

Monroe Public Schools Community Newsletter

Dr. Jack Zamary, Superintendent of Schools

November, 2018



Dear Monroe School Community:

These first weeks of the school year have gone by incredibly quickly. We're now at one of the most productive points in the school year when students and teachers have settled into their classroom routines and the "buzz" of learning is the predictable and comforting norm within schools each day. With the school year fully underway, one of the projects that we are working on this year is to develop a presentation series that is designed to both inform and engage our parents. What follows are highlights from a few presentations that have already been given as well as plans for upcoming presentations.

In late September, Ginger Katz presented a personal story on a very difficult but important topic: substance abuse. Ms. Katz lost her son to a combination opioid and valium overdose in the late 1990s. Since then, Ms. Katz has made it her mission to talk to students, parents, and families through her program "The Courage to Speak", to warn of the dangers of substance use and abuse. Ginger and her husband provided a message that was both powerful and empowering. At the conclusion of the night, I overheard a parent say "I want to go home and hug my child". While the

presentation did bring many tears, it also informed parents about how to find and address the smaller challenges in child's life before they become larger and more difficult to change. To learn more about Ginger's message as well as her future presentations in Connecticut, follow this link: <https://www.couragetospeak.org/Default.aspx>.



Our Assistant Director of Student Services, Darleen Fensore, made arrangements to have Dr. Barbara Rickler come and present to K-12 parents about student anxiety and school avoidance. Dr. Rickler gave a very informative, clear, and direct presentation about these student issues. Some of the important ideas she shared are as follows:



- If a child has poor attendance at the elementary level, the likelihood of them becoming truant or school avoidant at the middle school and high school levels grows dramatically.
- School avoidance issues tend to present themselves more

frequently during years of transition (ie.- start of elementary school; transition from elementary to middle school; transition from middle school to high school).

- Children that have two working parents are much less likely to have school attendance issues. On the contrary, students with attendance issues are more likely to have at least one parent at home, enabling this behavior.
- When children are reticent to attend schools, parents must be steadfast in their approach and explain to their child that attendance at school is non-negotiable.

With the rise in reported anxiety and depression amongst children, schools all over the country are dealing with this very complex problem. Dr. Rickler was able to advise both families and schools on how to address this issue in both a sensitive and firm manner. To learn more about Dr. Rickler, follow this link: <http://barbararicklermd.com/about-me.html>. We hope to have Dr. Rickler back to Monroe to present this session again for parents.

Assistant Superintendent, Joe Kobza, is working with teachers and the Monroe Police Department to develop a session on internet safety for families with students in grades 4-8. This conversation is especially important for this age group given that students are just forming their patterns for technology use, especially concerning social media. This presentation will focus on how families and children can avoid unsafe interactions while online. The date for this presentation and other upcoming presentations will be shared via SchoolMessenger and at www.monroeeps.org.

Dr. Jack Zamary, Superintendent of Schools

Visit Monroe Public Schools Website

TEACHER OF THE YEAR FOR MONROE



Hired in 1999, Fawn Hollow grade 2 teacher Jill Silvestro is a consummate professional who goes above and beyond for her students, parents, and colleagues every day. She earned her Bachelor of Science degree in Psychology and a Masters of Arts in Elementary Education from Sacred Heart University. After being trained as a Mentor Teacher, Jill has mentored numerous student and first year teachers throughout her tenure at Fawn Hollow. One of Jill’s former student teachers made the following statements when nominating Jill for this award: “Jill has an undeniable passion for teaching. She takes the time to carefully assess each of her students’ needs and creates opportunities to benefit all. I truly feel that I studied under the best.”
 Congratulations to Jill for this well-earned honor of being named Monroe Public School Teacher of the Year!

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. Madaus

or

email information to: lmadaus@monroeps.org

The mission of the Monroe Public Schools is to create a student-centered environment where all learners maximize their intellectual, creative, social, emotional, and physical potential.

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

www.monroeps.org

Masuk's FBLA Officer Team

Masuk's Future Business Leaders of America chapter looks to kick off the year in grand fashion! The first meeting for all new and returning members will take place on Thursday, November 1, and will introduce the new officer team and plans for the upcoming year. A total of ___ students have joined for the 2018-2019 school year. The officers are as followed:

From left to right in photo:

- Gabby Sardinha (Secretary)
- Caitlyn Gruber (President / Historian)
- Amanda Dial (Vice President / Treasurer)
- Hayley Baron (Secretary)
- Jackson Kelman (Vice President / Reporter)
- Dan Rodrigues (Treasurer / Historian)



Masuk's FBLA officer team and their advisor, Lynn Costello, are excited to lead an active membership core through valuable business opportunities, workshops, competitions, and community service events. Here's to a fantastic and fun-filled year!
by Jackson Kelman

Aviation Day for Jockey Hollow 6th Graders



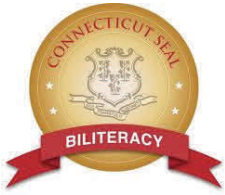
On Friday, October 19, sixth grade students from Jockey Hollow and The STEM Academy participated in our **2nd Aviation Day!** The day started with the landing of a Sikorsky S-76 helicopter piloted by one of our very own middle school grandparents. Once the chopper landed safely, a static display was organized, complete with Sikorsky's Aircraft Rescue Fire-fighter vehicle and personnel. Every student got an up close view of the aircraft and safety vehicle.

Additionally, Heliventure, a team of young engineers from Sikorsky fueled students' curiosity, and, through experiential activities, gave the students a deep understanding of flight related concepts. They also talked about careers in engineering and the various opportunities available to students interested in STEM fields. Our children were rapt with attention, and we have many budding scientists and engineers out there.

Not only did students participate in Heliventure and the helicopter static display, but they also worked with Masuk teacher Mark McKee and learned about remote controlled planes, drones, and helicopters and their application and usage in municipalities over the past several years. Mark was able to bring remote controlled helicopters and students were able to pilot the aircraft on their own.

As part of the Aviation Day activities, students also worked with their Jockey Hollow teachers to experience other activities designed to teach concepts related to flight and aircraft design. They built and tested paper helicopters and rockets, and they worked with compasses to learn about navigation. They also participated in a wind tunnel demonstration in which they designed an airfoil that they tested for its impact on lift.

It was a great day of learning and one that students will hopefully remember for quite some time.



Seal of Biliteracy

The Department of World Languages is proud to allow Monroe’s language students the opportunity to earn the Seal of Biliteracy.

The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation (as stated on sealofbiliteracy.org). The Connecticut legislature has passed the Seal of Biliteracy legislation and Governor Malloy signed it into law in May 2017. One way to demonstrate proficiency and earn the Seal is by taking all four components of the AAPPL assessment in grades 10, 11, or 12. Monroe language students take the speaking component of the AAPPL assessment each year. Students with a qualifying score on the assessment last spring have been notified and are invited to take the additional three qualifying exams. In its first year, twenty-three students earned the Seal at graduation 2018. Please visit sealofbiliteracy.org if you would like more information about the seal and/or contact Lisa Peterson at lpeterson@monroeps.org for information about implementation in Monroe.



World Languages Honor Society



Qualified seniors are invited to membership in Masuk’s World Languages Honor Society each year. These students have demonstrated not only outstanding achievement but also commitment to language study all four years of high school. Congratulations to the members for the 2018-19 school year who were inducted October 10.

WORD OF THE WEEK

Follow *Word of the Week* at www.monroeps.org.

The weekly word is defined and an example sentence is shared. Each school is highlighting out the Word of the Week for the Monroe Public Schools in a different way. Below is how Fawn Hollow is embracing it. Special thanks to the local businesses who are supporting this new initiative as well as our schools.

The Power of Our Words

We are so excited about the new Word of the Week program! Words are hanging all around school, teachers are using them and students are starting to notice and use the words in speaking and writing. Fawn Hollow program coordinator, Mrs. Silvestro, and students created word of the week bulletin boards at the side entrance and in the all-purpose room which display all words to date and photographs of students finding the words around town. This year the words focus on social emotional words and include: kindness, considerate, civic-mindedness, resilient, tact, persistence, and empower. Fawn Hollow staff is pleased to be supporting this program focused on positive personal development.



MONROE ELEMENTARY SCHOOL

As we look forward to a new school year, we also look back to where we started.

Monroe Elementary was opened in 1935 and originally named the Monroe Consolidated School. The funding for the school was provided through a federal government program, the WPA (Work Projects Administration) that created jobs for those unemployed during the great depression. The school is unique in its appearance, being built with local fieldstone.

The rich history of this school blends with the current Monroe Elementary School which houses a Pre-K through fifth grade population of approximately 375 students. As in the past, the strong feeling of a small community neighborhood school remains, as an active and supportive parent network works alongside a dedicated and committed staff.

Monroe Elementary School houses the district-wide Early Childhood Intervention Center. This pre-school program provides services to youngsters 3-5 years of age who qualify for special education while neighborhood kids attend this program on a fee basis, serving as role models for their peers.

Monroe Elementary offers the same curriculum as its two sister schools in town, Stepney and Fawn Hollow. Our teachers work hard to deliver a sound educational program that is aligned with the common core standards and goals. In addition, our students are involved in activities that serve to enrich their reading experiences such as the editorial board and the Lunch Bunch Book Club. After school, children can participate in an Arts and Imagination Enrichment Program and Intramurals.

While the major part of our students' day is spent on academics and other educational programs, we strongly believe in nurturing our children's emotional and social needs. We encourage our students' participation in school and community service activities, to help them to develop an understanding and empathy for others.

The Developmental Guidance Program delivered by our counselor helps children to understand the importance of treating each other with respect, and developing social skills and strategies for coping with difficult issues.

The feeling of community that was a part of the Monroe Consolidated School when it was established is very much a part of Monroe Elementary School today, eighty-three years later. We take pride in our school community, cherishing the connections with the past as we prepare our students to be productive citizens of the future.



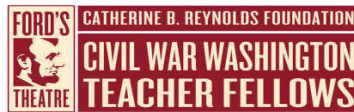
Summer Learning Brings Energy to the New School Year

For many students and teachers summer vacation represents a time to relax and recharge from the pressures and deadlines of school. For many, this time represents an opportunity to engage in learning experiences unavailable during the rigors of the academic year. Taggart Weiss and Lily Coilparampil attended Boys State and Girls State respectively. These programs, sponsored by the American Legion, run for one week over the summer on a college campus and immerse students in the role of citizens and political leaders. Student representatives campaign, vote for, and hold various town and state offices. They then have to wrestle with the real life decisions those offices demand. Through these experiences students learn more about the civic institutions that comprise our government.



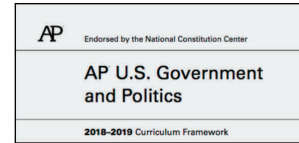
Summer is also a learning time for teachers. High school history teacher Jamie Sherry visited

South Africa this July to learn how countries go through reconstruction following civil conflict. Sponsored by the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Ms. Sherry is partnering with a teacher in South Africa to examine similarities and differences between South African reconstruction following the end of the apartheid government, and U.S. reconstruction following the Civil War. She was able to walk in the footsteps of freedom fighter Nelson Mandela and learn more about the struggle first hand.



Jockey Hollow U.S. History teacher, Douglas Delvecchio traveled to our nation's capital to learn about the Civil War era in partnership with Ford's Theatre. Selected as a 2018 Teaching Fellow, Mr. Delvecchio was immersed in the study of Civil War

Washington D.C., a city divided by allegiances to the North and South. He is excited to bring back new information and lessons to his 8th Grade US History students.



AP U.S. Government and Politics teachers Jeff Seymour

and Susan Clark spent a week at the Taft School planning revisions to their course curriculum from the College Board. Seymour and Clark developed new lessons with some of the best AP teachers from around the country. Certainly, our students will benefit from their dedication.

While exciting for all, this summer was really quite typical. Every summer, teachers and students take advantage of learning opportunities that enhance their classroom experiences.

History Clubs at Jockey Hollow and Masuk High School

Interested in learning more about a special topic in history? Enjoy discussion, debate, and research? History Club is the place for you! This year we are proud to offer History Clubs at both Jockey Hollow Middle School and Masuk High School. Club members get to explore topics they are interested in, hear presentations from guest presenters, and if you want--you can enter the National History Day competition. The theme for the competition this year is "Triumph and Tragedy in History". Project categories include documentary, website, performance, exhibit, and paper. Students can choose to work in a group or individually. For more information on our clubs or on how to enter into National History Day, please contact Mrs. Conte at Jockey Hollow or Mrs. Flam at Masuk.



Test your knowledge....
 Answers to the Math Problems on page 10.

SBA Sample Answer is b and d.
 SAT Sample Answer is c.

KINDERGARTEN AND FIRST GRADE PHONICS UNITS OF STUDY



On Friday, August 24th, our kindergarten, first grade, and reading teachers spent the day learning about the Teachers College new Phonics Units of Study. Teachers were excited to learn how the units focus on features of phonics, high frequency words, and multiple ways to extend instruction through small groups to reinforce foundational skills. The units come with a class mascot named Mabel the elephant for kindergarten and Rasheed the lion for first grade. Each unit has songs and games that help students explore and learn language.

Feedback from teachers and students since the start of school has been very positive. The teachers are enjoying the engaging and thorough lessons and the students are having fun applying what they are learning already. While visiting a kindergarten class learning about the letters of the alphabet, the students were making connections between the letters of the alphabet with those in their name as this lesson followed some name study lessons. The teacher commented about the great work being done by the students and one student said, "I heard Mabel say, 'WOW, good job!'"

Miss Stansfield's kindergarten class at Fawn Hollow showing their love of Mabel!



From the Middle School Reading Specialists

Middle school - the land saddled between elementary and high school, a time of transition and change for most students, where socializing, gaming, napping, and eating and then eating and napping again, often take precedence over academics, namely reading. That's where we come in -- Laurie Coville and Lili Michols. As the reading specialists at Jockey Hollow, we recognize that this is also a time where students can develop habits that shape who they become. Therefore, we are on a mission to foster an environment of literacy at Jockey Hollow and STEM.

In order to promote reading, we have created an after-school book club. If you are looking for a family read or your child likes reading and is looking to discuss some of the bigger ideas in these books, feel free to have him or her drop by Room 237 on January 17th from 3-3:30 to discuss *The Truth as Told by Mason Buttle*. We are also supporting reading directly in classrooms by developing materials to support Columbia's Teachers College Reading Units and by teaching strategy lessons. For example, the students in Mrs. Carey and Mrs. DelVecchio's eighth grade classes have been learning to identify text structures in informational texts and how to develop their explanations in written responses. Additionally, we are meeting with smaller intervention groups to strengthen reading skills and equip students with the tools necessary for tackling the complex texts they will encounter in the upper grades.

To stay informed of what each grade level is doing, or to check out our newest book club book, or even to get book recommendations from Jockey Hollow students, please visit our [Reading Website](#).



CONGRATULATIONS TO SEAN SERAFINO, MONROE EL TEACHER



We are pleased to announce that Sean Serafino has been selected to receive a Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). Mr. Serafino currently works as a grade 3 teacher at Monroe Elementary School in Monroe.

The PAEMST program, administered by the National Science Foundation (NSF) on behalf of the White House Office of Science and Technology Policy recognizes outstanding teachers for their contributions to the teaching and learning of mathematics and science.

Sean applied two years ago and anxiously awaited the news. As a district, we congratulate Sean on a well-deserved honor!

Jockey Hollow Unified Sports

Jockey Hollow began its 3rd year of the Unified Sports program this fall with a roster of 21 students. Currently, the team is playing soccer. They kicked off the season with a trip to play against Newtown Middle School. Other games on the schedule for this fall include a soccer tournament in Brookfield on November 1st and an away game against Fairfield on November 8th.



Our BIG (Business Is Great) Day!

On Tuesday, November 20, 2018, Masuk High School's Business Education Department hosted its 2nd Annual **Business Is Great Day!** This exciting day is an opportunity for Masuk's business students to learn and hone skills they will use in a future career, meet and collaborate with like-minded people, participate in interactive lessons and learn from business professionals.

The event began with a continental breakfast and an introduction of the various business clubs and their officers. Students then participated in an interactive discussion on the importance of dressing appropriately in the business world. Leslie Troy, owner and chief curator of Pemberley Designer Consignments in Monroe, worked with the young ladies while Simone Pirre, from Men's Wearhouse, worked with the young men.

The students then attended a series of workshops which emphasized our four core business subject areas: Accounting, Business Law, Marketing and Personal Finance. These workshops expanded students' knowledge of essential business concepts through hands-on activities and discussions.

After lunch, students attended our keynote speaker's presentation. This presentation focused on the importance of pursuing an occupation that complements one's interests and passion.

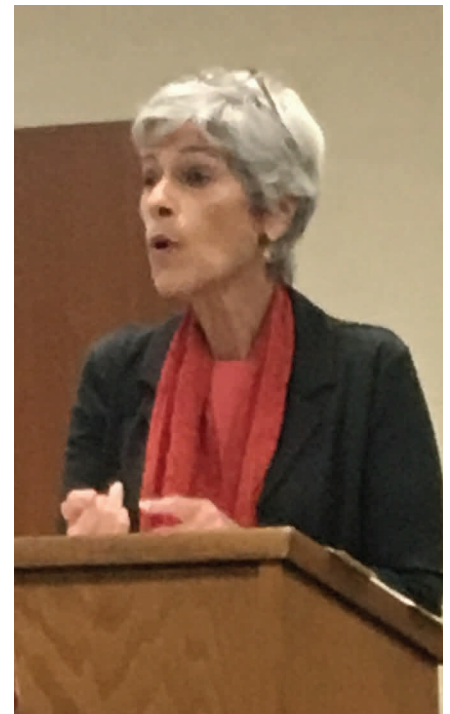
Throughout the entire day, students who participated received raffle tickets. At the conclusion of the event, raffle prizes were awarded.

ANXIETY AND SCHOOL AVOIDANCE

The Department of Student Support Services held the first session of the 2018-2019 Parent Lecture Series entitled Anxiety and School Avoidance on September 25, 2018. Dr. Barbara Rickler spoke to concerned parents, staff and administrators about the growing number of students who experience anxiety and school avoidance. She pointed out that school refusal occurs in one out of ten students. However, most cases can be resolved with careful and thoughtful parenting and school support. Those in attendance were provided with information about the different types of anxiety, how anxiety affects school attendance and learning, what parents can do at early ages, and treatments that are available.

The office of Student Support Services would like to thank Dr. Rickler for her presentation and the Masuk Vocational Program for providing snacks.

Please contact Darleen Fensore (dfensore@monroeps.org) if you have any suggestions for future topics. Be sure to watch the district website for our next session in the Parent Lecture Series.



SBA and SAT Tips and Sample Problems

Every spring, Monroe students take standardized assessments to measure their knowledge of mathematics. Here are a few tips for success and some sample problems they might see this spring.

Tips for Taking a Standardized Test

Weeks Prior to the Assessment: Practice Solving Math Problems

For the middle school, the Smarter Balanced Website (<http://www.smarterbalanced.org/>) is an excellent resource to practice SBA type questions. This resource is often used throughout the middle school curriculum because it aligns well with grade level math topics and its questions are rigorous and similar to what the student will see in the spring SBA assessment.

At the high school, many students use Khan Academy (<https://www.khanacademy.org/>) to help prepare for the SATs. Khan Academy provides YouTube mathematics videos, practice exercises, and teacher materials. [Both of these mathematics resources are free to use.]

Night Before and Morning of the Standardized Test: Rest and Eat Well

These tests are long and challenging. A few nights of sleep along with a great breakfast allow the body to function well and perform successfully on these assessments.

During the Test: Answer Questions with your Strengths in Mind

Every student has strengths and weaknesses in mathematics. If a student understands what they know and can do well, they can focus on those questions first. Also, these tests range from easy to hard. The student should try to solve the easy questions to the best of their ability and then move on to the more challenging questions.

After the Test: Review the Results and Continue to Practice:

Parents and students receive a report explaining how the student did on the assessment. This information is useful in determining their mathematical strengths and weaknesses and allows the student to develop a plan to improve their math skills prior to the next standardized assessment.

SBA Sample Problem

Grade 7 - Multi- Select Problem

Example - Select all expressions that are equivalent to $-3.25x + 2(-4x + 6.1) - 3.25$

- $7x - 2x + 8.1$
- $8.95 - 8x - 3.25x$
- $-1.75 - 7.25x + 6.1$
- $-11.25x + 12.2 - 3.25$

CT COMMON CORE STANDARD: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

TARGET C: Use properties of operations to generate equivalent expressions.

SAT Sample Problem

PSAT 8/9 - Problem Solving and Data Analysis

Example - A certain forest is 253 acres. To estimate the number of trees in the forest, a ranger randomly selects 5 different 1-acre parcels in the forest and determines the number of trees in each parcel. The numbers of trees in the sample acres are 51, 59, 45, 52, and 73. Based on the mean sample, which of the following ranges contains the best estimate for the number of trees in the entire forest?

- 11,000 to 12,000
- 12,500 to 13,500
- 13,500 to 14,500
- 18,000 to 19,000

Answers can be found on page 6 for both problems.



Masuk Physics Projects have kids thinking!

The school year has just begun but Masuk Physics students are already deep into the content and applying what they have learned in real-life problem solving.

In AP Physics 2 the class learned about Archimedes' Principle and got a chance to show their stuff in the Annual Cardboard Boat Regatta. Teams of students were required to construct a boat of just cardboard and duct tape to carry them in the Masuk Pool. The planning and construction took place in early September, with the competition occurring on September 24th. Students are required to design their boats with the goal of obtaining a maximum score based upon both distance travelled in the pool and the total time that they can stay afloat. These dual tasks do not complement one another and it forces the teams to weigh the value of each constraint. It's a great example of engineering in a real-world context that is part of the Next Generation Science Standards.

This year "Yale Boat" by Gretchen Bunovsky and Jessica Sokal won the day with a boat that had over 25 laps and 45 minutes in the pool. The boat could have lasted longer but the captain decided to abandon ship after realizing that their boat had won the competition. Several boats had numerous laps and good times in the pool. Archimedes, or at least his ideas on buoyancy, is alive and well.

The Physics I students will perform a similar event in the spring as part of the Physics curriculum. In the fall, Physics I students had their own fun with engineering during the annual Catapult contest. As part of the unit on motion and projectiles, students formed teams to build and compete with mini catapults that launch clay spheres. The competition involved three events which tested the students ability to apply physics concepts, but to three very different objectives: hitting a bulls-eye target, getting closest to the pin, and launching the maximum distance. The key was to design and build a catapult that was sturdy, accurate and especially versatile. The competition was lots of fun and once again showed that there are many ways to design a catapult to perform the tasks. Creativity and functionality were seen in equal measure as the spheres started to fly.

Pictures of these and other Physics events throughout the year can be found on the Masuk Physics Facebook page.



Getting Started With Mindfulness

Stress is an unavoidable part of our daily lives. To counteract the negative outcomes of perceived stress, children and adults need a toolbox of positive coping mechanisms. How do Monroe's students and teachers acquire these tools? Well, Monroe Public Schools was most fortunate to receive a donation of two three-day training programs. Fawn Hollow began their training in April 2018 and completed a second day on August 27. All staff members joined together to learn about the causes and effects of stress. Staff also learned mindfulness techniques to help manage their own stress and to teach to Fawn Hollow students. The trainer will return in November to work with staff and students in classrooms, where they will learn how being mindful can enhance student work. The trainer will also spend a second day in November with Stepney School staff and begin work with Monroe Elementary School staff in April.

So what is mindfulness? Although there are many different definitions, mindfulness is essentially the practice of being present in each moment, and creating a relaxed and aware state of mind. It's about noticing and observing emotions and thoughts without judgment. What does this look like? As Fawn Hollow and Stepney School staff have learned, it looks like breathing and visualization techniques. Add gratitude journals, yoga, marshmallow claps, mindful walking, reframing thoughts, doing one thing every day that brings joy. These become small breaks in the day that clear the mind and open it to new thinking.

These new tools can make a world of difference for staff and our digital native students who frequently experience sensory overload, attention difficulty, stress and anxiety. Why? Being mindful is challenging. It takes practice and it takes patience, two important skills to learn.

And it's working! At a recent gathering, several Fawn Hollow parents reported their children were sharing mindfulness techniques at the dinner table and while riding in the car.. They felt 4, 7, 8 breathing helped them learn better and yoga stretches between subjects helped them to concentrate. New tools for a lifetime of use!

At Stepney, teachers were excited about the new learning. "It was refreshing and rejuvenating. Learning the meditation techniques was something I will use and was thoroughly enjoyed. WHEN CAN WE GET MORE?" "I thought the day was a success. I really liked that she gave us strategies that we can use for ourselves, as well as for our students. I'm trying to remember to do things like "mini" meditations in the morning and thoughts of gratitude before bed. I also plan to incorporate some Qigong movements which she showed us into my reading lessons when the kids need a little break."

Monroe educators are drawn to their work not only as a means of showing an appreciation for learning, but also because of their desire to support the healthy development of children. It is the hope that by filling everyone's toolkit with mindfulness skills our educational community will be one where students not only excel in learning, but live kindness and know peace.



Saturday Morning Conversations!



First Selectman, Ken Kellogg, and Superintendent, Dr. Jack Zamary, will be available at the Edith Wheeler Memorial Library (EWML) in the Children's Room, for the following Saturday mornings to talk with any Monroe Citizen.

Please come to the EWML to chat with us on the following dates from 10 AM to 11:00 AM:

Saturday, December 1, 2018

Saturday, March 30, 2019

Saturday, June 1, 2019



On October 18th, Assistant Superintendent Joe Kobza, Director of Instruction and Professional Development Sheila Casinelli, and Secondary Instructional Leader of English Michael Crowley travelled to New Britain to attend the Connecticut Association of Public School Superintendent's (CAPSS) Executive Roundtable discussion of the portrait of the graduate. School teams from around the state presented the process their districts are undertaking to complete a K-12 vision of the skills and dispositions of their graduates. Although these districts -- Bolton, Mansfield, and Southington -- are not identical to Monroe in demographics, many of their efforts are worth emulating.

The upcoming New England Association of Schools and Colleges (NEASC) accreditation process, on which Masuk has begun work, requires that the school communicates the characteristics necessary to successfully graduate from our high school. Attendance at the October workshop was incredibly helpful in outlining various ways to complete this task, providing invaluable strategies and resources. It is evident that in order to decide on the most important attributes of a graduate we must engage all stakeholders from a K-12 perspective. Using focus groups, surveys, and research, the district will need to explore all aspects of the school environment, paying particular attention to the curriculum and instruction our students encounter. Preparing Monroe's young people for the complex and somewhat untraditional current world of college and work will be paramount to our district's success. This exciting process will be completed in years, not weeks or months, but will undoubtedly make our incredible school system even stronger.

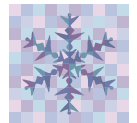
Masuk's Future Business Leaders Attend Fall Leadership Conference

Masuk's FBLA most recent endeavor took place at Post University in Waterbury, where the following officers, along with their advisor Lynn Costello, attended the Connecticut Future Business Leaders of America Fall Leadership Conference:

Caitlyn Gruber (President/Historian), Jackson Kelman (Vice President/Reporter), Amanda Dial (Vice President/Treasurer), Gabby Sardinha (Secretary), Daniel Rodrigues (Historian/Treasurer), and Hayley Baron (Secretary). These officers represented the Masuk chapter, which has 97 members, making it the largest chapter in the state. The event kicked off with a big breakfast, before students moved on to participate in various helpful workshops on resume writing, interview tips, networking, and various business strategies. Each officer also got to attend a workshop that pertained to their specific position, and provided leadership tips for the presidents, fundraising tips for the treasurers, and so on. Each school also got to submit some creative designs for next year's official Connecticut FBLA pin. All in all, the conference was a major success for Masuk students, as the officers on the trip were able to take away plenty of key business tips from the workshops.



Inclement Weather Warnings

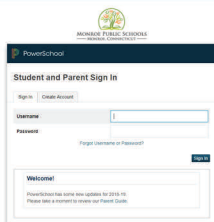


With inclement weather coming soon, the school schedule below will help you plan the arrival times for all levels. Parents and guardians, please make sure you have signed up for School Messenger notifications.

School Messenger Instructions

The Monroe Public Schools uses the SchoolMessenger Notification System to provide timely communication to parents on matters such as attendance, general interest activities and campus or district-wide emergencies like snow days. In order to receive these communications and manage your options for how you receive them (phone, text, email, etc) please create an account at Go.SchoolMessenger.com. You must use an email address that is associated with your child in PowerSchool when creating your account. If you previously created an account or linked through your PowerSchool parent account, you will need to create a new SchoolMessenger account.

To setup and manage your notifications, please follow the steps below. Email schoolmessenger@monroeps.org if you have questions or need assistance.



1. Sign in to your PowerSchool parent account. If you do not have an account, please contact your child's school.
2. Click the SchoolMessenger Icon in the left menu, or, you can also go directly to <https://go.schoolmessenger.com>.
3. Create/Log into your account and confirm your contact preferences or [click this link for detailed instructions](#).

School Schedules

Monroe Public Schools

Schedules

2018-2019

Dear Families of Monroe Students:

The goal of our district is to provide continuity of instruction and have the students in school as much as possible, provided they can be transported safely. We have developed delayed opening schedules and early dismissal schedules. These schedules offer more options to keep school open.

Sincerely,

Dr. Jack Zamary
Superintendent of Schools

	Regular School Day	90 Minute Delay	2 Hour Delay	2 1/2 Hour Delay		2 Hour Early Dismissal	4 Hour Early Dismissal	Parent Conferences Early Dismissal		90 Minute Delay on a scheduled Early Dismissal Day
Masuk High School	7:25 AM 2:00 PM	8:55 AM 2:00 PM	9:25 AM 2:00 PM	9:55 AM 2:00 PM		7:25 AM 12:00 PM	7:25 AM* 10:00 AM	7:25 AM 12:00 PM		8:55 AM 12:00 PM
Jockey Hollow MS STEM Campus	8:05 AM 2:40 PM	9:35 AM 2:40 PM	10:05 AM 2:40 PM	10:35 AM 2:40 PM		8:05 AM 12:40 PM	8:05 AM* 10:40 AM	8:05 AM 12:10 PM		9:35 AM 12:40 PM
Jockey Hollow Middle School	8:15 AM 2:50 PM	9:45 AM 2:50 PM	10:15 AM 2:50 PM	10:45 AM 2:50 PM		8:15 AM 12:50 PM	8:15 AM* 10:50 AM	8:15 AM 12:20 PM		9:45 AM 12:50 PM
Monroe Elementary	8:15 AM 2:50 PM	9:45 AM 2:50 PM	10:15 AM 2:50 PM	10:45 AM 2:50 PM		8:15 AM 12:50 PM	8:15 AM* 10:50 AM	8:15 AM 12:20 PM		9:45 AM 12:50 PM
M.E. Pre-School	8:15 am 1:15 PM	9:45 AM 1:15PM	10:15 AM 1:15 PM	10:45 AM 1:15 PM		8:15 AM 12:50 PM	8:15 AM 10:50 AM	8:15 AM 12:20 PM		9:45 AM 12:50 PM
M.E. PreSchool AM Session	8:15 AM 11:30 PM	CANCELLED	CANCELLED	CANCELLED		8:15 AM 10:20 PM	8:15 AM 10:50 AM	8:15 AM 10:15 AM		CANCELLED
M.E. Preschool PM Session	11:30 AM 2:45 PM	11:30 AM 2:45 PM	12:00 PM 2:45 PM	12:30 PM 2:45 PM		CANCELLED ** 10:20Am-12:50PM	CANCELLED	10:20 AM 12:20 PM		CANCELLED
FAWN HOLLOW/STEPNEY	9:00 AM 3:35 PM	10:30 AM 3:35 PM	11:00 AM 3:35 pm	11:30 AM 3:35 PM		9:00 AM 1:35 PM	9:00 AM* 11:35 PM	9:00 AM 1:05 PM		10:30 AM 1:35 PM

*No lunch will be served
** Only on a scheduled ½ day.

Revised August 24, 2018

The mission of the Monroe Public Schools is to create a student-centered environment where all learners maximize their intellectual, creative, social, emotional, and physical potential.