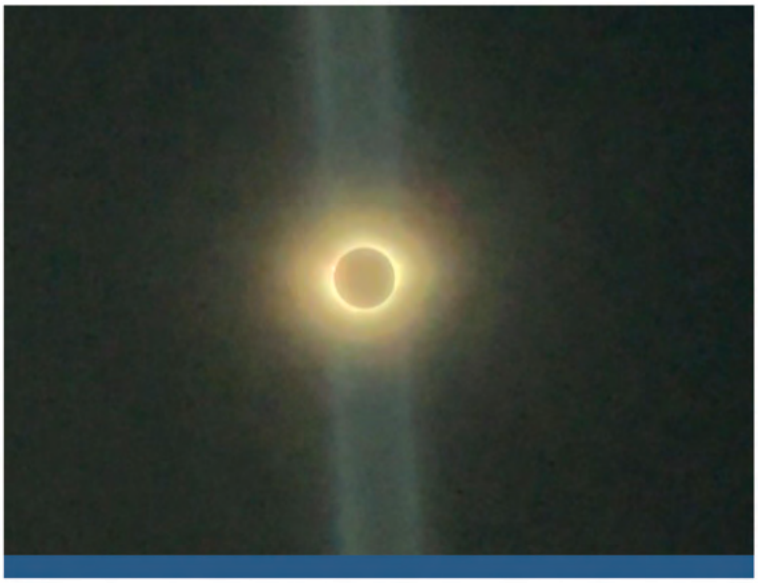
This has been a pretty amazing year to be involved in Astronomy at Shepaug School. A lot of great things have been happening, and I feel very lucky to have been at the center of a lot of them. It has been exciting to bring the Planetarium along as a facility to be used by science teachers in their classes, as well as by the wider community. Ms. Schuck, Ms. MacSweeney, Ms. Lamothe, Mr. Allen and I were trained in how to program and create our own content for the planetarium, for classes like Astronomy and Physics, as well as for Chemistry and Biology. There are some interesting connections into science, as well as history and culture, through the programs and capabilities of this truly amazing state-of-the-art facility.

The Astronomy Club has had some fantastic developments. The club has been meeting all year during Spartan periods. We have hosted two public planetarium showings: the first at the Bazaar, and the second in coordination with the Science National Honor Society chapter. We have also had three star parties so far, where we used telescopes and binoculars to look at all kinds of things in the night sky. We have two more of those planned for later this school year.

Members of the Astronomy Club, the Astronomy class and a few others traveled to Plattsburgh, NY on April 8 to see the solar eclipse. In Connecticut, the eclipse was partial (92%); in Plattsburgh, the eclipse was 100%, and the park we went to was right on center line of totality. What did we experience? It started getting cold and the light changed to a weird kind of washed out grey. When the last of the Sun was covered, a beautiful silvery light surrounded the

moon/sun, and a gasp and a shout went up from everyone who was there. We saw Venus and Saturn, and the horizon had a kind of sunset glow, all around. A small flock of confused-seeming birds flew across the field. It is something we will never forget. We extend our sincerest gratitude to the Shepaug PTO for their generous support in funding our trip to see the eclipse.

The Astronomy class, Physics 9 and the Astronomy Club have also been using Slooh, an online telescope. This allows students to set up photos to be taken of particular astronomical objects. In Physics 9, students took photos of galaxies on successive nights, in an effort to find a supernova, and in the process to be introduced to the kind of patient observation needed for original scientific research. In the end, none of the students found a supernova, although we learned that there was a supernova in a nearby galaxy (the Triangulum galaxy) during the time we were doing this project. In the Astronomy class, students have had the opportunity to follow some of their particular interests this way.



A photo taken of the 2024 solar eclipse during the field trip to Pittsburgh, NY.

This year we were pleased to be offering an Astronomy elective for the first time in many years, taught by Ms. Schuck. We are also planning to refurbish three old telescopes (4", 6" and 10" reflectors) for use in our next star party. In addition, in the Science department, we have Science National Honor Society member students planning service projects, to bring new science experiences to the school and to the wider community.

The Science Department feels fortunate to work with such wonderful young people, and to play our part in cultivating their love of scientific inquiry.



Left: A student from Washington Primary School observes the solar eclipse through protective sunglasses.
Bottom: Students traveled to Plattsburgh, NY to view the solar eclipse from the path of totality.



MU ALPHA THETA
The Path to SAT® Triumph



"The SAT prep classes have been very beneficial to me. I have already seen improvements in my practice SAT scores since I have started the class." ~ Alondra Artieda



"The SAT preps offered were not just a great opportunity to prepare for the math portion of the SAT, but also a great environment to learn." ~ Reed Woerner



"This course helped me review all the material I have learned in the past which prepared me for the different types of questions on the SAT." ~ Hayden Myles



"The Shepaug SAT class helped me become more familiar with the questions I would see on the test and I learned how to use my time wisely." ~ Emma O'Dwyer

by Marianne Maher, Mathematics Instructional Leader

The Shepaug chapter of the Mu Alpha Theta National Math Honor Society, in conjunction with their advisor, Ms. Maher, hosted a weekly Math SAT® Review Class for juniors to prepare for the March 27th College Board SAT® exam. Students collaboratively and enthusiastically solved SAT® problems, sharing problem solving strategies and time saving tips, over an eight week period of time. The hour-long class was voluntary with over 40 students currently enrolled in six different math classes attending one or more sessions. This represents about 50% of the junior class! Several students who were unable to attend picked up materials to work on at home.

Students also increased their curricular knowledge in their respective math classes through direct instruction where in addition to teaching new concepts, all math teachers included SAT® practice in their lessons. Students discussed how important their performance is to their college and career pursuits. The true proof of the success of the class, however, lies in the students' reflections and positive attitudes towards learning and achieving success. You'll read a few of them embedded in our picture collage. Our students are truly amazing and as a community, we have so much to be proud of!



"This course helped me with time management and how to better understand the questions they have been asking." ~ Addison Reiling



"I feel a lot more prepared for the SAT than I was before. It was very helpful, as well as fun working with my friends and figuring out tough problems." ~ Gabby Hilario



"SAT prep classes have helped me get more prepared for the SAT and given me more exposure to what I should expect when taking it." ~ Ivanna Ortega



"This SAT course has been especially helpful in learning about the types of questions that will be on the test, as well as refining my solving strategies." ~ Peyton King

#ShepaugProud

College & Career Center



By Diane Decker
College and Career Coordinator

As the vital link that connects academic achievement to professional fulfillment, the College and Career Center continues to base its initiatives on the Region 12's Portrait of a Graduate. Additionally, in order to uphold the Powerful Learning continuum, the region hired a coordinator who knows, first hand, that the well-being of students is intricately tied to their educational environment. With this key decision in place, the Center embarked on a mission to equip students with essential tools, valuable resources, and unique recognition necessary to succeed during their time here as well as post-graduation.



The College and Career Center is dedicated to aligning the current educational demands with today's ever-evolving professional landscape. This synergy promotes effective learning and personal growth while also empowering students to excel both in and out of the classroom.

Innovative programs that have successfully addressed our students' needs while also attracting families to our district, include the following:

EXPLORATION SESSIONS

- College visits
- US Merchant Marine Academy presentation
- Lincoln Tech presentation
- International College visits
- Military Day with pull-up bar competition

ENRICHMENT PROGRAMS

- Junior Achievement Motivational Mondays
- IWEM (Inspiring Women in Engineering & Medicine) event
- WWOOF informational sessions
- Job Shadowing with CT Judicial Branch
- SLE (Summer Leadership Experience at West Point)
- STEM Goes Red event
- College and Career Accelerator Program with EdAdvance

COMMUNITY ALLIANCE

- Community Service opportunities
- Alumni Panel event
- Scholarship opportunities

SUPPORT OPPORTUNITIES

- PACT (Pledge to Advance Connecticut) Funding for CT State Community College tuition-free program
- SAT Math Prep Class
- CT State Community College field trip
- Summer Job opportunities
- First Job, Interview & Professionalism Prep event

Shepaug Digital

Empowering Creativity: The Digital Media Renaissance

By Benjamin Allen
Media Communications Assistant

At Shepaug Valley School, the establishment of a modern television studio represents a significant advancement in the realm of digital media education. Equipped with cutting-edge technology, notably the Tricaster, the studio has emerged as a focal point for reshaping the educational landscape.

In this upgraded technological space, students work as a team performing various roles including the director, technical director, floor manager, camera operator, teleprompter operator and on-camera newsperson. The incorporation of the Tricaster allows for the green screen as well as a virtual 3D news studio. The new creative possibilities allow students to transport themselves to different settings and introduce state-of-the-art effects to their videos.

The studio's commitment to quality is evident through the utilization of high-definition cameras, new tripods, and additional monitoring screens.

The studio's impact extends further, with segments slated to be featured on the Fox61 news website. Students are also enthusiastically participating in competitions, aspiring to see their crafted packages showcased on Fox 61 News.

The studio serves as an immersive classroom where students experience how video production and communication can be extremely creatively rewarding while providing students with a tangible, real-world application of academic principles. At Shepaug Valley School, the television studio stands as a testament to the integration of technology and learning, offering students a platform to cultivate both technical skills while experiencing the everyday impact of digital media.

As the studio continues to evolve, it heralds a promising future where students, armed with innovative tools and boundless creativity, will continue to pioneer new frontiers in digital media, shaping tomorrow's communicative landscape. Congratulations to the students for embracing these exciting endeavors and leading the way towards a dynamic future of media education!



MODEL UN

Fostering International Understanding: Shepaug Students Excel at Harvard Model UN



by Chris Dennis
Social Studies Teacher, Model UN Advisor

Shepaug Valley School recently participated in the Harvard Model United Nations conference. Located in the heart of Boston, Shepaug was one of only a few Connecticut public schools selected to the seventy-first session of Harvard Model United Nations. Twenty-four Shepaug students collaborated with students from over 200 secondary schools and 44 different countries to grapple with some of the most serious challenges in international relations. The conference lasted 4 days and there were approximately 4,100 students from around the globe in participation.

The theme for this year's conference centered on 'unheard voices' and the issues that contribute to those silenced voices. Issues included climate refugees, dissident voices in authoritative governments, victims of war and those without access to clean water and those impacted by food insecurity. Successful delegates offer nuanced arguments, thoughtful reflections, and careful consideration of those with different perspectives. While at the conference, students served on committees in the spirit of the real United Nations and worked to build compromises and alliances with students from different countries.

This year 22 students represented Nicaragua and Ethiopia. Additionally, two students served on a specialized committee. All student-delegates spent countless hours learning as much as they could about Nicaragua and Ethiopia- reading background guides and writing position papers. Many of the committees our students served on were complex and required extensive knowledge on economics, including but not limited to trade agreements, monetary policy, and foreign aid investment.

These accomplishments are a product of the very good reputation that Shepaug students have carved out over the years at Harvard. This year's group only improved our standing.

Some of the committees that our students served on included the International Monetary Fund, the World Conference on Women, the United Nations Environmental Programme, the International Atomic Energy, the World Health Organization, and the Commission on Science and Technology for Development, among many others. While working to build resolutions to the most pressing issues in the world, students had opportunities to build lasting relationships with students from all over the world. Our students continue to perform at a high level and carry themselves with integrity and respect.



EXPLORING NATURE'S CLASSROOM:
SHEPAUG'S AGRI-EXPERIENCE

by Tyler Cremeans
Director of Agriscience

Students in Shepaug's Agriscience Academy are diving deep into lessons that showcase the many areas of agricultural science.

In Animal Science, students are fully involved in the care and management of our livestock animals. The class frequently has visits from a local veterinarian, offering invaluable knowledge on animal health and husbandry. The class also teaches the care of a range of small animals like rabbits, guinea pigs, and rats to exotic animals like bearded dragons, hedgehogs, and sugar gliders which reside on campus. These hands-on lessons teach students empathy and responsibility in animal stewardship.

In Equine Science, students are not just studying horses – they are actively involved in the management and operation of our flagship equestrian facility. From barn management to grooming, students learn the importance of daily care routines in maintaining the health and well-being of our horses. Riding, driving, and handling sessions provide opportunities for students to hone their equestrian skills. Through these experiences, students deepen their understanding of equine science while participating in real-life learning.





In Agricultural Mechanics, students begin the process of tractor restoration to understand the mechanics behind it. These lessons in engine repair teach students practicality and problem-solving. Additionally, the class uses their creativity and technical skills to make welded projects, including what was sold at this year's Holiday Bazaar. Through these hands-on projects, students are not only honing their mechanical skills but also showcasing their talent to the community.



Shepaug Valley Agriscience Academy
Maple Syrup Production Process



1. Collection of Sap

During late winter and early spring, sap is collected from trees by tapping them, allowing the sap to flow into tubing systems.



2. Evaporation

The sap is then boiled down in an evaporator to remove water content, concentrating the sugars until it reaches the desired consistency.



3. Finishing & Filtering

Once the syrup reaches the desired sugar concentration, it is filtered, resulting in the finished maple syrup ready for grading and bottling.



In Plant Science, the focus shifts to cultivation and production. Students learn the science of growing plants from seed to harvest. Students in these classes give back to the community with frequent donations of greenhouse-grown vegetables to the local food banks in our area. As spring nears, students will get to learn in one of the program's newest laboratory spaces -- the Shepaug Sugar Shack. Students have worked to collect sap from sugar maple trees on the property to be boiled into maple syrup.



In Food Science, students grind different ratios of lean meat and fat to make different types of sausage and other products. They also extract honey from beehives right on campus, and incorporate it into various dishes. Field trips to local farms provide a real-world context for understanding food production, allowing students to see the journey from farm to table while learning about sustainable agricultural practices.



Elevating the Stage *with* Dedication *and* Skill



By Benjamin Allen
Media Communications Assistant

Shepaug Dramatics recently presented Oscar Wilde's "The Canterville Ghost" at Shepaug Valley School's auditorium. The real magic happened behind the scenes as students collaborated by crafting costumes, makeup, and orchestrating lighting. Each played a pivotal role in creating a theatrical experience that showcased individual talents as well as the collective effort necessary to bring any exciting story to life.

One notable aspect of this production is the introduction of a new lighting board, offering students a glimpse into the tools they'll encounter in future college and professional productions. While a subtle enhancement, it reflects Shepaug Valley School's dedication to providing students with a comprehensive and professional theatrical experience.

In a captivating blend of satire and the supernatural, the recent production skillfully brought forth the comedic elements of "The Canterville Ghost." The play not only navigated the intricacies of the supernatural encounters with Sir Simon Canterville but also satirical takes on British and American life. This infusion of satire and the supernatural showcased the versatility of the students in portraying both the comedic and fantastical elements. It provided a learning journey into complex characters, diverse cultures, and the interaction of these disparate elements. The students collectively embraced the challenges of bringing forth these themes and by working together as a cohesive unit, demonstrated an understanding of the interplay of the many layers that make a work of art both engaging and thought-provoking.

At Shepaug Dramatics, it's evident that the skills cultivated during their latest effort extend far beyond the stage. The highly collaborative spirit and dedication to the world of theater provides students with valuable life skills. "The Canterville Ghost" stands as an example of how a school production, with a touch of magic, can elevate the educational journey and prepare students for the exciting artistic future that awaits them.



Shepaug Athletics

Spartans Fall and Winter Season Highlights

by Matt Perachi, Athletic Director, Shepaug Valley School

The Fall and Winter Athletic Seasons have seen several of Shepaug's teams enjoy success in Berkshire League competition, as well as CIAC state tournament competition.



During the Fall season, the Shepaug Golf team finished the regular season with a Berkshire League record of 11 wins and 1 loss, capturing the Berkshire League title for the second year in a row. Gavin Giroux, Emmet Tredennick, and Jared Frankland all earned Berkshire League All-Star honors.

The Field Hockey team finished the regular season with a 14-2 record, and in the process won the Berkshire League Championship for the first time in 20 years. Zoe Soletsky and Clare Moore were named First Team Berkshire League All-Stars, and they were also named First Team All State.



The Shepaug Boys Soccer team posted a 14-2 regular season record. The Spartans won the Berkshire League championship, won the Berkshire League tournament, and also earned a spot in the State Championship game for the first time since 1965. The Spartans had Ronan Feenan, Rocco Smith, and Drew Konik selected as First Team Berkshire League All-Stars, and Feenan and Smith were also recognized as First Team All-State.

The Northwest United Football Team, composed of players from Nonnewaug, Wolcott Tech, Wamogo, Litchfield, and Shepaug High Schools, had another successful season this fall. Dating back to the 2021 regular season and extending almost all the way through the 2023 season, the Workhorses won an astounding 21 consecutive regular season games before their winning streak came to an end. Among the 5 participants on the team from Shepaug, Reed Woerner was honored as an All-Conference CTC player during the fall 2023 season.



The Boys Basketball team, with a 15-5 regular season record, earned a berth in the Berkshire League Tournament Championship game, where they lost a heartbreaker to Nonnewaug High School in front of a packed gymnasium of fans at Thomaston High School. Spartans James Kersten and Reed Woerner were named First Team Berkshire League All Stars.



The Ice Hockey team had a successful season, qualifying for the CIAC tournament, while the Swim team also enjoyed success, with the highlight being their victory at the 2024 SPLASH Classic. Faith Bargellini, Sarah Waters, Abigail Perun, and Victoria Bargellini earned All-Star status in Swimming, and Nick Neunzig did in Diving.

Other Fall and Winter All-Stars named this year are Reed Woerner in Football, Marie Sprong in Soccer, Molly Sedito in Cross Country, and Claire Kersten and Marie Sprong in Basketball.

As we move from winter into Spring, the Spartans will be busy on the field, court, and track, and we invite all to come cheer the Spartans!



The ARTS

Scholastic Art Awards

Two students from Shepaug have been selected to showcase their artwork in this year's CT Scholastic exhibit at the Hartford Art School. The selection process involves the evaluation of student artwork by professional artists and university art faculty, who choose pieces based on merit. This prestigious exhibition not only honors the students' artistic talents but also recognizes their hard work and dedication.

In addition to the honor of being selected for the exhibit, students have the opportunity to receive Gold or Silver keys and Honorable Mention Awards across 18 media categories. The exhibition runs from January 12th to February 3rd, providing a platform for showcasing the excellence and diversity of artistic expression among Connecticut's talented youth.



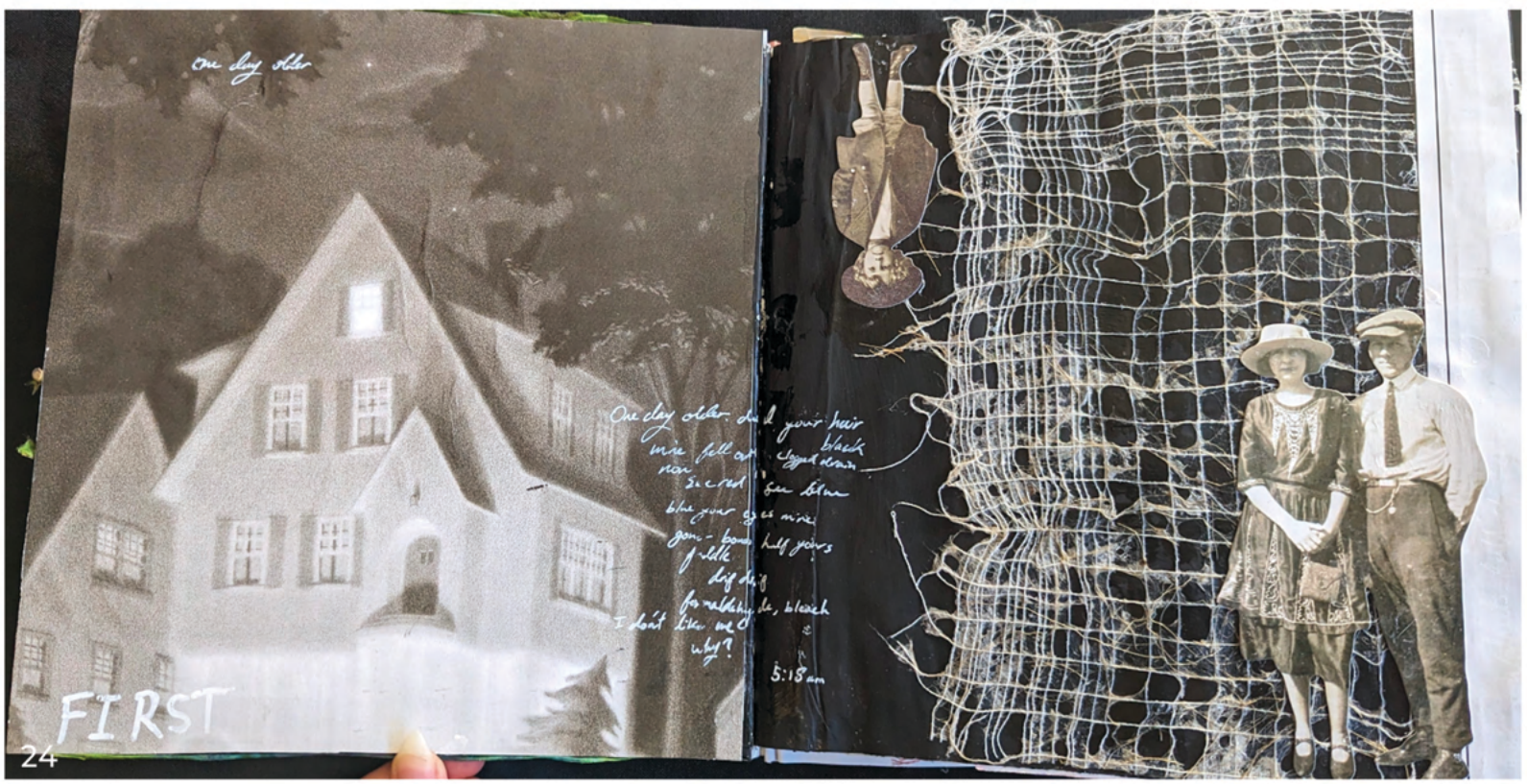
Honorable Mention Award for Abigail Perun

Grey Pomeroy's photograph was chosen for an American Vision Award. This is a very prestigious honor with only 5 works being selected from Connecticut. The Awards' core values of originality, skill, and the emergence of a personal voice or vision are key factors in the selection process. Grey also won a Gold key for both of his submitted artworks.

These works will be sent on to the National Competition.



An American Vision Award and 2 Gold Key Winning Works by Grey Pomeroy



CAS ART AWARDS

The Connecticut Association of Schools annually honors two outstanding seniors from each of the member schools in the state who excel in the performing or visual arts. Students are chosen by their teachers and must possess the qualities of scholarship, leadership, and most importantly, must excel in one or more of the performing or visual arts. They will be honored at a banquet at The Aqua Turf in April.





Grey Pomeroy has been a standout in the Shepaug art program since middle school. A creative and technically talented artist, he has a strong personal style and observes the unusual beauty in our world. He has been recognized with numerous art awards from the prestigious American Vision Award to Scholastic Gold Keys, the ASAP! Celebration of Young Writers awards, as well as the ASAP! Celebration of Young Photographer awards. His AP Portfolio focuses on mental health and how artists portray abstract moods. His senior project also delves into art through the illustration of assorted insects and the organization and creation of specimen shadow boxes. In addition to the visual arts, Grey also has been a Stage Manager for Shepaug Dramatics. Grey plans to go into Art Studies at Northwestern Community College to complete his Associates degree, with the hopes of furthering his degrees in Art History.

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Mia Melatti has been a member of the chorus at Shepaug for the past 7 years at Shepaug. Mia has been a valuable student leader for the past 4 years in High School Chorus. As a talented Soprano, Mia leads her section with confidence and gentle guidance when needed. Mia is also the Tri-M President and has led the organization in community events over the past two years. She is a clear advocate of music in our schools and her peers respect her passion in this role. Mia has also been a huge part of Shepaug Dramatics over the past four years. She has displayed amazing prowess on stage as an actress in plays and musicals.

Mia's devotion and commitment to music and theater arts at Shepaug has been a joy to witness. Mia's future beyond the doors of Shepaug is sure to be bright with the multiple talents she will carry on to her next adventures in music and life!

Congratulations Mia!

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Alumni Notes

Matt Adams '83 credits his high school education with providing him the foundation of what would become his career as one of the best known golf broadcasters in the business.



Matt Adams (R) and Michael Eves (L) from Augusta.

"No doubt," said Adams, "without the opportunities I was given at Shepaug, I would not be doing what I am doing now."

Adams' high school career was marked by diversity. He played soccer, baseball and golf, but was very active in student government, serving as his class' president, in addition to helping "run the house," for the Drama Club. Yet, throughout this busy schedule, Adams used to drop in on the local AM radio in Brookfield at 5am on school days, where he would record and edit segments to be used in the morning sports reports.

"It was the teachers at Shepaug that helped mold me. They believed in letting students chase their dreams and actively supported the pursuit."

Adams' pursuits have led him to his current engagements as a host on Golf Channel and NBC Sports as well as hosting his daily ***Fairways of Life*** show on the network. This is in addition to the work he does for PGA Tour Live on ESPN+ and as golf analyst for CBS Sports Radio and his nationally syndicated weekend show that airs in 180 million homes on affiliates nationwide on networks such as MSG Network and NESN. Along the way he also earned the distinction of being a multiple-time New York Times bestselling author (co-author of Chicken Soup for the Soul) and has authored 14 books in total, his latest book publishing in April. In June, Adams will host the 35th edition of the Ted Alex Memorial Golf Tournament, named after the legendary Shepaug coach.

"Living the life of your dreams takes vision and hard work, but it also takes people who believe in you and are willing to lend a helping hand. That's exactly what Shepaug did for me and I'll be forever thankful."



Rebecca Bedini Alferi '07 went on to attend hairdressing academy at Ricci's School of Cosmetology, in Newtown CT. She has been practicing all areas of cosmetology for the past fifteen years. Currently she is the owner of a local hair salon, The Loft Hair Studio in New Milford, CT. She lives in the region and has two children, Anthony and Grace, who are future Shepaug Spartans!



Aimee Reutzel '11 was named Danbury High School Teacher of the Year in 2023. This past year she was stationed on top of Mt Washington, where she taught her classes live via zoom!

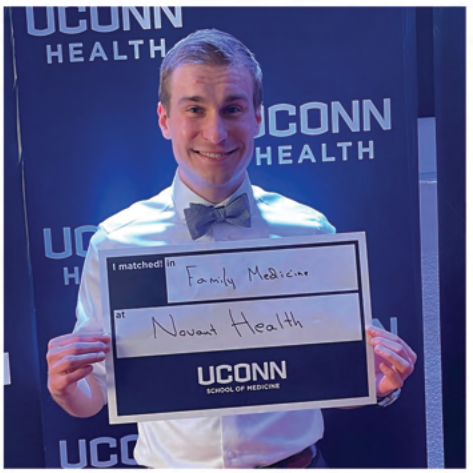
Brian Fitterman '85 just moved to Columbia, CT.

Joe Abdella '87 has been a self-employed tile contractor since 2001. He is club president and coach at Shepaug F.C. (formerly Shepaug Soccer Club). He represents Washington on the Region 12 Board of Education and serves on two committees. His two sons are currently students at Shepaug.

Jemma Roche '15 lives on the Upper East Side in NYC. She currently works as an Account Supervisor at TBWA\Health Collective, a pharmaceutical, health & wellness advertising company. She will be moving to Brooklyn, NY with her boyfriend, Grant, in the spring!

Arch Williamson '59 lives in Melbourne, FL. Arch has been married 50 years, has two children, and five grandchildren.

Joe Wiles '77 is living in Mirasol in Palm Beach Gardens, FL. He is married with a son and a daughter. He is retired from GE Capital.



Michael Taylor '15 will be graduating from the UCONN School of Medicine this spring. He recently found out that he will be completing his residency in Family Medicine with the Novant Health Family Medicine Residency Program in Charlotte, NC. Michael wrote, "This is something I want to share because I am very grateful for my time at Shepaug and Booth Free School. I am very grateful for all of my teachers, faculty, and coaches who played a hand in shaping me to who I am today. Although I am likely not the first, I hope not to be the last alum to choose medicine. I also would love for the school to reach out if there are any students looking to explore medicine and want to learn more."

Anastasia Slastushinskaya '18 graduated from George Washington University in 2022 with a Bachelor's degree in Criminal Justice, and a minor in Law and Society. She currently works full time as a Civilian Officer, also titled Public Service Aide, for the Cape Coral Police Department (CCPD) in Florida, helping officers out on patrol and doing reports and investigations with them. On her days off, she is an intern for the Forensics department in the CCPD. Her goal is to become a crime scene investigator. Anastasia has been on crime scenes with the department, and worked on cases involving different crime scene investigation techniques.

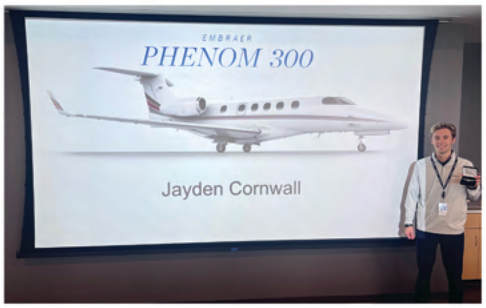
Anastasia is in graduate school pursuing a Master's degree in Criminal Justice Administration. She bought her dream car, and has met lots of people with similar interests and hobbies in the area!

Kathryn Clair Bassett '06 has been a real estate agent for six years with William Pitt Sotheby's International Realty in Washington, CT. Kathryn previously resided in Manhattan for nine years and enjoyed a career in technology at Oracle, a leading provider of software and cloud technology. Her main focus was on building enterprise partnerships among agencies, platforms and partners. Prior to Oracle, Kathryn was at comScore, a prominent digital analytics firm as a team lead for key accounts across Fortune 100 advertisers. Kathryn currently lives in Roxbury with her husband, two sons and their cockapoo.

Stephanie Sorak '93 is a high school administrator and adjunct professor.

Misty Van Ryzin '96 runs a garden design, installation, and maintenance company out of Sherman, CT with her daughter Sierra. Check out their website at enchantedgardening.net.

Jayden Cornwall '20 was fortunate enough to "land" his dream job as a pilot



with NetJets where he began training inMarch. Having graduated from Florida Tech in December of 2023, he is excited to begin his career. NetJets is the leader in private aviation and he'll be flying the Phenom 300, a business jet seating 7 passengers capable of cruising at 45,000 feet at over 500 miles per hour. He's very grateful for his beginnings back in Shepaug and then further throughout college, and can't wait to be flying around the world in a few months. He hopes to pilot some flights that take him to Oxford or Danbury so he can bring the jet back to his roots.

Kate Neary '01 would like to pass along an update to the Class of 2001. Even though Covid kept us from holding a 20 year reunion, we are planning on a 25 year reunion. We don't want you to think we forgot about you! More information to follow.

Lindsay (Young) Sullivan '04 was awarded the 2024 "Excellence in Emergency Nursing - Expert Nurse" Award for the Beth Israel Deaconess Medical Center Emergency Department in Boston. She has been doing Emergency Nursing for twelve years.

Meghan Gilmore Neri '98 is looking for runners and those connected to the food allergy and/or asthma community! Meghan is excited to be The Asthma and Allergy Foundation of America, New England Chapter Team Captain for the 2024 ASICS Falmouth Road Race! This is an iconic 7-mile seaside course. There are a limited number of bibs available. If anyone is interested in joining the Team, contact Meghan at meghan.neri26@gmail.com.

"Shepaug is a special place. You weren't just educated in the classroom but you learned on the athletic fields, the stage, and currently The Agriscience Academy. Fifty years ago our principal, Dr. Darrell R. Lund, encouraged our class to give back to the community. I am proud to see so many Shepaug graduates volunteering on boards and commissions, emergency services, and local organizations. Tradition continues! Go Spartans!

I am also privileged to work with all the town employees who go out of their way to provide excellent service to the Town of Washington and it's neighbors, near and far.

God Bless Shepaug, God Bless the Town of Washington, and God Bless America!" Sheila M. Anson, '74, CCTC

Sheila Anson '74 Town Clerk, Millie (Osborne) Johnson '00 Assistant Town Clerk and Assistant Assessor, Liz Gugel '78 Transfer Station, Liddy Adams '74 Transfer Station, Tammy (Wyant) Rill '96 Land Use, Addison Larson '98.



Alumni in the Armed Forces



CDT Lily Schur
Commander, 1st Regiment
USMA Class of 2024

What is your role at West Point?

My official role at West Point is the First Regimental Commander. I am in charge of leading ¼ of the entire Corps of Cadets (1,200 cadets). I work directly under the First Captain, Cadet Captain Martayn Van de Wall.

What inspired you to join the armed services, specifically attending West Point?

There were really two things that inspired me to attend West Point – the challenge and the opportunity to serve. Getting into West Point is a lengthy process requiring multiple essays, interviews, physical tests, and a congressional nomination. I was motivated by that process alone; experiencing a strong desire to see if I could make the cut. I went on a visit to West Point and saw the competitive yet cohesive culture that it maintains. This immediately inspired me. Every cadet at West Point is family, driven by the idea of constantly developing yourself and others. Finally, and most importantly, I wanted to find an avenue to continue my education while also setting myself up for service. I was passionate about my own academic studies, but wanted to do something that was bigger than myself.

What are your aspirations or goals within the military upon graduation?

Upon graduation this May, I will become a commissioned officer in the Army. Specifically, I will be a military intelligence officer based out of Fort Stewart,Georgia. As a military intelligence officer, my job will be to collect intelligence information on our adversaries in order to inform U.S. forces. I want to start at the maneuver level, gaining insight into what intelligence is necessary for the individual soldier. Then, I would love to find an opportunity to move into one of our strategic agencies (FBI, CIA, NSA) and continue my Army intelligence career there!

What advice would you give to high school students considering a similar path in joining the armed services?

Do it. I strongly believe that there is no better experience than serving time in any military branch. You will gain healthy personal habits, a tenacious mindset, and build the strongest bonds with the people around you. I would also pass on the advice that it is not a commitment for life. Many people are afraid to join because they see it as a lifetime commitment – it does not have to be! Any amount of time serving your country is honorable and helps continue the effort to secure our nation. Finally, I would like to extend an offer to any Shepaug student thinking of joining the armed forces. I am more than happy to discuss the options.

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YouTube: youtube.com/Region12Schools

Facebook: Shepaug Regional School District 12

Shepaug Alumni Association

Our Mission is to reach, serve and engage alumni and their families; to foster connections between the school and its graduates, and to provide Shepaug with goodwill and support.

Contact Scott Werkhoven, Alumni Coordinator, at SVSAlumni@region-12.org to join our mailing list.

Follow Shepaug Valley School Alumni on Facebook.

A Soccer Season to Remember

Congratulations to the Shepaug Boys Soccer Team on an outstanding season! Your hard work, dedication, and teamwork have truly paid off. Winning the Berkshire League championship, conquering the league tournament, and securing a spot in the State Championship game for the first time in nearly six decades is an incredible achievement.

