

TPS SUPERINTENDENT BULLETIN



UPDATE FOR August 10, 2015

WILLETT'S NOTES FOR THE WEEK

We are gearing up for another exciting year of serving the Tolland community in 2015-2016. As the year begins, so do the bulletins. I will provide some updates to get the year rolling. Please remember if you have any questions, do not hesitate to give me a call at the board office 860-870-6850 extension 1, or on my personal cell 860-335-2455.

Please see the link below for our **Math In Focus Parent University – Tuesday, August 25th from 6:00 – 8:00 PM in the Tolland High School Auditorium.** This is a great opportunity for parents and community members to learn more about our new rigorous math program centered on *Singapore Math*. At this informational event find out why Singapore Math is so successful, review examples and concepts, and learn some strategies that can be used at home!

Please come to the **Superintendent Breakfasts for 2015-2016:** October 5, November 2, December 7, January 4, February 1, March 7, April 4, May 2, and June 6 from 10:00 – 11:00 AM. Please come enjoy

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coffee and breakfast items, and bring your questions, comments, and conversation. This is an open forum where anything and everything can be discussed. If you need childcare for an upcoming meeting, please let me know and I will do my best to find some coverage so that you can attend. I look forward to seeing you there. I also hope to offer some evening *Pizza with the Superintendent* events for those who cannot make the breakfasts, TBA.

This year we will have some exciting workshops on grading and assessment practices, curriculum, bullying and prevention, athletics, and more! One important **community** workshop coming up is **Raising Resilient Kids in Tolland**. This is a *community member* driven workshop that explores the experience of “growing up” in Tolland: what it is, and what it can become - and they need your participation. We invite you to be an integral part of this important community conversation. **Thursday, October 15th from 6:00 to 9:00 p.m. at Tolland Middle School**. If you have any questions or would like to RSVP please contact Karen Moran or Diane Clokey at: conversationsintolland@gmail.com.

Looking forward to working with you in service! See you soon!

INFO TO KNOW:

Link: [2015 – 2016 School Calendar](#)

Link: [Breakfast with the Superintendent 2015 – 2016 School Year](#)

Link: [WeatherStem Information](#)

Link: [Short Film Contest](#)

Link: [Math in Focus-Parent University-More Information](#)

ARTICLES OF INTEREST

Squirming helps boys with attention-deficit/hyperactivity disorder learn, finds a study by University of Central Florida researchers. Participants were 52 8- to-12-year-old boys, about half of whom had been diagnosed with ADHD. The boys watched a series of jumbled numbers and a letter flash on a computer screen, and were asked to put the numbers in order followed by the letter. A high-speed camera recorded the children, and observers recorded their movements and gauged their attention to the task. The researchers found the boys with ADHD squirmed more and had lower rates of attentive behavior relative to the other children, but when the boys with ADHD squirmed, they performed better on the task. Among boys without ADHD, those who moved the most performed the worst (*Journal of Abnormal Child Psychology*, April).

Parent training can reduce serious behavioral problems in young children with autism, according to research led by scientists at Emory University School of Medicine. In the multisite study, 180 parents of 3- to- 7-year-olds with autism spectrum disorder and serious behavioral problems were randomly assigned to one of two groups. The first received 24 weeks of parent training, which taught them specific strategies for managing their children's tantrums, aggression, self-injury and noncompliance. The second group had 24 weeks of parent education, which offered useful information on autism but no guidance on managing behavioral problems. At the end of the treatment, children in the parent-training group showed a 48 percent improvement on parent ratings of disruptive behavior compared with a 32 percent improvement among those in the parent-education group. Overall progress was rated by a clinician who was blind to treatment assignment. At week 24, the clinicians rated 70 percent of children in the parent-training group as better behaved, compared with 40 percent in the parent-education group (*Journal of the American Medical Association*, April 21).