

Monroe Public Schools Community Newsletter

John Battista, Interim Superintendent of Schools

March, 2018



When the school year started in late August, April 3rd -- the day of Monroe's budget referendum -- seemed a long way off.

The Monroe Public Schools' budget starts with the end in mind: an educated student who is career and college ready and able to function in the global economy. We have budget goals to provide support for all students and to do it in a fiscally responsible manner. With all that in mind, we begin the process.

All the administrators meet with the assistant superintendent, the finance director, and me to review budget requests. The entire administrative team comes together to review the budget, line by line (approximately 2500 accounts) and also to plan the budget presentation to the Board of Education.

Throughout the budget process, the administrative team communicates with Town and Board of Finance

(BOF) officials to see what equipment and/or capital projects can be bonded, understand the condition of the state budget, and stay aware of all funding sources.

Once all the information is collected and the budget is established, it goes to the Board of Education in early December. The staff presents the budget and shares the areas of growth and the areas of savings. For the 2018-19 school year, there have been savings in the areas of special education, technology, and transportation. We have seen an increase in salary, benefits and energy costs. Since over 80% of our budget is salary and benefits, even a small increase has an impact. That makes sense because we are a people business. We do not make "widgets," so we do not need material. We educate children and we need people for that important endeavor.

After thorough review, the BOE votes on the budget and passes it on to the First Selectman. By town charter, the first selectman presents the town budget, inclusive of the BOE budget to the BOF. The BOF may make changes to the overall budget and, by charter, must set a mill rate for the town by March 21. After that, it is up to the voters to approve the town budget.

For the many years that I have been an administrator in Monroe, the budget has taken up a large part of the work year. We think about the budget from the first day of school until it is passed by the voters. Thankfully, in recent years the budget has passed on the first vote. That quick passage may be due to low or zero increases, but I think it is because of the transparent way we build and present the budget to the people in town. Every presentation, document, and line item of the budget is available on the district's website. People can ask questions and see where every dollar is spent. To say "Thank you" to all of the taxpayers in Monroe for their support may sound trite, but it is because of that support that we are able to have award winning schools and successful students. So, regardless of month or season, it is always budget time in Monroe. Please vote on April 3rd.

John

John Battista

Twitter: @MonroeSuper



MONROE PUBLIC SCHOOLS
MONROE, CONNECTICUT

Monroe Public Schools Upcoming Dates to Note

March 23-24
daVinci Festival
Masuk High School
Fri. 3-7 PM/Sat. 10 AM-2 PM

March 23-24
Masuk Drama
The Dining Room
7:30 PM

March 28
Elementary Conference Night

March 29
Elementary Conferences
Elementary Early Dismissal

March 30
Good Friday
No School

April 3
Referendum Vote

April 9-13
Spring Recess

April 16
No School for Students
Teacher Professional
Development Day

April 25
Grade 5 JH/JH STEM
Orientation

Tentative last day of School
June 22
(as of March 23, 2018)

Visit Monroe Public Schools Website

FBLA Conducts Miracle Minute



Blink and you'll miss it! Masuk's Future Business Leaders of America organization has successfully completed their first fundraiser of the year, and it only took a minute! On December 4th and 5th, FBLA conducted the Miracle Minute fundraiser in all lunch waves. Volunteers spent a manic minute rushing around the cafeteria collecting change. All proceeds collected from the event were donated to St. Jude Children's Research Hospital for treatment and research purposes. The hospital works tirelessly to treat cancer and to advance cures - with no costs to the families of sick children. Masuk raised \$200 for St. Jude Children's Research Hospital. Thank you to all the participants and volunteers who helped to make change with their change!

Monroe Passport Club

The Monroe Public Schools is pleased to offer Monroe Senior Citizens the opportunity to attend sporting events, musical concerts, and theatre productions in our schools at no cost.

Monroe's Passport Club entitles the bearer to free admission to school events.

This pass is good for regular season games. This pass is not good for Thanksgiving Day and tournament games.

Please call ahead to check for availability of events.



To join, please send your name and address to:

Monroe BOE
375 Monroe Turnpike
Monroe, CT 06468
Attention: L. Crespo

or

email information to: lcrespo@monroeps.org

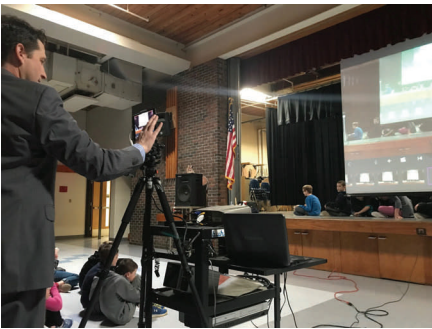
The mission of the Monroe Public Schools is to ensure that all students reach their full potential as innovative thinkers and responsible citizens through a challenging, inquiry-based curriculum delivered by skilled, dedicated, and engaging educators.

For more information on the Monroe Public Schools, go to:

www.monroeps.org

Stop Motion Video Production Comes to Fawn Hollow

You could have heard a pin drop in Fawn Hollow’s All Purpose Room (APR) one March morning as students focused intently on their classmates performing in a stop motion video. Facilitated by Canadian teacher, Ben Grant, the line of students advanced one giant step at a time, their movement being recorded each time so that a series of photos could ultimately be played continuously to make a video. Laughter exploded as students watched the resulting video of their classmates circling the stage.



As the day progressed small groups of students in grades 3, 4, and 5 worked with Ben Grant and Fawn Hollow Art Teacher Chrissy Scarpati

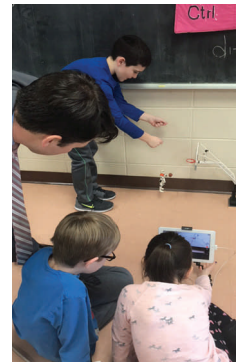
to create their own videos. Action figures were skateboarding on a half pipe, cycling up a ramp, shooting hoops and performing at a skate park. The only tools other than the setting were a stop motion app, invisible string, sticky putty, action figures and Fawn Hollow students’ imagination.



Stop motion is seen in claymation videos such as *Rudolph the Red-nosed Reindeer*. It is becoming a lost art as video production is mostly digital. But it’s really easy and fun to create your own movie at home using stop motion techniques. Stop motion combines visual arts with technology in a fun and unique way. Videos created by Fawn Hollow students will be on display at the daVinci Festival.

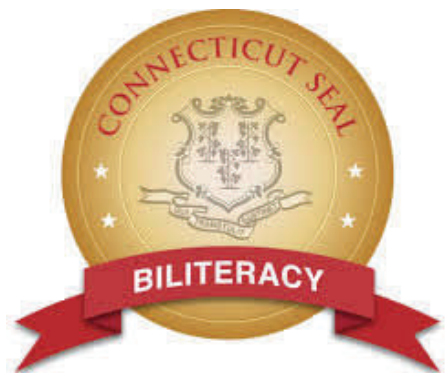
Ben Grant is a Media Studies, English, Dramatic Arts teacher and football coach at Lorne Park Secondary School in Mississauga, Ontario. He realized teaching was his passion while working as a radio broadcaster for three Corus Entertainment radio stations as an on-air host. It was in one of his Media Studies classes in 2010 that he came to realize the power of stop motion videos. A few years later he was hired by Mercedes-Benz, Nabisco and Molson to create stop motion videos promoting their products.

Ben Grant was made available to Fawn Hollow students through the generosity of the PTO. Students will long remember the joy they experienced watching their classmates in a video created right in front of them, and now have a new skill to add to their toolkit.



Implementation of the Connecticut Seal of Biliteracy in Monroe

The Connecticut Seal of Biliteracy is in its first year of implementation in Monroe. Students in grades 10-12 who have chosen to pursue earning the Seal at graduation have begun testing. Individuals have already qualified Arabic, French, Latin, and Spanish. The Connecticut State Seal of Biliteracy recognizes public high school students at graduation who have attained a high level of proficiency in English and one or more additional languages. Students demonstrate the necessary proficiency in English by successfully completing all English language arts requirements for graduation as determined by the State and the local Board of Education. All students in grades 10-12 are eligible to qualify in an additional language (whether or not the language is taught in the student’s high school) by achieving a certain level of proficiency as measured by a state-approved assessment. If you have any questions about the program, please contact Lisa Peterson lpeterson@monroeps.org.



History Club begins at Jockey Hollow



Since her days as a student in Monroe schools, sixth grade teacher Gretchen Conte has always loved learning about social studies. Now she is sharing her passion for the subject with her students by beginning the first ever Jockey Hollow History Club. Students meet twice a month after school to learn about a variety of history topics and create projects. Conte says, "Many students and teachers think that history is boring. I wanted to organize a club that would give everyone a chance to learn just how exciting history really is. We started with less than ten students. These original members have since recruited many of their friends to join. I thought it would be a great club for a select group, but never imagined my classroom would

be full of so many eager students." The meetings give students and teachers the opportunity to share in a love and curiosity for history. Students work in groups on project topics of their choice. Although none are committed to competing in the National History Day program at this point, many are following the requirements and entries may come in future years. When the projects are done, students hope to present them to each other and other interested audiences. They also hope to display their work for the entire school to enjoy. Sometimes, the club hosts guest speakers. History teachers from the district have shared their expertise in topics such as eighth grade STEM teacher Matt Cacace's presentation on the Space Race

(above). "My experience presenting to the history club was great. It is amazing to be surrounded by students who share this common interest," says Cacace. "I appreciate the opportunity to talk about my interest in the history of the race to space. To me, this was our greatest adventure and the students in the club were attentive and engaged. I hope they enjoyed learning about it as much as I did at their age."

In addition, the history club plays history games, discusses current events, and is scheduling a debate. Students discuss and choose all club activities. As a result, membership continues to grow. As club member Ashwin Sarma shared, "History Club makes history fun and it's a time to be with friends."

World Languages Honor Society

Each year Masuk's Department of World Languages offers honor society membership to seniors who demonstrate continued dedication to and superior effort in language study. The following students were inducted this year: Amaan Ashab, Safeta Basuljevic, Gabriela Batsu, Jessica Berry, Sloane Burling, Emma Campos, Sophie Chung, Kelsey Coville, Stefane daSilva Gomes, Katie DeGeorge, Rosemary DiTaranto, Cole Dowling, Gina Dragonette, Riley Gorman, Gabriela Hirsch, Ryan Hodska, Nisha Honnaya, Kyle Immel, Kaitlyn Infante, Kathryn Jellife, Kyle Konkol, Emily Lane, Danielle Lazzaro, Katherine Lee, Sabrina Lemm, Alexandra Lichvar, Wen Jay Lim, Kaitlyn Logan, Sophia Lonardo, Drake

Marchese, Alexander Massaro, Maxwell Mastrorocco, Liam McCarthy, Zachary McCollum, Emily McMahon, Brianna Mulloy, Kevin Papscoe, Matthew Pearson, Mackenzie Pontonio,

Melinda Primorac, Caeley Raymond, Grace Richards-Hannigan, Gabriel Rodrigues, Karus Sabio, Chloe Shawah, Anika Veeraraghav, Diana Wallet, and Lauren Young. Congratulations to all!



What are you reading in Social Studies?



When eighth grade social studies teacher Doug Delvecchio is looking for something to share with one of his reluctant readers he has a 'go- to' book. He's been handing out his copy of *Chasing Lincoln's Killer* by James Swanson to students for years, and he has yet to find a student who didn't enjoy the read. The book covers the plot to assassinate President Lincoln and the ensuing search and capture of John Wilkes Booth and the other eight conspirators. It is the young adult version of the *New York Times* Bestseller, *Manhunt*. When most people think of reading in school English class comes to mind, not social studies. That is changing across the state and here in Monroe.

The U.S. Department of Education website states that, "Helping your child read is the single most important thing you can do to help the child succeed in school--and in life. The importance of reading simply can't be overstated. Reading helps children in all school subjects." Social studies classes are already reading extensively from textbooks and primary documents. Though this reading is important, it can be challenging and therefore less engaging for students. Most people do not read primary sources and textbooks for pleasure. Yet one need only look at the Broadway musical *Hamilton*, and the book by Ron Chernow that inspired it, to witness the popularity of history in today's society. We all dive into books that interest us - fiction and nonfiction. Why should this be any different in our schools? To address the need for more nonfiction reading opportunities, the social studies department at Jockey Hollow will be adding history books into the formal curriculum. Hopefully through this reading, students will find that history can be just as fascinating as fiction.

In addition to increased engagement, research has shown that reading nonfiction in social studies can have a real impact on student performance. Researcher and best-selling author of *Teach Like a Champion*, Doug Lemov found that, "the act of reading nonfiction adds to our students' knowledge base and helps them learn more from subsequent reading." In this way, the act of reading is very similar to math concepts that build on each other. Kylene Beers, Columbia Teachers College researcher and author of *Disrupting Thinking: Why how we read matters*, documents how adding just 10 minutes of reading a day can expose the most reluctant readers to over half a million more words per year. Reading history books will help students to understand how words are used in the context of historical writing. This is a skill that is directly assessed on both the SBAC and SAT tests.

The emphasis on nonfiction reading is part of a district-wide plan of literacy. In addition to social studies, Jockey Hollow students are studying a new nonfiction reading unit in their English classes through the Columbia Teachers College reading program. Masuk High School history teachers have also begun incorporating nonfiction texts to ensure that students have continuity in their practice of this essential skill. Our students need to build these habits with the guidance of teachers who will help them navigate nonfiction text in their subject area. As the U.S. Department of Education website concludes, "[Reading] is the key to lifelong learning."

"The Basics- Helping Your Child Succeed in School." U.S. Department of Education, 24 Dec. 2008, www2.ed.gov/parents/academic/help/succeed/part4.html. Lemov, Doug, et al. *Reading Reconsidered: a Practical Guide to Rigorous Literacy Instruction*. Jossey-Bass, a Wiley Brand, 2016. Beers, Kylene, and Robert E. Probst. *Disruptive Thinking: Why How We Read Matters*. Scholastic, 2017.

Masuk Forum

On March 14th, students from across the country expressed their frustration with school violence. National organizers were calling for students to participate in a walkout at 10:00 AM to demonstrate their displeasure with the continued violence that faces our schools and our students. Students at Masuk High School took a different approach. Some students initially wanted a walkout. After meeting with the administration at Masuk, they decided that they wanted to be able to address their concerns and speak directly to their local officials. The Masuk administration then met with members of the student government and other interested students to organize the Student Forum on School Violence. Several local officials were invited to participate in the Masuk forum. In attendance on Wednesday were State Representative J.P. Sredzinski, First Selectman Ken Kellogg, Police Chief John Salvatore, Board of Education Chair Donna Lane, Board of Education member Dr. Alan Vaglivelo, Superintendent of Schools John

Battista, Assistant Superintendent of Schools Dr. Jack Zamary, and Instructional Leader of Pupil Services Ann Odoy. The forum began with the reading of the 17 names of the students from Stoneman Douglas High School who lost their lives on February 14th. That was followed up with a performance of John Lennon's *Imagine* sung by select members of the Masuk choir. Five students read speeches that they had prepared to raise their concerns and offer their solutions on school violence. In between the student speeches, the senior class president, Chloe Shawah, asked questions that she had gathered from the student body to the invited guests. Local and state officials answered the questions, addressing a number of concerns and issues regarding school safety. At the conclusion of the forum, students were encouraged to continue to voice their concerns by participating in the democratic process. Four representatives from the Monroe Registrar of Voters were there to register students who would be eligible to vote in the November general election. A follow

up activity was done in school on Friday, March 16th where students were encouraged to write their local, state, and national officials to express their views on school safety and any other issues that were important to them. We take great pride in the manner in which the entire student body behaved. They positively and proactively voiced their concerns to those who can make changes.



Business Student Earns 1st Place in State of CT, Fourth Place in National

Amanda Dial is a Masuk Junior student in Ms. DiSette's Finance and Investing class. In this upper level Business course, students learn about personal finance topics and concepts. As part of the class, students take part in the online Stock Market Game where they are given \$100,000 'virtual' dollars to invest in the stock market. Thousands of students are involved in this online game throughout the nation. Using the knowledge and skills she acquired in her class and through her own independent research, Amanda's investment has grown to about \$118,000 since September. The game concludes in April.

As part of the Stock Market Game, Finance and Investing students also participate in the InvestWrite Challenge. The InvestWrite Challenge requires that students go above and beyond what they have learned

about investing and apply financial concepts to a real-life scenario. Amanda was given the opportunity to complete an essay demonstrating how she would apply what she learned by playing the Stock Market Game to a real organization. In her essay, Amanda described the strategy she would recommend for managing funds of the charitable organization of her choice, United Nations Children's Fund (UNICEF), to meet its goals in short term and long term timeframes. Her essay was thoughtful and detailed, demonstrating a strong understanding of financial instruments as well as revealing a passion for the organization's mission. Finance and investment experts read and score all submitted essays. Amanda's essay was submitted to Investwrite in December, and in early February, Ms. DiSette was informed that Amanda's essay was scored as first in Connecticut and fourth in the entire nation.

Ms. Elizabeth Seidel of the SIMFA Foundation, which supports the Stock Market Game and the Investwrite Challenge, came to Masuk on March 1 to recognize Amanda's accomplishment. Amanda's classmates and family were invited to this celebration where Amanda was awarded \$200 and a trophy.

The Masuk community is very proud of Amanda's accomplishments. Amanda plans to study finance after graduating from Masuk. Amanda says that CTE classes at Masuk "are really helpful and have worked to expand my knowledge and interest in all areas within the world of business."



Amanda Dial, her parents, and Ms. DiSette celebrate her accomplishment.

Welcome to SCMATH

Earlier this year, the Jockey Hollow/STEM math and science teachers used department meeting time to discuss math and science topics and vocabulary used in their classes. Teachers worked to align the topics and terminology used between the two curricula. From this meeting, 8th grade math teacher Amy Alterman and 8th grade science teacher Kathleen Foley decided to collaborate on a lesson that crossed class boundaries, integrating both math and science. Their SCMATH lesson had the students look at the data generated in their science class and analyze it graphically using many of the concepts learned in their math class. During the lesson, the students were asked to talk about the meaning of slope not just from their math class but how it relates in science. Alterman noted that

“Students began commenting that what they were learning in math was similar to the concepts in science. As teachers, we know that learning is never in isolation, but recognize that students have not made this distinction. By blending our classes and allowing students to discover the cross-curricular connections, we were able to create an environment where students were not only noticing that Science is applied in Mathematics, but were excited to learn about these relationships. They began to see the real world connections of what they were learning and when it will be used in the real world.” Foley commented that the project improved “students’ thinking skills as it pertained to the topic. They were using their understandings of independent/dependent variables and hypothesis in science and applying it to the graphing and open responses in math. It especially as-

sisted those students who felt like they weren’t ‘math’ students because it gave them a foundation to start thinking and planning how to attack a problem. They relied on their science skills to help them dissect the problem, think it through, and formulate an answer”. The students were highly engaged in this collaborative learning activity, showing growth and understanding beyond the day’s lesson. The teachers are planning similar projects for the spring and for the start of the new academic year.



SCIENCE + MATH

Productive Struggle - What is it?

You may have heard the term *Productive Struggle* recently in relationship to mathematics and problem solving. Mathematics is not solely about getting the right answers—it’s about the process as well. Productive struggle is developing strong habits of mind, such as perseverance and thinking flexibly, instead of simply seeking the correct solution. Not knowing how to solve a problem at the outset should be expected. The key is working through a problem, encouraging students to think outside the box, and not letting them get discouraged if their initial strategies don’t work. Students must create an entry point, a plan to get started.

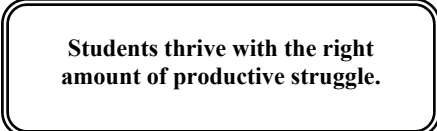
The concept of Productive Struggle is a new concept for many, including students, teachers, and parents. The idea that students struggle can bring with it a negative feeling. However, when a stu-

dent is not directly told how to solve a problem, then the student must make sense of it. The student must find an entry point and experiment by using what he or she knows in order to grasp what the problem is asking. This in turn allows the students to gain insight into the world of mathematics, develop a growth mindset, and foster critical thinking, making them eager to tackle more such problems.

Productive struggle promotes comprehension and mastery. It gives students a variety of options to solve a problem and lessens their dependency on being spoon-fed answers. Traditionally, we’ve been taught that there are certain ways to solve problems in mathematics, which is why some students share a strong dislike for it. Productive struggle breaks that stereotype and places the emphasis on students and their ideas.

As you partner with your child’s classroom teacher, inquire as to how you can help your child at home to use critical thinking skills and mathematical concepts while engaging in productive struggle.

From EdWords - Renaissance.com Cowen, Ellie. (2016). Harnessing the Power of the Productive Struggle. Edutopia. Retrieved from: <https://www.edutopia.org/blog/harnessing-power-of-productive-struggle-ellie-cowen>.



Students thrive with the right amount of productive struggle.

Monroe Elementary School

We have had a very exciting past month filled with reading activities at Monroe Elementary School. We started with celebrating Read Across America, showing our spirit by dressing to compliment the theme of a Dr. Seuss book each day. Students and Staff also enjoyed decorating classroom doors to showcase the importance of reading. The final day culminated with Celebration of Reading, as guest readers visited all of our classes to read a book!!

The following week we kicked off our One School One Book, with *Fenway and Hattie* by Victoria J. Coe, being this year's selection. After the first chapter was read to each class by the principal, Mrs. Kovachi, books are distributed to each family in the school. The P.T.O. generously supports this program each year for our students and their families to enjoy. A reading calendar is provided along with the book, so the entire school can read at the same pace. Each morning, trivia questions are read for classes to answer, keeping us all on our toes!!

Read Across America, Celebration of Reading and One School One Book help to encourage our children to develop a love of reading, which we all know has many significant benefits.



MASUK'S THEATER PROGRAM CONNECTS TO COMMUNITY



In our continual efforts to bridge the schools with the community, Masuk's theatre program is working with the Monroe Senior Center on a partnership over the spring drama. The students produced *The Dining Room* by A. R. Gurney, a play of twenty-five short scenes that all take place in the titular room over the course of many decades. The fifteen student-actors portrayed ninety characters, ranging in age from eight to eighty who come from many walks of life. Due to its subject matter of family and generational differences, it was the perfect show in which to engage our town's seniors. Director Michael Crowley partnered with the Senior Center's Leslie Gosselin to get copies of the script to the interested adults. They read the play on their own and then attended the production in mid-March (seniors used the Monroe Passport Program for free admission). In April, Crowley and two of his student actors will visit the Senior Center to host a talkback experience with those who saw the play. The audience members will be able to discuss their impressions of the production and their perspectives on the subject matter. We hope this will be the beginning of many partnerships between the Monroe Senior Center and the Masuk Performing Arts Department.



Monroe Public Schools

Inspire all students to achieve their greatest potential

Elementary Science News

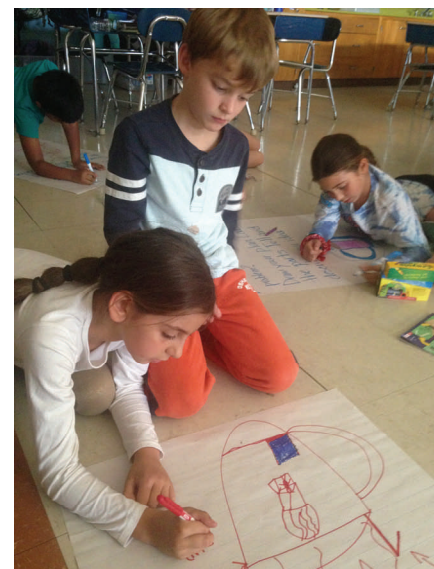
The Science National Honor Society hosts the 4th Annual Family Science Night at Masuk High School on April 3, 2018. The high school students work with our elementary students and families to engage in a wide variety of hands-on science experiences. The evening is set up in two sessions, in order to accommodate as many families as possible. Attendance reaches to about 350 people, including high school students, elementary students and family members, and teachers. This evening provides an opportunity for students and families to share the excitement of science, to celebrate the commitment of Monroe Public Schools to science education, and to enjoy a school community event.

While looking ahead to full implementation of Next Generation Science standards, elementary teachers are preparing for increased

expectations for science learning through Professional Development at many levels, from within our district and to workshops held externally. One particular workshop, *Why NGSS?*, a two day workshop introducing the Next Generation Science Standards, was presented through a partnership between The Connecticut State Department of Education and the Connecticut Science Center. Teachers representing each of our three elementary schools were in attendance.

Cooperative Educational Services (CES) presented *Teaching and Learning in 3D: An Orientation for Next Generation Science Standards*, to a group of our teachers also representing each elementary school. This three day workshop addressed changes in standards and the three dimensions of the standards. Area

Cooperative Education Services (ACES) provided teachers with *Argument in the Content Areas: Science*, another three day workshop. These samplings of workshops attended by our teachers, in addition to the work of teachers during midday science meetings, district grade level meetings, and district in-service professional development days speak to our high expectations for science education in our elementary schools. The vision of the Next Generation Science Standards is to weave the three dimensions of the standards (disciplinary core ideas, crosscutting concepts, and science and engineering practices) in ways that engage students in science and apply their learning and problem solving skills to the real world.



P.B.I.S. Provides S.P.A.R.K. to Stepney

Stepney School started its Positive Behavior Interventions and Supports program in the 2016-17 school year. In the midst of our second year to develop a program tailored around the school's strengths and challenges in the area of student behavior, the school is beginning to enjoy some of the rewards of this program crafted by its school-based team.

The first initiative of the team was to create a catch word that reflected school wide behavioral goals and would "spark" students' attention to the program. S.P.A.R.K. was the word designed for the program. A new school mascot, Sparky the Dalmatian, was introduced at the kickoff assembly back in September. Supportive, Proud, Accountable, Respectful and Kind students are what we strive for. On Thursday, February 15, the entire school celebrated the achievement of a school wide goal with a classroom activity. The achievement was the accumulation of 500 "S.P.A.R.K." bucks which rewarded the common vision of positive behavioral expectations.

and creativity. It was a big hit in the building and we are looking forward to earning another school based activity.



The P.B.I.S. team consists of the school counselor, school psychologist, speech and language pathologist, plus four teachers: one from the special education team and one each from grades kindergarten, two and fifth grades. They have been receiving training at Cooperative Educational Services (C.E.S.) where they have developed the school program.



Additional staff members have joined school-based meetings as interest in the program has grown. The areas of focus are determined by speaking with staff and then the goals are established and shared with students.

Rewards are also based on individual behavior expectations in addition to class or school wide rewards. S.P.A.R.K. buck winners have their names put into a grade level bin where winners are pulled each Monday during lunch waves. Winners are cheered by peers

as they spin the prize wheel to determine their prize. Individual rewards consist of doing morning announcements, no homework passes, library assistant and lunch with the principal to name a few.



With the mission of motivating our students to be S.P.A.R.K. students well under way, the P.B.I.S. team will continue to move our program into other areas before the end of the year. A common vision accompanied by a common language used by students and staff alike will help Stepney students become "Spark-tacular!"



The school reward centered around the book, Iggy Peck, Architect, by Andrea Beaty, about a boy who dreams of designing great structures. Each

class had a guest teacher reader from another grade and an assisting staff member to help with the activity. After listening to the book, the students divided up into groups of 4-5 and tried their best at creating their own structures made solely out of raw spaghetti and mini marshmallows. The activity centered on cooperative group learning, teamwork,



Saturday Morning Conversations!



First Selectman, Ken Kellogg, and Superintendent, John Battista, will be available at the Edith Wheeler Memorial Library Rotary Room one Saturday morning per month to talk with any Monroe Citizen.

Please come to the EWML to chat with us on the following dates
from 10:00 AM—12:00 Noon
Saturday, April 28, 2018 ** Saturday, May 12, 2018

A collage of student art projects. At the top, it says "Monroe Public Schools Presents:". Below this are several art pieces: a colorful quilt-like pattern, a red and orange abstract shape, a landscape with a tent and a person, a person in a red shirt, a portrait of a woman, a person with long hair, and a tall, abstract sculpture. The text "The 5th Annual daVinci Festival" and "Monroe's Grades K-12 Arts Show" is prominently displayed across the middle. Captions for the artists are provided below each piece.

J.D. Dorfshoff, 3rd Grade- Farm Hollow

Thalia Ghazal, Cameron Gordon, Angelina Guerra
1st Grade- Massena Elementary

Ryan Katsuka, 4th grade - Sequoy

Jacqueline Pleschky
12th Grade, Masuk

Ariana Casera, 8th grade-STEM

Alexandra Zyzkorski, 8th Grade-IE

Vanahelle Nissam, 9th Grade - Masuk

Masuk High School

Friday, March 23, 2018 ~ 3:00 PM to 7:00 PM
Saturday, March 24, 2018 ~ 10:00 AM to 2:00 PM