



Pathways

A Weekly Collection of Information, Thoughts, Reflections and Accolades for the Reading Public School Community

June 5, 2016

Volume 2, Number 37

Upcoming Dates

- June 4 – (8:00 a.m.) SAT Testing – RMHS is NOT a test site.
- June 5 – (1:00 p.m.) RMHS Graduation in the Hawkes Field House
- June 6 – (8:00 a.m.) Coffee & Conversation @ Parker; (7:00 p.m.) School Committee Meeting in the RMHS Schettini Library – Staff Recognition
- June 7 – (1:00 p.m.) Community Listening Meeting at the Senior Center; (3:00 p.m.) RTA General Meeting in the RMHS Cafeteria; (6:00 p.m.) Parker Grade 6 Spring Concert; (7:45 p.m.) Parker Grade 7 Spring Concert; (7:00 p.m.) RMHS Acting Class Showcase; (7:00 p.m.) SEPAC Meeting in the Superintendent's Conference Room
- June 8 – Grade 6 – 12 Early Release; (9:00 a.m.) Birch Meadow Field Day; (1:30 p.m.) secondary PLC Meetings; (7:00 p.m.) Coolidge Spring Concert
- June 9 – (8:30 a.m.) Barrows Field Day & Joshua Eaton Field Day; (after school) Elementary PLC

Update on Lead Water Testing

Recently, the Town of Reading Water Department and the Reading Public Schools decided to be more proactive in our lead water testing in each school by following the new recommended Environmental Protection Agency (EPA) Guidelines regarding lead water testing. The new recommended procedure is to test several faucets/water bubblers in each school more frequently instead of testing a smaller amount of faucets/bubblers in each school every three years.

On Wednesday night, we received the results of the sampling performed by our local water department under the Massachusetts Department of Environmental Protection Lead and Copper Rule program. You can access the results on the Town of Reading Website located at the link below.

http://www.readingma.gov/sites/readingma/files/uploads/2016_lcca_all_results-web_fin.pdf

As you review the data, the areas that are shaded for each school are the water testing locations where the readings were above the MASS DEP and EPA action level for lead in water. As mentioned to you in a previous correspondence, the results showed that in five of our eight schools (RMHS, Wood End, Barrows, Joshua Eaton, and Parker), the levels for all samples were well below the recommended action levels for lead water testing. In two of our schools (Coolidge and Birch Meadow), 1 sample contained lead results above the recommended level. At Coolidge the higher lead levels were found in a hand washing sink in the kitchen and at Birch Meadow, the higher lead levels were found in a combination classroom sink/water faucet combination.

The Reading Public Schools and the Town of Reading takes these results very seriously and is moving immediately to safeguard the health of the students, faculty and staff. The following information describes steps we are taking to address the issue of lead in the water.

- On Friday morning, Town and School staff collected water samples for all of the other faucet and drinking fountain locations at Killam. We should hear the results in about 2 weeks. Because we received an above level reading at Birch Meadow and Coolidge, we also plan on collecting samples for all of Birch Meadow and Coolidge in the next week or so.
- At Killam, as a precautionary measure, we have removed from service all drinking fountains in classrooms and corridors until we test the remaining faucets and drinking fountains in the building and determine the source of the lead. Students and staff may use the sinks for handwashing only, but

Meetings; (5:00 p.m.) RISE Picnic @ Memorial Park; (7:00 p.m.) Parker Grade 8, Select Chorus and Jazz Band Spring Concert

- June 10 – (8:30 a.m.) Joshua Eaton Moving On Ceremony; (9:00 a.m.) Birch Meadow Grade 5 Living Museum; (5:00 p.m.) RMHS Drama Banquet
- June 11 – Jazz Band Auditions for 8th Graders in RMHS Band Room
- June 13 – (9:00 a.m.) Birch Meadow Career Day; (1:00 p.m.) Grade 5 & 8 Move Up Day; (3:00 p.m.) District PD Committee Meeting; (7:00 p.m.) Coolidge Incoming Grade 6 Parent Orientation
- June 14 – (7:00 p.m.) Coolidge Chorus Spring Concert in the Endslo PAC
- June 15 – (after school) Secondary Building Meetings; (6:30 p.m.) RMHS Future Freshman Night II; (7:00 p.m.) Birch Meadow 5th Grade Celebration
- June 16 – (after school) Elementary Building Meetings; (7:00 p.m.) Community Listening Session at Parker Middle School
- June 17 – (10:00 a.m.) Birch Meadow Musical in the Cafeteria; (6:00 p.m.) Parker Student Recital; (7:00 p.m.)

not for drinking or cooking purposes. We will not be cooking in the kitchen, but lunch will be served. In addition, we will provide bottled water for all students and staff until additional testing proves that the water is clear and below the action level for lead and drinking water. In the meantime, we have contacted the Massachusetts Water Resource Authority (MWRA) and the Board of Health to notify them of the situation. The MWRA will assist us in additional water testing for Killam and to determine the cause of the lead.

- We will be working very closely with our water department, local officials, and the MWRA over the next few weeks as we identify the source of the lead and develop a long range plan to address this issue. Through periodic reports, we will keep you informed as to the progress of our efforts. These reports will serve to let you know what has been done and what is being done to safeguard against lead exposure from drinking water at Killam.

On Monday evening, we will be updating the School Committee at their meeting on the status of the water testing.

For further information about lead in drinking water in schools, please go to the following websites:

MWRA “What You Need to Know About Lead In Tap Water” info and FAQ link:

<http://www.mwra.state.ma.us/04water/html/qual6leadinfo.htm>

MassDEP Overview of Lead in Massachusetts Drinking Water link:

<http://www.mass.gov/eea/agencies/massdep/water/drinking/overview-of-lead-in-massachusetts-drinking-water.html>

MassDEP Lead & Copper in Schools Link:

<http://www.mass.gov/eea/agencies/massdep/water/drinking/lead-copper-schools-lc.html>

Town of Reading Water Department Water Quality and Supply with a section concerning Lead & Copper Testing:

<http://www.readingma.gov/water-division/pages/water-quality-supply>

If you have any questions, please do not hesitate to contact Erik Mysliwy from the Reading Water Department at 781-942-9199 or by email at emysliwy@ci.reading.ma.us or the Reading Public Schools Administration Offices at 781-944-5800.

Boys Track Team Wins Division 2 State Title

Congratulations to the Boy's Track Team, who won the Division 2 State Championship last Sunday. The team had not won this meet since 2000. To successfully win the meet, the team scored 74 points through a total team effort. There were five individual champions and first place finishers. They were:

Chris Doncaster-Shot Put
David DiMare- Discus

Paul Chong- Long Jump
Kevin Shannon- 400 Hurdles
Mark Porter- Javelin

Ben Lynch and Kevin King took 2nd and 3rd in the high jump

The following athletes also competed in the meet and scored on relay teams:

Kelvin Hoyt, Anthony Galasso, Eric Webb, Jack Monahan, David DiMare, and Kevin Shannon.

Killam Principal Search Update

On Monday, we will be announcing the finalists for the Killam Principal Search. On Thursday, June 9th, the finalists will participate in a site visit at Killam. As part of that site visit, they will take a tour of the school, be interviewed by fourth grade students, be interviewed by the District Leadership Team, and participate in a classroom observation. After school, each finalists will be interviewed by staff in an open microphone format, and then in the evening, beginning at 6:30 p.m., each finalist will be interviewed by the community.

We will update you on the process when more information becomes available. If you have any questions, please contact the Reading Public Schools administration offices at 781-944-5800.

Developing Student Self-Regulation

In this article in *Teaching Exceptional Children*, Lori Korinek and Sharon deFur (College of William and Mary) tackle the skills of self-regulation – how students manage, monitor, and assess their social and academic behaviors. “These skills,” say Korinek and deFur, “help students engage in behaviors such as attending, participating, following directions, organizing, managing materials and time, and completing assignments – behaviors associated with increased academic and social performance across a variety of subjects and school levels.” When students don’t master self-regulation – all too common among those with disabilities – they are at increased risk of underachieving, being absent from school, having strained relationships with peers and adults, and dropping out. Here are some teacher practices that develop self-regulation in all students, especially those with disabilities:

- *Organize the classroom.* A variety of visual prompts will support greater student independence and self-direction – for example, pictures and words to label and explain materials, directions, and classroom routines; timers to signal the beginning and end of activities; notebooks, binders, planners, calendars, and folders to help students organize their work; breaking down complex projects into bite-size chunks; and the teacher modeling organizational tools.

- *Establish expectations, rules, and routines.* Clarity in this area is an essential foundation for student self-regulation, say Korinek and deFur. “Expectations and routines should be modeled, practiced with feedback, consistently enforced, and reinforced multiple times until they become standard operating procedures for students,” they say. Catching students being good is more effective than punishing students for breaking rules.

Kudos and Accolades

- Congratulations to the RMHS Class of 2016. Good luck to all as you begin the next step in your lifelong journey.
- Congratulations to the RMHS Boys Track Team for capturing the EMass Division 2 Championship title.
- Congratulations to Kevin Shannon for finishing 1st in the 400 hurdles, Chris Doncaster winning the shot put, David DiMare winning the discus, Paul Chong winning the long jump, and Mark Porter winning the javelin in the Division 2 EMass Championships.
- Congratulations to RMHS Baseball players Corey DiLoreto, Liam O'Neill, Connor Mulligan, Joe Bradley and Dan Sletterink on being named as 2016 Middlesex League All-Stars
- Congratulations to the baseball and boys and girls tennis teams for winning first round games in the MIAA Tournament.
- Congratulations to Killam Food Service Employee Donna Fox and Director of Food Services Kristin Morello for being nominated as Super Lunch Heroes by the Massachusetts School Nutrition Association.

• *Use checklists.* These are especially helpful for breaking down complex tasks and visually guiding students through the steps needed to complete activities.

A sample morning routine checklist:

- Backpack in cubby or locker.
- Take out materials – binder, books, pencil, paper.
- Copy assignments.
- Complete warm-up.

A sample calm-down checklist:

- Breathe deeply.
- Quiet voice.
- Count to ten.
- Hands and feet to self.

• *Give students choice and voice.* It's important to have regular opportunities for students to make decisions about materials and activities and add their opinions to how the class is conducted – “Would you prefer this or that?” These are stepping-stones to self-regulation. “A teacher mindset of developing self-regulation strategies *with* students (not *for* them or providing *to* them) increases the likelihood that students will have the opportunities, practice, and appropriate levels of support they require to become more responsible and independent over time,” say the authors.

• *Model self-regulation language and skills.* This may involve teacher “think-alouds” , verbal prompts, and specific feedback to help students work toward greater independence.

• *Set goals.* This can start with class-wide goals with student input, followed by individual student goals – problems completed, sentences written, less time with transitions, homework submitted. “Gradually, more responsibility for monitoring is shifted to students with periodic teacher checks for accuracy,” say the authors.

• *Use strategic questions.* Teachers can frame their questions to prompt self-regulatory behaviors before, during, and after tasks. Asking rather than telling develops independence. Here are some questions to prompt self-regulation:

- *What needs to be done? What is your goal?*
- *How will you do it? What are the steps?*
- *What do you do first? Next?*
- *How would you rate your performance?*
- *What parts went well? What helped you?*
- *What was difficult? What would you change?*
- *What is your goal for next time?*

• *Provide positive feedback.* It should be immediate, frequent, specific, and enthusiastic – “You remembered to use your quiet voice in group today.” “You finished more problems than last time. Well done!” As students progress, praise can shift from specific behaviors to recognizing students’ increased independence and self-direction.

Korinek and deFur recommend that teachers assess their current practices in light of this list, identify areas for improvement, set goals, and monitor progress.

“Supporting Student Self-Regulation to Access the General Education Curriculum” by Lori Korinek and Sharon deFur in *Teaching Exceptional Children*, May/June 2016 (Vol. 48, #5, p. 232-242), <http://bit.ly/1qYouLj>; Korinek can be reached at lakori@wm.edu. Reprinted from Marshall Memo 639.

Reading Public School Happenings

Senior Week Activities

This past week, the RMHS Class of 2016 participated in a variety of Senior Week Class Activities including a boat cruise in Boston Harbor, all night party at the Field House, baccalaireate, Class Day, and several graduation practices. Below are pictures from the different events.

A special thanks goes to the Senior Class Advisors, Mrs. Allyson Williams and Mr. Zachary Broken Rope for all of efforts in making this senior year a memorable one for students.



Seniors at the All Night Party (2:30 a.m.) under the spell of a hypnotist



Seniors at All Night Party (4:00 a.m.) Signing Yearbooks with Classmates



Receiving Caps and Gowns after Graduation Practice



Class of 2016 Moving Towards Class Day Activities

Quote of the Week....



Graduation day is tough for adults. They go to the ceremony as parents. They come home as contemporaries. After twenty-two years of child-raising, they are unemployed..

— Erma Bombeck



Class of 2016 Class President John Guazzaloca passing the torch to Class of 2017 Class President Tim O'Sullivan at Class Day



Class Day

Disney Tweet of the Week



Everyone falls down,
getting back up is how
you learn how to walk.

—Walt Disney



Senior Class Barbecue to Wrap Up Senior Week

Coolidge Math Teams Have Strong Seasons

Congratulations to the Coolidge Grade 7 and 8 Math Team, under the direction of Irene Martinoli, who won first place in their division for the 2015-2016 season. The names of the team are listed below.

Front Row: Sarah Murphy, Youngwon Choi, Ben Rotstein, Henry Bresnahan, Ava Serrano, Katherine Growney, Hannah Whitney, Ben Schumann, Will Merry, Gavin Pu

Back Row: Nick Brown, Tyler Gonick, Somil Singh, Michael Leyne, Jeremy Rosh, Jeffrey Pan, Nick Luikey, Ryland Fiscus, Alex Gornovoi, Matthew Smith, Michael Rogers, Amogh Morje, Tara Parsons, Irene Martinoli (coach)



Coolidge Grade 7 and 8 Math Team

We would also like to congratulate the Coolidge 6th Grade Math Team, under the direction of Kyle Ventura and Mike Malley for a successful season. Jonathan Van Magness and Johnston Littlefield were tied for top scorers in the Ramanujan division. The whole team did an outstanding job this year. Students listed from left to right:

Front Row: Ben Mini, Dylan Herlihy

Middle Row: Ryan Wallace, Elliot Choi, Dylan Ren, Jonathan Van Magness, Miles Sopchak, Johnston Littlefield

Back Row: Mike Malley (coach), Logan Belezos, Aidan O'Brien, Charlie Lloyd, Brody Wolter, Dylan Wolter, Kyle Ventura (coach)

Not Pictured: Dillan Zanni, Ryan Segalla, Weston Lewin, Ben Costa



Coolidge Grade 6 Math Team

Wood End Bookmaking

Recently, Wood End Grade 5 students were involved in a book making activity. In the picture below Literacy Instructional Coach Tricia Stodden instructs Grade 5 students on the fine art of book making.



Stepping Stones...

- **We welcome** the following new hires to our school district:
 - Katie Ford, Daily Substitute, District
 - Daniel Scherwatzky, Substitute, District
- **We have posted** a new position. If interested, please visit <https://reading.tedk12.com/hire/index.aspx> to view the job detail

0.8 FTE High School Health & PE Teacher
https://reading.tedk12.com/hire/ViewJob.aspx?JobID=52
Grade 4 Teacher, Birch Meadow Elementary School
https://reading.tedk12.com/hire/ViewJob.aspx?JobID=51
Assistant Cross Country Coach, Reading Memorial High School
https://reading.tedk12.com/hire/ViewJob.aspx?JobID=53

- **Reading Friends and Family Day Takes Place on Saturday June 11th!**-Where can you listen to great music and the boom of fireworks, race remote control cars and play miniature golf, see robots in action and visit a petting zoo? You will enjoy it all at the upcoming Reading Friends and Family Day. Reading's 13th annual start of summer event, Reading Friends and Family Day, takes place on Saturday June 11, 2016 in the Birch Meadow Area. Organized by the Reading Lions Club, the day includes entertainment, fun, games, food and community info for all ages! Booths, music and activities open 11-3, plus there is a Friends of Reading Recreation Kids Fun Run in the morning and Fireworks at night. For more information, visit www.readinglionsclub.org.
- **\$5,000 grants available to classroom teachers for Social Emotional Learning work**-NoVo Foundation is committed to supporting the spread of innovative social and emotional learning (SEL) practices in schools and districts nationwide and we know practitioners have some of the most inspiring and effective ideas out there. NoVo Foundation, in partnership with Rockefeller Philanthropy Advisors, aims to seed teacher-led projects that foster social-emotional skills in students in grades K-12. Whether you have an idea for a new initiative or want to expand or continue an existing project, we want to hear from you. We will offer up to \$5,000 for you and/or your project team to implement the project in your classroom(s) in the 2016-17 school year. In addition, you will have the opportunity to present your work to a group of national SEL practitioners, experts and advocates at a convening in October 2016. We are looking for proposals from individual educators or teams of educators seeking to improve students' social-emotional skills either at the classroom- or school-level in fresh or innovative ways. Examples can include novel interventions or instructional practices focused on improving things such as resilience, academic tenacity, learning mindsets, self-management, sense of belonging, etc. A complete list of eligibility requirements and selection criteria are available [here](#). **Applications will be accepted through 11:59pm on Monday, June 13.** A list of FAQs is available [here](#).
- **New Resource: 2016 Massachusetts Science and Technology/Engineering Curriculum Framework**-In January, the Board of Elementary and Secondary Education approved the [2016 Massachusetts Science and Technology/Engineering](#)

(STE) Curriculum Framework. The Department has several resources and supports available to help districts' and educators' transition to the 2016 standards:

- Online [updated strand maps](#), cross walks, [and more](#);
 - Educators trained as science ambassadors who are available to help schools and districts become familiar with the standards and their implications for curriculum and instruction (Districts and event organizers can request an ambassador by emailing ScienceAmbassadors@doe.mass.edu);
 - [Science and technology/engineering district collaboration kickoff events](#) on June 14 and 15, 2016 for districts that would like to explore opportunities to collaborate; and
 - A small amount of funding to help existing multi-district collaborations around science share resources and strategies (For more information, email STEDistrictCollaboration@doe.mass.edu).
- **Did you know? The Office of Digital Learning has a Blog**
The Department's [Office of Digital Learning](#) (ODL) supports the expansion of personalized, competency-based, blended, and online learning to transform pedagogy and advance the education of every student in the Commonwealth. As part of this goal, ODL recently launched a [blog](#) to share educator practices, resources, and opportunities connected to digital learning. Checkout past posts, including how teachers partnered with ESE to [develop online and blended courses](#), [Algonquin Regional High School's awesome student tech support team](#), and [five mistakes educators make when using technology](#).
 - **Teacher Reflection: Using Circle Protocols to Support Inclusion**
As teachers reflect on the 2015-16 school year and prepare for the next school year, we wanted to share the following technique from Michael Thibodeau, a teacher at North High School in Worcester.

I work in an urban high school teaching highly diverse music and English classes. Creating an inclusive learning environment is essential. I have been developing a tool to support academic inclusion through [Positive Behavioral Interventions and Supports](#) by using circle protocols taken from [Restorative Justice](#) and applying them to classroom discussions. Students whom I rarely heard from are now providing insight and perspective that others could not. English language learners typically afraid of speaking in class share openly about their experiences. Students who struggle to express themselves in writing are showing their grasp of the standards orally.

I have trained teachers in this process from kindergarten through grade 12 in urban and suburban districts and have gotten amazing feedback from all levels. Although it takes time and patience to build this inclusive community, protocols are few. Using a talking piece and full participation are the only rules. Check out www.tolerance.org for further details on protocols.

The first goal of the circle is to create a comfortable environment. Initial circles should be low stakes. Icebreaker questions help ease students into sharing. Once students are comfortable with the process, you can begin to introduce academic discussions. Students may share little or repeat ideas, but you are creating a classroom where everyone is involved. In order to create a student-

centered, inclusive environment, attention will be focused on the speaker, not just toward the front of the class. Students must listen and wait to speak until it's their turn.

I hope you find this tool to be helpful as you reflect on your year's practice and plan for next year. As you think about how you'll create a positive and inclusive environment for your students, consider adding circle protocols to your toolbox.

For other ideas and resources to support inclusive practice, checkout ESE's [Educator Effectiveness Guidebook for Inclusive Practice](#).

Blazing Trails....

"Compassion Fatigue: The Silent Thief in Our Schools." In this ASCD Express article, retired educator Cheri Brown Sizemore analyzes what might happen to teachers in our schools. An awareness of the symptoms of compassion fatigue and its negative effects on you and your students can lead to positive change, personal transformation, and a new resiliency. [ReadMore](#)

"Beyond Grades and 'Gotchas.'" How I look at and respond to student work should help me grow my understanding of my students, my content, and my craft. It should also be a catalyst for student development in both what they are learning and how they go about the learning process," writes Carol Ann Tomlinson in this edition of her "One to Grow On" column in ASCD's Educational Leadership magazine. She shares four elements of her evolving philosophy about looking at student work. [Read More](#)

"Two Days to a More Collaborative Culture." "Students learn a new concept best when they have a chance to use it. The same applies to teachers, and we can use this insight to invite more teacher collaboration and buy-in for teacher evaluation criteria," writes associate professor Jodi Lamb in this ASCD Express article. Lamb shares a success story of how her school used peer reviews as a way to unpack new evaluation rubrics, visit other teachers' classrooms, and introduce the practices of lesson study. [Read More](#)

"Protestors in China Spotlight College Enrollment Quotas." An uptick in the number of students in some provinces in China applying to take university-entrance exams recently prompted parent-led protests. The protesters called for an expansion of available placements in colleges. [Read More](#)

Contact Us

The Pathways newsletter is published weekly for the Reading Public School Community. If you have anything that you would like to share, please email your information to John Doherty at

john.doherty@reading.k12.ma.us

Have a Great Week!