



Pathways

A weekly collection of information, thoughts, reflections, and accolades for the Reading Public Schools Community

March 12, 2017

Volume 3, Number 26

Upcoming Dates

- March 15 – (after school) Secondary Building Meetings; (7:00 p.m.) RMHS Guidance – Junior Parent Night; (7:30 p.m.) School Committee presents the FY2018 Budget to Fincom @ Town Hall
- March 16 – (after school) RISE/Elementary Building Meetings
- March 17 – (7:00 p.m.) RMHS – Mr. RMHS in the Endslo PAC
- March 18 – 19 – (all day) New England Robotics Competition in the Hawkes Field House
- March 21 – 23 – RMHS – MCAS Testing
- March 22 – Grade 6 – 12 Early Release; (after school) District PLC Meetings
- March 23 – (after school) RISE/Elementary Building Meetings – Grade Level Common Time
- March 24 – No School for Students; Blue Ribbon Conference for Staff
- March 25 – (7:00 p.m.) RMHS Sophomore Semiformal in the RMHS Cafeteria
- March 26 – (7:00 p.m.) Parker Transition Meeting for Grade 5 Families
- March 27 – (2:30 p.m.) Five Star Theatre Camp Auditions in the Endslo PAC; (6:15 p.m.) Coolidge Transition Meeting for Grade 5 Families; (7:00 p.m.) Coolidge Math/Science Night

RMHS Jazz Band Wins Gold Medal



RMHS Jazz Band

On Tuesday evening, the RMHS Jazz Band, under the direction of Joseph Mulligan performed at the Massachusetts Association of Jazz Educators (MAJE) Northeast District Senior Jazz Band Festival. With this performance, the band will now compete in the State Band Festival to be held at Norwood High School on March 18th. In addition to their performance, the RMHS Stage Band received a bronze medal for their efforts.



RMHS Jazz Band

- March 29 – (6:00 p.m.)
Joshua Eaton Open House
- March 30 – (5:30 p.m.)
Barrows Open House;
(6:30 p.m.) Killam
Learning Fair
- April 2 – (2:00 p.m.)
RMHS Formal Recital
- April 3 – 6 – Kindergarten
Screening in the
Elementary Schools
- April 3 – (7:00 p.m.)
School Committee
Meeting in the
Superintendent's
Conference Room
- April 4 – Local Election in
the Hawkes Field House
- April 5 – Grade 6 – 8 Early
Release; (after school)
Secondary District PLC
Meetings; (5:00 p.m.)
Artsfest @ RMHS
- April 6 – (after school)
RISE/Elementary Building
Meetings – Collaborative
Proposal; (5:00 p.m.)
Artsfest @ RMHS
- April 7 – (6:00 p.m.)
RMHS Drama MiniGolf
Fundraiser @ RMHS

Congratulations to both groups on a job well done and good luck to the Jazz Band at the States!



RMHS Stage Band

Parker Middle School Performs Once On This Island Jr.



This past weekend, 100 students at Parker Middle School performed *Once on this Island, Jr.* Congratulations and bravo to Mrs. Jenny Dimuzio, Mr. Stephen MacDonald, Ms. Nancy Katz Stone, Mr. Andrew Norton, Mrs. Jennifer Webster, and the cast and crew of *Once on this Island, Jr.* for three outstanding performances this weekend! In addition, special thanks goes to the countless parent volunteers who helped it all come together...back stage, set construction, refreshments, make-up, Parker grams, the list goes on and on! Congratulations Parker Drama!

[FY18 Budget Link](#)

- FY18 Budget Information



Kudos and Accolades

- Congratulations to RMHS Girls Hockey on beating Hingham and moving onto the State Semi-finals on Monday vs. Needham
- Congratulations to the cast and crew of the RMHS Drama production of 1776 last weekend.
- Congratulations to the cast and crew of the Parker Middle School Drama production of Once Upon an Island, Jr.
- Congratulations to the RMHS Jazz Band for capturing a gold medal and the Stage Band for capturing a bronze medal in the MAJE Competition recently held at RMHS.
- Congratulations to the following Middlesex League All-Stars for the winter season –
Gymnastics (Emily Eagleston, Maddie Doyle & Jordyn Castelli); Boys Swimming (Erik Bonnabeau, Mark Bonnabeau, David Erickson, Hunter Kyes & Jake Powers); Boys Track (Jack Geiger, Andrew Riffe, Andrew Yatsunashi, & Mark Porter); Girls Track (Maeve Swanton & Shannon Parks); Boys Basketball (Corey DiLoreto); Girls Basketball (Haley Lightbody); Boys Hockey (Kevin Tobin, Michael Tobin & Nick Miele) Girls Hockey (Michaela Boyle – also League MVP & Jenna Seibold); Wrestling (Trevor Morton & Darren Driscoll)

A Howling Good Time at Parker Middle School



Sixth graders at Parker Middle School had a howling good time last week. Joan Murdock, paraeducator, invited her son-in-law, Patrick Graham, to talk about his work with the Defenders of Wildlife in Idaho. Despite what you remember about “Little Red Riding Hood,” his work from the Wood River Wolf Project helps sheep and wolves coexist. After wolves settled into an area where 25,000 sheep graze, Defenders worked with sheep herders and local ranchers to train them in techniques to keep wolves and sheep safely apart.

Defenders use cameras, radio collars, and regular old “wolf howling” to track the location of the wolves. Locating the packs has a few positive outcomes: lost pups could be introduced to a pack and ranchers would know if extra measures were needed to protect their sheep. Students saw video of a wolf expert howl into the wilderness and after some patient silence listened to the wolf pack as they returned their symphony. As Patrick howled, moving from high to low pitch, students then got a chance to be wild wolves, as they howled in response. Students learned that after the location is known, protection of the sheep and educating wolves is the next step. While the herders practice the learned techniques using noisemakers and spotlights, Defenders install temporary electrified fences to train wolves and sheep to stay apart. They hike with a hundred pounds of fence around their shoulders! The sheep are kept in by the electric charge and flags on this short fencing warn wolves that they should not pass through. Surprisingly, wolves do not naturally jump over fences, so their underbelly stays protected. Wolves will not even jump to get to a fresh sheep kill. In this way wolves learn that to kill a sheep is not worth it because they won’t be able to eat it!

The project is a huge success, and continues to enhance our knowledge through the collected scientific data. It has inspired others around the world to develop similar programs. Students and adults were mesmerized as we learned about this

fascinating work that attempts to keep the human impact in check with nature. Many students felt as though this could be a path for their future. We would like to extend our sincere thanks to Patrick and Joan for helping us to learn about this important issue.

Making Classrooms and Schools Safe for Introverts

In this article in *Harvard Magazine*, Lydialyle Gibson reports on the work of Susan Cain, the “fairy godmother of introverts” and author of the best-selling book, *Quiet: The Power of Introverts in a World That Can’t Stop Talking* (Broadway Books, 2013). According to Cain, between one-third and one-half of people are introverts, yet classrooms and workplaces tend to favor extroverts. “Today we make room for a remarkably narrow range of personality styles,” she says. “We’re told that to be great is to be bold, to be happy is to be sociable. We see ourselves as a nation of extroverts – which means that we’ve lost sight of who we really are.”

Cain’s working definition of the introverted temperament draws on the work of Carl Jung, Jerome Kagan, and other psychologists: Introverts look inward to a world of thoughts and feelings; need solitude to recharge their batteries; are empathetic and reflective; prefer listening to talking; think before they speak; are less likely to die in car crashes and more likely to pay attention to warning signals; tend to make peace and offer counsel; have strong powers of concentration; are mostly immune to the lures of wealth and fame; and tend to be artistic and creative, especially when they work alone. Some notable introverts: Charles Darwin, Dr. Seuss, Rosa Parks, Albert Einstein, Steve Wozniak, Steven Spielberg, J.K. Rowling.

Cain has set up a for-profit organization titled Quiet Revolution that trains students, teachers, and others to understand the extrovert-introvert spectrum and make changes that allow everyone to contribute. Some of the areas her organization is working on:

- Fostering clarity, communication, and understanding among classmates and co-workers along the introvert-extrovert spectrum;
- Encouraging individual as well as team projects;
- Giving team members advance notice of meeting agendas;
- Creating “corners for solitude and silence” including places in schools for a quiet lunch;
- Not basing class participation grades on the *quantity* of words uttered;
- Giving quiet but attentive students a way of signaling to the teacher that they’re with it;
- At the same time, giving quiet students a “gentle push” to speak up (one precept: if you have something to say, say it early in the class so you can then relax and listen);
- Subtle techniques like saying toward the end of a class or meeting, “In a minute, I will say, ‘Does anyone have any other thoughts or questions or ideas?’ – I will say that in a minute.” This gives the introverts time to reflect and get ready to participate.

In a classroom or workplace that’s sensitive to extrovert-introvert characteristics, Cain believes there’s a sense of self-awareness, trust, and safety from which everyone benefits: “Oh, that’s who I am; I make decisions more quickly” or “I multitask more easily” or “That’s why I’m quiet” or “I’m not less than the kid next to me who’s raising his hand all the time.”

Superintendent's Office

Hours this Week

All are welcome

3/14 (5:30-6:30 p.m.)-
RPS Administrative
Offices

3/15 (2:15-3:15 p.m.)-
Coolidge Middle School

Classroom discussions are where teachers need to be particularly aware of the tendency for extroverts to dominate and get more value from the class than others. "They're raising their hands first, and the teacher is calling on them," says Cain. "That's the root of the problem. The extroverts are used to being called on – for years teachers have called on them, and they expect it. But research shows that as soon as a hand goes up, the other brains in the room shut down."

"Quiet, Please: Susan Cain Foments the 'Quiet Revolution'" by Lydialyle Gibson in *Harvard Magazine*, March-April 2017 (Vol. 119, #4, p. 31-35), no e-link available. Reprinted from Marshall Memo 675.



Reading Public Schools
Instilling a joy of learning and inspiring
the innovative leaders of tomorrow



We invite high school students and adults

Just Talk About It^{**}

Mental Health for Teens

A two hour presentation for parents, high school students, teachers and adults to learn the warning signs of mental health issues in adolescents and teens.

7pm An interactive presentation by Minding Your Mind^{**} to increase your awareness of

- what is considered a **crisis**
- how **stress** affects a teenager
- the symptoms of **depression**
- the warning signs most often associated with **suicide**
- **how to help** a student or a friend

8 pm Melissa Ann Hopely will share her personal experience with mental health challenges, bullying, and the help that saved her. Melissa is the author of "The People You Meet in Real Life."

Monday March 13, 2017 at 7:00pm
Doors open at 6:45 pm
RMHS Performing Arts Center

This presentation is intended for high school students and adults.

^{**}Minding Your Mind is a national educational program working to prevent crises through education
"Just Talk About It" is Approved by the Best Practices National Registry, Section III: Adherence to Standards.

Because awareness leads to help-seeking behavior

www.understandingdisabilities.org

Quote of the Week . . .



Whatever you're facing today, keep going. Keep moving. Keep hoping. Keep pressing on. There is victory on the other side!

Unknown

Connecting With Your Teens

An evening of relationships, engagement, and connection



We are inviting parents, teens, and young people to an evening of real connection and fun!

Thursday - March 23, 2017

Coolidge Middle School
Multipurpose Room
6:30-8:00 p.m.

- Listen to *understand each other*, suspend judgments and assumptions.
- Learn how to *tap into the happiness, creativity, and confidence from within*
- Gain *mindful tips* that reduce overall stress.
- Practice the *communication skills* essential to bringing balance, peace of mind, and harmony to your family.

Morris H. Ervin, Jr. is an educator, entertainer, motivational speaker, and Youth Development Professional committed to helping the youth, families, communities, and institutions "turn fear into strength, and pain into passion." He has provided assemblies, workshops, mentoring programs, and leadership camps/retreats to thousands of students. For more than a decade, Morris's programs, trainings, and retreats have helped youth . . .

- *Develop critical thinking skills.*
- *Learn and apply character strengths.*
- *Build solid interpersonal communication skills*
- *Become confident and assertive in how they live.*
- *Embrace the peace and harmony inside themselves.*
- *Become reflective and purposeful about shaping their own future*

Students of all ages are welcome. Parents bring the kids!

"He makes a person realize that anyone can make a change. Mr. Ervin helped me realize my gift . . . you can express yourself and be what you want to be!" - A student

"I've never felt so invigorated and open in this kind of conversation in this kind of setting. I can't express to you enough how meaningful and vital this experience was!" - Amy Ma

Reading Public Schools Happenings

High School Students Conduct Soles for Souls Drive

RMHS Students Dianna Gagnon, Jamie Ritondo, and Kalli Doherty recently held a Soles for Souls Drive in the Community to collect over 200 pairs of shoes for this worthy cause. Congratulations to these students!

Disney Tweet of the Week



As you go through life
you'll see, there is so
much that we don't
understand.

—Simba (The Lion King II)



Eaton Author Visit

Recently, author Michelle Cuevas visited the Joshua Eaton Elementary School. The school hosted a 2 day visit with her. She held assembly presentations with all grades and writer's workshop with fourth grade students. She shared her books: The Uncorker of Ocean Bottles, Beyond the Laughing Sky, The Masterwork and a Painting Elephant and Confessions of an Imaginary Friend.

She read the book The Uncorker of Ocean Bottles to the Kindergarten and Grade 1 students.



Important Websites

[Help Desk \(To submit a ticket\)](#)
help.desk@reading.k12.ma.us

[RPS District Website](#)
www.reading.k12.ma.us

[Access Your Email](#)
<https://login.microsoftonline.com/>

[Baseline Edge](#)
<https://baseline.ioeducation.com/Site/login>

[Interface Health Services](#)
<https://interface.williamjames.edu/community/reading>

Need help finding mental health care?

 **WILLIAM JAMES COLLEGE**
INTERFACE Referral Service

The Town of Reading has contracted with a unique HELPLINE service staffed by licensed clinicians that can help children, teens, & adults in Reading become connected with mental health care. Get provider matches that meet your specific needs, accepts your insurance & has available appointments.
Call 1-888-244-6843 (toll free) • M-F • 9am-5pm
<https://interface.williamjames.edu/>

Read Across America-Part 2

This week and last week, several schools in our district are celebrating Read Across America. As part of this celebration, schools have guest readers come in and read to different grades of students. Below are some of the pictures from this past week. A special thanks goes out to our Library Media Specialists and teachers who help coordinate the events.



Director of Finance Gail Dowd reading to RISE Students



Director of Student Services Carolyn Wilson reading to RISE Students



Assistant Superintendent for Learning and Teaching Craig Martin reading to RISE

RMHS Students Participate in Congressional Art Show at Montserrat College of Art

On March 16-18, students from RMHS will have their art work displayed in the 2017 Massachusetts Sixth Congressional District Art competition this year. The show opens to the public on Thursday, March 16th, 11:30 am-2:30 pm, 3:30-6:00pm, Friday March 17th from 11:30am- 2:30 p.m. , 3:30-6:00pm. Saturday March 18th is a reception from 3:30-5:00p.m. The Congressional art show **awards event** is on Saturday, March 18th from 3:30-5:00 pm. The closing awards event is with Congressman Seth Moulton at the Montserrat College of Art's 301 Cabot Street Gallery, Beverly, MA.

The students pictured are from (left to right) Amiee Casavant, grade 12, with a painting called "Street View; Interrupted" . Matt Baynes, grade 12 is in the center, with a colored pencil piece titled, "Surreal Landscape". On the right is Kara D'Arezzo, grade 12) her painting is entitled, "People Food". All three students are in RMHS teacher Sue Gilbert's class.

Other students participating in the event are Samantha Williams, grade 12, who submitted a photo under the photography teacher Kathy Dailey, as well as 12th grader Alana DiSpena, who also submitted a photograph.

The last submission was under the teacher Borany Wicks. The student, Tali Shorr (grade 10) submitted a drawing/painting piece .

Congratulations to the students and their teachers on a job well done!



Parker Middle School Participates in State Science Olympiad

On Saturday, March 4 Parker Middle School attended the Science Olympiad competition for the fifth time at Assumption College. The team spirits were high and our students had a great time and exhibited outstanding sportsmanship. Parker placed (top 6) in four events in the competition. A great time was had by all!



Stepping Stones...

- Our thoughts and prayers go out to Coolidge Team Chair **Beth Miller** on the loss of a loved one recently.
- Our thoughts and prayers go out to Wood End paraeducator **Catherine Horan** on the loss of a loved one recently.
- Our thoughts and prayers go out to RISE @ Wood End teacher **Mary Sage** on the loss of a loved one recently.

Contact Us

The Pathways newsletter is published weekly for Reading Public School Staff. If you have anything that you would like to share, please email your info to John Doherty at: john.doherty@reading.k12.ma.us

- Our thoughts and prayers go out to RMHS Supervisor of Students **Samantha Pindara** on the loss of a loved one recently.
- Congratulations to RMHS teacher **Raymond Albright** on the birth of his son William Edward on March 7th.
- We welcome the following new staff to the Reading Public Schools:
 - ✓ Seth Wolfman, Business Teacher, RMHS
- **We have posted** a new position. If interested, please visit <https://reading.tedk12.com/hire/index.aspx> to view the job detail

Blazing Trails...

Anti-bullying resources – The Harvard Graduate School of Education's *Usable Knowledge* has launched "One and All" with strategies to protect students, help them reject bullying, and build communities in which everyone thrives:

<http://www.gse.harvard.edu/uk/one-and-all>. Resources so far: Widening the definition of bullying; a conversation about how to honestly confront racial trauma and facilitate conversations about racially tinged events in the news; and one ELL teacher's first-hand experience as an ELL student.

"Literacy in Every Classroom." No matter the discipline, students need to be able to think and write about the material they read to make it their own. Students may not know how to "read like a historian" just because reading is assigned in social studies. Likewise, students need to know how to write more than an answer in math. Read this ASCD Express to learn how busy teachers can foreground literacy skills without sidelining content. [Read More](#)

"The Reading and Writing of Arithmetic." Whether they pursue engineering careers or simply want to comprehend a loan or tax form, students need to know how to decode the language of mathematics. Math specialist Linda Richard suggests in this ASCD Express article how to add variety and volume to the types of math reading and writing your students undertake. [Read More](#)

"Disciplinary Literacy: A Shift That Makes Sense." Reading, writing, and thinking looks different, depending on the subject matter. In this ASCD Express article, shifting to a disciplinary literacy approach makes sense because it honors that difference and clarifies how teachers can help students read; reason; write; think; speak; and, most importantly, participate in specific content areas. [Read More](#)

"ELLs, Visual Arts, and the High-Stakes Writing Monster." Writing assignments based on reading comprehension pose a double whammy for English language learners as can be seen in this ASCD Express article. Gaps in language proficiency can mask writing strengths and weaknesses, giving teachers little guidance on where to adjust writing instruction. However, asking students to write responses to visual texts can be a more accessible starting point for student writing, providing a clearer overall picture of student needs. [Read More](#)

"Tips from England to Form Partnerships with Parents." Teachers should share the good news -- and the bad -- with parents, says Thomas McCarthy, a learning mentor in the United Kingdom. He is one of several educators in this blog post who offer advice to help teachers engage with parents. [Read More](#)

Have a Great Week!