



October 30, 2016

Volume 8, Number 9

Upcoming Dates

- October 31 – Happy Halloween
- November 2 – Grade 6 – 12 Early Release; (District PLC Meetings (Elem – 1:15 p.m.; HS & MS – 1:30 p.m.); (7:00 p.m.) Financial Forum @ Senior Center
- November 3 – (after school) RISE/Elementary Building Meetings; (7:00 p.m.) Killam PTO Meeting
- November 4 – (9:00 a.m.) Joshua Eaton Veterans Day Assembly
- November 5 – (8:00 a.m.) RMHS SAT Testing – Reading is a test center; (2:00 p.m.) 2nd Annual RPS Science Expo at Coolidge
- November 6 – (6:00 p.m.) RMHS Drama SITZPROBE in the Endslo PAC
- November 7 – 9 – Art for the Sky @ Killam
- November 8 – PreK – 12 Inservice Day – No School; (7:00 am – 8:00 p.m.) Presidential Election in the Hawkes Field House
- November 9 – (after school) Secondary Building Meetings

Pathways

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

Operation Gratitude inspires kids to send Halloween candy to cheer up the troops

Barrows Students participate in this worthy project

By Scott Stump for Today

Sometimes a simple pack of Halloween candy is all it takes to put a smile on the face of a soldier thousands of miles from home.

Getting children to part with that extra Kit Kat or Reese's Peanut Butter Cup after trick-or-treating can be a lot easier when they know it will give a military veteran a taste of home.



Courtesy of Operation Gratitude

Operation Gratitude sent more than 700,000 pounds of Halloween candy to U.S. military members deployed overseas last year and looks to exceed that figure this year with the help of kids and adults nationwide.

That's why **Operation Gratitude**, a non-profit organization that sends care packages and letters to members of the U.S. military, is once again asking for **donations of Halloween candy** from now through mid-November to give our veterans a little taste of home.

"To me what this program does is really provide every child in America, no matter how old they are, a chance to say thank you and learn about the concept of service and giving, while also learning that there are people who put their lives on the line for our protection," Operation Gratitude founder Carolyn Blashek told TODAY.

That's a message that Heather Leonard, the principal of Alice M. Barrows Elementary School in Reading, Massachusetts, is hoping to deliver to her young students by participating in the drive to send Halloween candy to Operation Gratitude.

- November 10 – (after school) RISE/Elementary Building Meetings
- November 11 – Veterans Day – No School/Offices Closed; (7:30 p.m.) RMHS Drama Presents "The Wedding Singer in the Endslo PAC
- November 12 - (7:30 p.m.) RMHS Drama Presents "The Wedding Singer in the Endslo PAC
- November 13 - (3:00 p.m.) RMHS Drama Presents "The Wedding Singer in the Endslo PAC
- November 14 – (7:30 p.m.) Town Meeting in the Endslo PAC
- November 16 – (after school) Secondary Building Meetings – Collaborative Proposal Time
- November 17 – (7:30 p.m.) Town Meeting in the Endslo PAC
- November 18 – No School for Students – In-Service/Conference Day
- November 18 & 19 - (7:30 p.m.) RMHS Drama Presents "The Wedding Singer in the Endslo PAC
- November 19 – (8:30 a.m.) Joshua Eaton Football Tournament



Courtesy of Operation Gratitude

The founder of Operation Gratitude and a principal at an elementary school participating in the program also feel it's a great way for kids to say thanks to our military and learn about the service of some of their family members.

"The timing is working well with the Halloween collection and Veterans Day coming up on (Nov. 11) because our theme for next month is being respectful and supporting those who serve," Leonard told TODAY. "I think sometimes our students don't even know they have veterans in their family, so it's also a good chance for them to talk with their family about who has served and take some time to acknowledge their service."

Leonard has a cousin who served in the military and wants her students to understand the sacrifices made by our armed forces. Her own daughters, ages 4 and 6, also have helped pick out candy to send to the Operation Gratitude.

"When you're serving it's not just time away from your family, it's also living somewhere where you don't have access to things that you would normally go buy at the corner store," she said. "You miss those creature comforts that we have on a day-to-day basis. Something as small as a Kit Kat bar as a surprise can be a big deal."



Courtesy of Operation Gratitude

Many grateful troops have also told Operation Gratitude that they use the candy to help build positive relationships with local children in their area of deployment.

Operation Gratitude initially partnered with dentists in 2007 to buy back candy from kids to send to military veterans, but since has grown to include schools, churches, restaurant chains and more. The organization sent more than 700,000 pounds of candy to troops overseas last year and expects that figure to increase this year.

"The whole image of these children who have gone out and done their trick or treating and saying, 'I want to give this candy to the troops' is what it's all about," Blashek said.

Angel Cuevas, who was an active U.S. Marine from 2005 to 2013 and is now active in the U.S. Marine Reserves, can remember getting packages of Halloween candy when he was deployed in Afghanistan in 2010 and aboard the USS Makin Island in 2012.



Courtesy of Operation Gratitude

Military members get to enjoy a little taste of home while often thousands of miles away.

"Everyone absolutely loved it," Cuevas, who is also the vice president of operations for Operation Gratitude, told TODAY. "A lot of the soldiers were also using the candy to build relationships with the children and local citizens in their area of responsibility to help keep them safe on the battlefield. That's the impact this program can have."

This is the second year that Alice M. Barrows Elementary School has done a collection. They expect to have so much candy that they are looking for community partners to help fund the postage to ship it all to Operation Gratitude.

"We're trying to make our students think beyond our little bubble right here to see what people in the military really do for us," Leonard said.

Kudos and Accolades

- Congratulations to boys & girls soccer, swimming, girls & boys cross country, volleyball, and field hockey for wins this week.
- Congratulations to RMHS Seniors Nathan Plano and Moran Damon who are this week's High Five.
- Kudos to RMHS golfer Liam Dwyer for qualifying for the Division 2 State Tournament.
- Congratulations to football, volleyball, boys and girls soccer for qualifying for post season tournaments.
- Congratulations to the RMHS Football Team for winning their first playoff game on Friday night, 33-0 over Malden Catholic.

Financial Forum on November 2nd

The first public step of the FY18 budget process will begin on Wednesday, November 2nd, at 7:00 p.m. at the Pleasant Street Senior Center when the Finance Committee, Board of Selectmen, School Committee, and Library Board of Trustees meet in a Financial Forum. This is the first of two scheduled Financial Forums (the other is in January) where all of the elected Boards meet to review the financial picture of the Town of Reading. This meeting, which is normally held in October, but was delayed pending the results of the override election.

At the Financial Forum, there will be a recap and review of the FY16 budget that ended on June 30th, a look at the current FY17 budget year, the revenue projections for FY18, and the accommodated costs (health insurance, special education out of district tuition and transportation, debt, and energy) for FY18, a five year budget forecast, and a discussion about the FY18 budget projections for Town and Schools.

The meeting is open to the public. If you have any questions, contact Superintendent of Schools John Doherty at john.doherty@reading.k12.ma.us.

Special Education Update

Anxiety and School Performance

On Tuesday October 25, 2016 the Reading Special Education Parent Advisory Council hosted a presentation on Anxiety and School Performance. Over 80 parents and staff member came to hear Dr. David Gotthelf speak. Dr. Gotthelf discussed the role of school and parents to be partners on behalf of children who are struggling with anxiety. He also reviewed the characteristics of different anxiety disorders. He ended his presentation with some tips for parents and teachers on supporting students who are anxious either at school or at home.

Team Chairs

As of Monday October 24 we have completed the hiring for the Team Chairs across the district. The Team Chair position is a critical position to ensure compliance with special education laws and regulations, facilitate IEP Team meetings and communication with parents and guardians. The Team Chair assignments are as follows:

- Debbie Butts, Rise Preschool Director and Team Chair
- Kelley Bostwick, Team Chair for Birch Meadow and Wood End
- Kelly DiCato, Team Chair for Killam and Barrows
- Amy Benjamin, Team Chair for Joshua Eaton
- Lizabeth Miller, Team Chair for Coolidge
- Allison Wright, Team Chair for Parker
- Adam Blaustein, Team Chair for grades 10 and 12 at RMHS
- Jane Finger, Team Chair for grades 9 and 11 at RMHS
- Julie Anne Kroner, Out of District Coordinator

Tuning Schools to the Adolescent Brain

In this article in *Education Week*, psychologist/author Thomas Armstrong reminds us of the three layers of the human brain, "this incredible three-pound organism designed

Quote of the Week....



Sometimes you have to let go of something precious in order to get something priceless.

-Unknown

by nature over hundreds of thousands of years to react with excitement and awe to the amazing world that stretches out before it”:

- Brain stem – Survival, reproduction, fight/flight, body functions;
- Limbic system – Emotions, connections to others;
- Prefrontal cortex – Planning, decision-making, self-monitoring, impulse-control.

The limbic system has matured by a person’s teens, but the prefrontal cortex doesn’t develop fully till the early 20s. This means adolescents tend to act on impulses not tempered by mature reflection and restraint.

“Research indicates that while adolescents are able to reason like adults by the age of 15 or 16,” says Armstrong, “they can do this only under ‘cold cognition’ settings (e.g., where there is no emotional pull or peer influence). When they’re around their peers or in an emotionally charged situation (‘hot cognition’), teens’ prefrontal-cortex functions don’t work as well, which is why a teenager will respond affirmatively to an anti-drug curriculum in the classroom, but then go out and smoke weed with his friends at night... Neuroscience research tells us that the teenage brain is exquisitely sensitive to environmental influences. This neuroplasticity makes it vulnerable to a wide range of societal dangers – traffic accidents, drug abuse, suicide, violence. But it also makes it acutely sensitive to the influences of teachers...”

Armstrong believes these insights about the brain have several implications for secondary schools:

- *Curriculum* – Schools should orchestrate learning experiences that include metacognition, goal-setting, planning, working memory, reflection on one’s learning, and frequent opportunities to make responsible decisions. School should put teens in classroom interactions with their peers that help them integrate impulsiveness, energy, and peer connections with their developing ability to reason and reflect.

- *Out-of-school experiences* – Students should be involved in apprenticeships, internships, service learning, community-based learning, small peer-learning groups, entrepreneur-based learning, and student-directed projects.

- *Metacognition* – Students need to be explicitly taught how their brains work, how to use that knowledge to direct their learning and stay out of trouble, and how to regulate their feelings under stressful and tempting situations.

- *Stress reduction* – “Research suggests that the adolescent brain – subject to the vagaries of dopamine (which connects to reward and pleasure) and serotonin (which connects to well-being and happiness) in the brain – is more susceptible to stress than the brains of either children or adults,” says Armstrong. This suggests that adolescents benefit greatly from mindfulness, meditation, yoga, and frequent aerobic activity.

Based on what we’ve learned about the adolescent brain, Armstrong believes schools should stop doing the following:

- Delivering content through lectures and textbooks that fail to engage students;
- Public posting of grades and test scores in ways that humiliate some students in front of their peers;
- Locking students into a college-bound program that takes away their ability to make decisions about what interests them most;

Disney Tweet of the Week



It is not the destination so
much as the journey.

—Jack Sparrow

- Providing insufficient physical education and movement during the school day.

“‘Brain-Friendly’ Practices for Adolescent Success” by Thomas Armstrong in *Education Week*, October 12, 2016 (Vol. 36, #8, p. 28, 24), www.edweek.org. Reprinted from Marshall Memo 658.

Dealing with Chronic Stress and Burnout

“Burnout can often feel insurmountable,” says consultant/coach/researcher Monique Valcour in this *Harvard Business Review* article. It’s been linked to anxiety, sleep disturbances, feelings of futility and alienation, problems with relationships, depression, increased alcohol and drug use, hypertension, and coronary artery disease. “But the sense of being overwhelmed is a signal, not a long-term sentence,” says Valcour. The key is “noticing and acknowledging the symptoms, examining the underlying causes, and developing preventive strategies to counteract your particular pattern of burnout.”

Three components are often associated with a job that a person dislikes, doesn’t have the necessary skills to do well, and/or lacks control over. A person’s burnout profile might be composed of one or more of these:

- Exhaustion – Profound physical, cognitive, and emotional fatigue that makes it impossible to work effectively, see the big picture, and feel positive about the job.
- Cynicism – Feeling detached, negative, even callous about work, which can come from overload or from conflict, unfairness, and not being part of decisions.
- Inefficacy – Feeling unsuccessful, unproductive, even incompetent, which can come from exhaustion and cynicism and also from not having the resources to excel.

Valcour recommends doing a careful analysis of what’s going on (perhaps recording subjective feelings throughout the day), then taking four steps to address the problem:

- *Prioritize self-care.* Physical and emotional energy can be replenished by good sleep habits, nutrition, exercise, social connections, and practices that promote equanimity and well-being – for example, meditation, journaling, and enjoying nature.
- *Shift your perspective.* “What aspects of your situation are truly fixed, and which can you change?” asks Valcour. This might lead to delegating some tasks, reshaping the job to gain more control, focusing on more-fulfilling tasks, shielding yourself from the parts of the organization that are frustrating, stepping up to leadership opportunities, building positive, supportive relationships, working on improving your personal brand, or perhaps quitting and seeking a more-fulfilling job.
- *Reduce exposure to job stressors.* If there are some aspects of the work that are predictably leading to burnout, you may want to restructure them, set new ground rules, or stop doing them. “You have to know when saying no is the right answer,” said one stressed-out executive. “And it takes courage and conviction to stick to your guns and not feel guilty.”
- *Seek out connections.* “Find coaches and mentors who can help you identify and activate positive relationships and learning opportunities,” advises Valcour. “Volunteering to advise others is another particularly effective way of breaking out of a negative cycle.”

"Managing Yourself, Beating Burnout" by Monique Valcour in *Harvard Business Review*, November 2016 (Vol. 94, #11, p. 98-101), <https://hbr.org/2016/11/beating-burnout>. Reprinted from Marshall Memo 658.

Reading Public Schools Happenings

RMHS Band Hosts NESBA Competition

On Saturday, October 22nd, Reading Memorial High School hosted the New England School Band Association (NESBA) Marching Band Competition. Fifteen schools from the region competed in this exciting combination of marching band, color guard, music, and artistry.

Reading did very well in their division, coming in second place with a gold medal and winning the best music award. Congratulations to the Marching Band and Color Guard on an outstanding performance!





Parker Students Attend Nature's Classroom

This past week, Parker Middle School seventh grade students attended Nature's Classroom, an environmental camp that focuses on nature, science, and team building activities. The pictures below show just a few of the adventures Parker students participated in: building an arch bridge, nature hikes, building fire, and the teachers braving the Oregon Trail in preparation for one of our evening activities. In addition to learning a lot about each other, students had opportunities to learn about a myriad of nature topics. Some of the activities students participated include: *oil wars*, *caveman*, *zentangles*, *humongous fungus*, *grossology*, *squid dissection*, *float yer boat*, *she's a witch*, *endangered egg babies*, *hot air balloons*, *underwater trotter*, and *like a moss*. The night hike and Oregon Trail simulation were fan favorites! A special thanks goes out to the staff who took time out of their schedule and personal time to chaperone the trip.





Reading Memorial High School
HIGH FIVE CLUB



**MORAN
DAMON**
Class of '17

RECOGNIZED FOR: Moran Damon is being recognized for her excellence in athletics, activities, and service. Academically, Moran particularly enjoys the challenges of English, History, and Spanish. In fact, for her hard work and dedication, last year Moran was awarded the perseverance award in Spanish from the Foreign Language Department. Athletically, Moran is a 4 year member of the Girls Swim team and serves as one of the co-captains for the 2016-17 season. She has helped lead the Rocket Girls to an impressive 8-0 season with one meet to go tomorrow night against Belmont. Moran swims the 50 yard, freestyle, 400 free relay and 200 yard free relay and says that one of her proudest accomplishments was a recent near win against Division 1 powerhouse Acton-Boxborough. Moran helped the girls swim team earn the Middlesex League Championship title last season and hopes with a win on Saturday to repeat as champs this season as well. In other co-curricular activities, Moran has also contributed her time as a member of the Leo Club, Samantha's Harvest, and Girl Rising. Additionally, Moran finds time to volunteer at the YMCA, teaching swimming to children with disabilities. Next year, Moran will be attending college and pursuing a major in political science and communication. Congratulations, Moran!

Reading Memorial High School
HIGH FIVE CLUB



**NATHAN
PLANO**
Class of '17

RECOGNIZED FOR: Nathan Plano is being recognized for his excellence in academics and athletics here at RMHS. Nathan ranks in the top 10% and excels at and enjoys the challenges of both Calculus and Physics. Last year, Nathan received the scholarship award in Physics from the RMHS Science Department. Nathan loves learning in general and will be taking his curiosity to Brown University next year to major in engineering. Athletically, Nathan is a 4 year member of the Boys soccer team and is currently one of the co-captains for the 2016-17 season. Playing the center midfield position, he helped the Boys soccer team qualify for the state tournament this past week. Another recent highlight this season for Nathan, was battling undefeated Winchester who had a 16 and 0 record to a 0-0 tie, breaking their previously unbeaten streak. Nathan will be taking his soccer talents with him to play at Brown University next season. Nathan has also played varsity tennis for two years and finds time in the summers to teach tennis to children between the ages of 5 and 12 at Meadow Brook Golf Club. Congratulations, Nathan!

Stepping Stones...

- Our thoughts and prayers go out to Killam Paraeducator **Desiree Stella** on the recent loss of a loved one.
- Our thoughts go out to Joshua Eaton Secretary **Amy Greco**, who was injured recently, to have a speedy and healthy recovery.
- We welcome the following new staff to the Reading Public Schools:
 - ✓ Abhishek Ranjan, Special Education Paraeducator, RMHS
 - ✓ Amy Benjamin, Team Chair, Joshua Eaton
 - ✓ Julie Savino, Substitute, District
 - ✓ Robert D'Agostino, Substitute, District
 - ✓ Btiana Gilbert, Assistant Teacher, Birch Meadow Extended Day
- **We have posted** a new position. If interested, please visit <https://reading.tedk12.com/hire/index.aspx> to view the job detail

Long-Term Substitute Grade 3 Teacher, 1.0 FTE Joshua Eaton Elementary School

<https://reading.tedk12.com/hire/ViewJob.aspx?JobID=179>

Long-term Substitute Math Teacher, 1.0FTE Reading Memorial High School

<https://reading.tedk12.com/hire/ViewJob.aspx?JobID=180>

Math Teacher, 1.0FTE Reading Memorial High School

<https://reading.tedk12.com/hire/ViewJob.aspx?JobID=181>

Special Education Therapeutic Support Program Paraeducator, 60 hours biweekly JW Killam Elementary School

<https://reading.tedk12.com/hire/ViewJob.aspx?JobID=182>

Special Education Teacher, 1.0FTE Reading Memorial High School

<https://reading.tedk12.com/hire/ViewJob.aspx?JobID=183>

Long-term Substitute Grade 2 Teacher, 1.0FTE Wood End Elementary School

<https://reading.tedk12.com/hire/ViewJob.aspx?JobID=184>

Blazing Trails....

- **FYI: Revised Learning Standards**

Earlier this week, the Board of Elementary and Secondary Education continued their discussions on **proposed revisions to the state's learning standards for English language and math**. The state's current learning standards (also called curriculum standards) in **ELA** and **math** were adopted in 2010 and incorporate the **Common Core State Standards**. After teachers had experience with several years of implementation, and given the ongoing development of a next-generation assessment, ESE solicited feedback and **convened panels of educators to recommend revisions**. The goal of the process is to keep the strengths of the current standards while making modifications and clarifications where needed.

Department staff outlined the proposed revisions for the Board on Monday, and in November, Board members expect to discuss the revisions again and send the proposal out for public comment. The recommended changes include increasing clarity, incorporating **a variety of high school math pathways** directly into the math standards document and making **explicit connections among the reading, writing and language standards** of the ELA standards. Links to the presentation to the Board and to charts showing proposed grade-by-grade changes are available at the bottom of **this page**.

- **New Resource: Social and emotional learning page**

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

The Department's website has a [new page dedicated to social and emotional learning](#). The page includes core competencies of social and emotional learning, approaches to teaching those competencies, and information about ESE's work with the Collaborative for Academic, Social, and Emotional Learning's [Collaborating States Initiative](#). It also includes links to submit comments and share work.

- **Teacher Reflection: Educational equity is more than jargon**

Michelle Ryan is chairwoman of the social studies department at Randolph High School and the Milken Educator Award winner for Massachusetts for 2015-16. She's also a member of ESE's Teacher Advisory Cabinet and an education preparation program reviewer. A colleague once described her as someone who is able to tackle difficult conversations in a professional, engaging way, and here she describes why discussions and action around educational equity are critical:

Meaningful conversations about educational equity may be uncomfortable, challenging, and demanding. Even defining the concept can be difficult: Is it inclusive instructional practices, cultural competency, improving student access to quality educators and resources, increasing opportunities for all students, or eliminating institutional biases that create inequitable practices?

We will never ensure educational equity becomes more than educational jargon without addressing each of these components, but when confronted with the reality of inequity, we, as teachers, may feel our professional and personal identity is fundamentally threatened. However, while we are overcome by personal defenses and debates, students are stuck in the achievement gaps. We must be willing to examine past practices and aspects of our systems that create inequity.

Inequity can be as small as calling on certain students more than others and as large as discriminating based on personal beliefs about race, ethnicity, gender, disability, and academic achievement. One issue that came up in my experience was how to facilitate engaging and meaningful conversations about the underlying causes of inequity in a way that inspires educators to action and unity rather than to polarization. When mishandled, equity discussions leave teachers feeling vulnerable, judged, divided, and even isolated.

Five years ago, I attended one of the most uncomfortable professional development sessions I could ever imagine attending. The focus was on how faculty might examine cultural competency as a means to improve educational equity. The result was three hours of heated, distracted, and defensive exchanges between teachers about perceived accusations of racism, discrimination, and low expectations for certain children. Feeling tension among my peers, confused about next steps, and discouraged by some of the commentary throughout the session, I understood that any constructive conversation I would ever facilitate around equity must occur within a context of safety and support. From that experience, I now characterize a well-structured conversation about equity to include clear messages and expectations, protocols, critical analysis, concrete implications for practice, reflective conversation, and collaboration among colleagues.

If you're looking for a way to start conversations about equity among your colleagues, the School Reform Initiative's website offers an [introductory activity](#), [National School Reform Faculty](#) offers additional equity protocols and activities, and the [National SEED \(Seeking Educational Equity and Diversity\) Project](#) in Wellesley offers a professional development framework for educational equity.

Educational equity is more than a conversation, an intervention, or the latest educational buzzword. It is a belief, a mindset, a mode of operation, a conviction, a commitment, a practice, and an underlying purpose that should not go out of style with the next new program, initiative, or research theory. If educational equity is an authentic part of our fundamental belief system, then it should be revealed through our core values, established by what we do next, and evidenced by the success of every child passing through our care.

*Note: At ESE, our equity work is focused on students' **equitable access to excellent educators**, an area of work that includes educator preparation, recruitment and mentoring, as well as distributed leadership and inclusive practices.*

"Practical, Brain-based Suggestions for Incorporating Movement." The learning brain craves movement. When teachers keep students active, we keep their energy levels up and provide their brains with the oxygen-rich blood needed for highest performance. Teachers in any subject can add movement to learning at any time, not just on special occasions. Try these easy-to-use strategies in this ASCD Express post to get pulses pumping, and optimize student performance in your classroom. [Read More](#)

"9 Ways to Help Your Students Show Up Well." Every teacher wants students to "show up well" to their classroom. It means students are mentally, physically, emotionally, and otherwise ready to learn. We know that doesn't always happen, because life happens. Kids are dealing with real issues and problems and brokenness just like every other person on the planet. Some students have most of their needs met and rarely struggle to show up well. For others, it's a constant battle. [Read More](#)

"A Bright Future with SEL." The Every Student Succeeds Act requires multiple measures for accountability, including at least one "nonacademic" indicator generally understood to be a social and emotional learning (SEL) measure. Policymakers and practitioners are now discussing how to best embed SEL across preK-12 schooling. This brief reviews the complexities of that discussion and the support, challenges, and successes states have experienced in implementing SEL. [Read More](#)

"Teaching through the Camera Lens: 10 Activities with Photos and Video." So many carry cameras around with us everywhere every day. They're in our cell phones. Students with mobile devices can shoot a picture or a video at a moment's notice. If we can take advantage of that to engage our students and push learning forward, we should! This Ditch That Textbook post by educator Matt Miller outlines 10 things we can do inside and outside of classes to let students become photographers and videographers. [Read More](#)

"Edtech Investments Planned for German Schools." The German Education Minister recently proposed an investment of more than £4 billion over the next five years on digital infrastructure in schools, including faster internet and wireless access points. A recent survey revealed that fewer than 2% of Germany's students have access to a school computer each day. [Read More](#)

Have a Great Week!