



Pathways

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

March 26, 2017

Volume 8, Number 28

Upcoming Dates

- March 27 – (7:00 p.m.) Parker Transition Meeting for Grade 5 Families
- March 28 – (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; (6:30 p.m.) Joshua Eaton Principal Open Microphone Session at Joshua Eaton Cafeteria
- 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

Reading Public Schools Hosts Blueprint for Educational Excellence National Conference

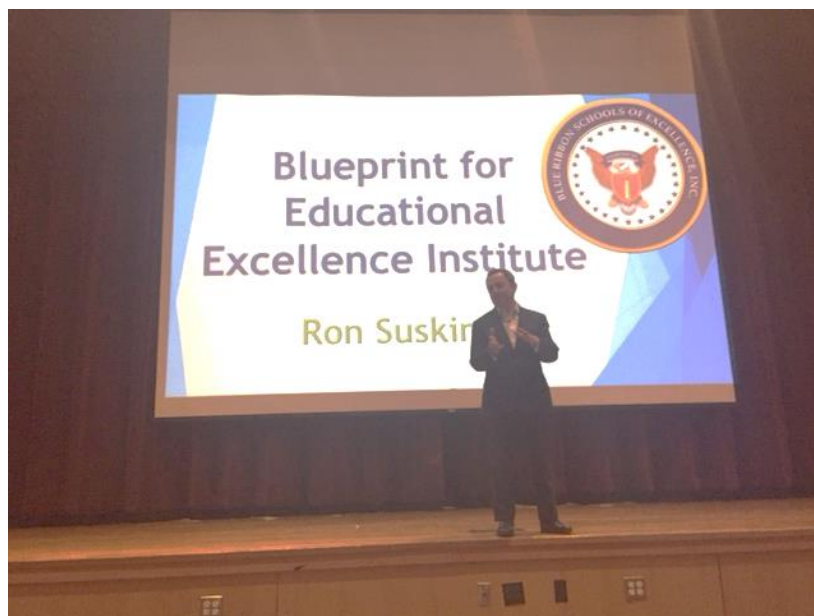


RMHS Jazz Band Kicks Off the Conference

Last Friday, Reading Public Schools hosted the 10th annual Blueprint for Educational Excellence National Conference at Reading Memorial High School. This one day professional development event had over 900 participants, including 300 participants from across the country with a focus on sharing best practices in education. The keynote address featured Pulitzer Prize winning journalist and best-selling author, Ron Suskind, author of the book, *Life Animated*, who discussed the story of his family's twenty-year journey raising and connecting to their autistic son, Owen. The Suskinds are also the subject of an award-winning documentary feature of the same name (2016), which focuses on Owen, and how their family struggled to communicate with him. Through their struggle, they finally discovered a way to communicate with him by exposing him to Disney movies, which Owen memorized and used as his own pathway to communication. Their story has driven activism and research about the compensatory strengths of those with autism and others who are "differently-abled" due to distinctive neurology or sociocultural backgrounds. Mr.

- April 10 – Passover begins at Sundown
- April 14 – Grade PreK – 12 Early Release @ 11:00 a.m.
- April 17 – Patriot’s Day – School Offices Closed
- April 17 – 21 – April Vacation – No School for Students

Suskind also brilliantly weaved in to his presentation a story about Cedric Jennings, the son of a drug dealer and the product of one of Washington D.C.’s most treacherous neighborhoods and high schools who beat all odds and got accepted into M.I.T. You can access Mr. Suskind’s Pulitzer Prize winning work [here](#).



Keynote Presenter Ron Suskind



Ron Suskind Answering Questions After Presentation

The concurrent session workshops after the keynote provided additional opportunities for educators to be inspired and to share best practices with each other. In addition to the several Reading teachers and teachers from other districts who presented, were honored to be hosting such presenters as Denelle West, Director of Professional Development for Research for Better Teaching (presenting on “High Expectations Teaching,” the topic of Jon Saphier’s latest book), Morris H. Ervin Jr. (Youth Development Specialist and Founder of Mansa Consulting), Missy Sturtevant (from the Massachusetts Safe Schools Program), Keith Trawick (Principal of a nationally recognized elementary school in Madison, Alabama), and Stacy

Barnette (First Grade Teacher from Tennessee and Instructor for Blue Ribbon Academy).



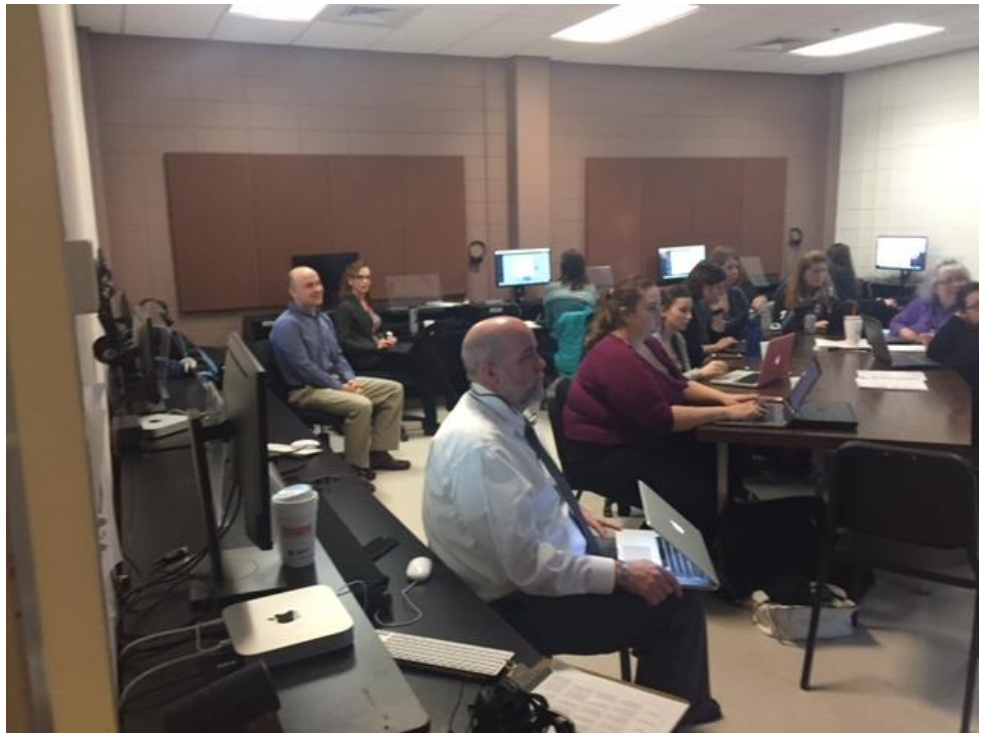
Presenter Denelle West, Research for Better Teaching



Literacy Coach Tricia Stodden and Wood End Teacher Keri Dinapoli

We are also again very pleased to be welcoming some nationally-recognized presenters on the topic of MTSS and PBIS, including Dr. George Sugai (Co-Director of the National Center on PBIS), Dr. Devon Minch (University of South Florida), Dr. Ashley MacSuga-Gage (University of Florida), and Dr. Sara Whitcomb (University of Massachusetts Amherst).

- Kudos to Administrative Assistant Lori Miller for, once again, coordinating the recent Blue Ribbon Conference. Her herculean efforts allowed for a smooth-running event.
- Thanks to the Reading Food Service, Technology, and Facilities Departments for all of their assistance in making the Blue Ribbon Conference a complete success.
- Congratulations to the RMHS Jazz Band, under the direction of Joseph Mulligan for winning a gold medal in the Massachusetts Association of Jazz Educators State Festival. They will now perform at the Hatch Shell in Boston on May 14th as one of the best Jazz Bands in the state!



Music Teachers learning about the latest best practices in music technology



Lunch Time Collaboration in Field House

A special thank you goes out to the many staff members who have contributed their time, effort, and energy to make the institute happen. We would also like to thank Assistant Superintendent Craig Martin for his leadership in making this professional development opportunity come to fruition and Administrative Assistant for Learning and Teaching Lori Miller for coordinating all of the logistics of this event.

Superintendent's Office
Hours this Week

All are welcome

3/27 (5:00-6:00 p.m.)-
RPS Administrative
Offices

3/29 (7:30-8:30 a.m.)-
Joshua Eaton School

4/1 (9:00-10:00 a.m.)-RPS
Administrative Offices

RMHS Robotics Team and Alliance Wins Northeast District Event

On Sunday, March 19th, the Reading Memorial High School Robotics Team (Robockets), under the direction of Coach Chuck Strout and its alliance of two other teams finished first in the two day Northeast District Event held at Reading Memorial High School. Forty teams from all over New England competed in this two day event. During the two day competition, the Robockets, Team 4761, finished as the overall 4th seed with a record of 15-5-0. The Robockets also won the Engineer Inspiration Award. Both the win and the award qualify the team to compete in the New England District Championship which will be held April 5th-8th at the University of New Hampshire.

For a link to the scores of the event please go [here](#).

Congratulations to the students, coaches, and mentors for a job well done!



RMHS Robotics Team (4761) and Alliance

Final 2 NE District - North Shore Event	
Red Alliance 4 4761-1071-5556	Blue Alliance 7 1721-2648-4169
Auto Mobility: 15	Auto Mobility: 15
Pressure: 0	Pressure: 3
Rotor: 140	Rotor: 140
Ready for Takeoff: 100	Ready for Takeoff: 50
Blue Penalty: 0	Red Penalty: 5
WINNER! 255	213

Final Score Posted on the Jumbotron

Joshua Eaton Principal Finalists Announced

Open Microphone Session for Community on March 28th at 6:30 p.m.

The Reading Public Schools is pleased to announce the following four finalists for the position of Joshua Eaton Elementary School Principal. They are:

1. Angela Kimble-Principal, North Street Elementary School, Tewksbury, MA
2. LisaMarie Ippolito-District STEM Coordinator, Wilmington Public Schools, Wilmington, Massachusetts
3. Kelley Begley-McCall, Principal, Graber Elementary School, Hutchinson, Kansas
4. Stacy Phelan-Principal, Hadley Elementary School, Swampscott, Massachusetts

A copy of their resumes is below for your review. On Tuesday, March 28th, each candidate will be part of a site visit to Joshua Eaton which will include a tour of the school, interviews with students, interviews with the District Leadership Team, and a classroom observation. In addition, each candidate will be interviewed in an open microphone format with staff and the community. The Community Open Microphone session will begin at 6:30 p.m. in the Joshua Eaton Cafeteria. The individual candidate interview times are as follows:

- 6:30 p.m.-Stacy Phelan
- 7:00 p.m.-Angela Kimball
- 7:30 p.m.-LisaMarie Ippolito
- 8:00 p.m.-Kelley Begley-McCall

All are welcome to attend the Community Open Microphone Session. If you have any questions, please do not hesitate to contact the Reading Public Schools Administration Offices at 781-944-5800.

Quote of the Week . . .



You must do the thing
which you think you cannot
do.

-Eleanor Roosevelt

[Begley McCall Resume and Cover Letter](#)

[Kimble Resume and Cover Letter](#)

[Ippolito Resume and Cover Letter](#)

[Phelan Resume and Cover Letter](#)

Passover and Good Friday Observed During Week of April 10th

Religious Accommodation Policy in effect on April 11th and 14th

There are some major non-national religious holidays, as defined in [School Committee Policy IMDA, Accommodations for Ethnic and Religious Observances](#), coming up during the week of April 10th. They are as follows:

First Day of Passover-Begins at Sundown on **Monday, April 10th** and continues on **April 11th**. Passover ends on **Tuesday, April 18th**.

Good Friday-Is observed on **Friday, April 14th**.

State and federal laws require schools to make reasonable accommodation to the religious needs of students in observance of holy days. With respect to students, Massachusetts General Laws Chapter 151C, section 2B reads in relevant part as follows:

"Any student in an educational or vocational training institution...who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day....No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section."

As with the implementation of any policy, communication is important. To that end, the school district will communicate at least one week before the religious holiday to remind parents to contact their child's school and let them know that their child will be absent for religious reasons. The main office shall let the child's teacher or teachers know the students that will be out on the religious holidays.

School Committee Policy IMDA

In 2014, the Reading School Committee approved Policy IMDA, *Accommodations for Religious and Ethnic Observances*. The full policy can be found [here](#). The main points of this policy are as follows:

- All students are entitled to individual accommodations which allow them to participate in their family religious or ethnic observances without detriment to their education or grades, including;

Disney Tweet of the Week



All my troubles and
obstacles have
strengthened me.

—Walt Disney

- Extensions of due dates on assigned work (at a minimum the extension should be the number of days absent plus one additional day)
- Opportunities to make up material missed in class, and
- Reasonable accommodations as may be appropriate.
- Teachers, coaches, and advisors shall refrain from teaching difficult to make-up material, scheduling exam preparation, tests, quizzes, homework, as well as, scheduling other one-time events (field trips, athletic events, music performances, theatre plays and productions, auditions, and back to school functions), on major non-national religious holidays.
- Long-term and group assignments will not be due the day of or the day after a major non-national religious holiday.
- Any materials needed for make-up such as movies or media, should be easily and flexibly accessible within a reasonably determined time frame.
- The policy should not prevent coaches and advisors from holding practices or rehearsals for these events on school days during major non-national religious holidays. However, students whose conscientious observance of a religious or ethnic holiday conflicts with participating in a practice or rehearsal will not be required to participate nor penalized for their non-participation.
- Administrators, teachers, coaches, booster groups, PTOs and advisors shall refrain from scheduling parent, student or school community events on major non-national religious holidays.

Please note there will be several students who will be celebrating religious holidays during the week of April 10th and will not be able to prepare for any tests, quizzes, homework assignments or other assessments on those days or the following day. These students may require extensions of due dates on assigned work, opportunities to make up material missed in class, and reasonable accommodations.

As you are planning your curriculum and assessments, please be aware of these holidays and other holidays in the calendar that may affect some students. We may not always be aware of families who practice different religions. For example, an interfaith family who is both Christian and Jewish may attend both temple for services during the Jewish holidays and church for Christmas services. To that end, please provide accommodations for those students who are absent for religious reasons to make up any missed work. Also, it is recommended that you refrain from giving tests or making due dates for significant papers/projects on or immediately after major religious holidays.

Teaching a Core Social-Emotional Skill: Perspective Taking

In this *Kappan* article, Hunter Gehlbach (University of California/Santa Barbara and Panorama Education) says the current attention to social-emotional learning will have a longer shelf life than other trendy topics. But Gehlbach cautions that implementing social-emotional learning in schools raises some important questions:

- Which “soft” skills matter most? Students being caring, morally upstanding, purpose-driven, or empathetic?
- Which proficiencies can teachers actually change? For example, is it realistic that schools can make students more caring?
- Aren’t some social-emotional skills really values that should be addressed by families?

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/>

The danger with social-emotional learning, says Gehlbach, is that we'll "get excited about it, implement a handful of versions, find ourselves daunted by the vast array of components that need to be taught and assessed, become frustrated, and then move on to the next big thing."

But Gehlbach believes this won't happen if we focus on "a single, teachable capacity that anchors almost all of our social interactions: social perspective-taking, or the capacity to make sense of others' thoughts and feelings. The motivation and ability to 'read' other people," he continues, "vividly imagining their unique psychological experience, provides the compass by which we navigate our social world. This capacity allows us to interpret the motivations and behaviors of our friends and neighbors, or to see situations from the point of view of strangers, or to understand and appreciate values and beliefs that diverge from our own. Without it, we cannot empathize, engage in moral reasoning, love, or even hold a normal conversation." Research suggests that perspective-taking is linked to less stereotyping of others, responding less aggressively to provocation, and developing better relationships with those with different beliefs – in other words, there's a ripple effect to a number of other social-emotional competencies.

Gehlbach's and others' research suggests that perspective-taking can be taught in schools, if four key steps are followed:

- Mustering the motivation to take the perspective of people outside our immediate family and social circle – for example, a cashier, a driver who cuts us off in traffic, a former classmate encountered at a reunion.
- Choosing a particular strategy to use when "reading" the other person – for example, empathizing with someone who is terrified of giving a wedding toast (something you have no problem with) by thinking about waiting for a dentist's opinion on a root canal.
- Coordinating the available data to make inferences about the other person – for example, reading body language and facial expressions together with verbal cues.
- After making inferences, evaluating if we're on the right track, because it's not easy to know what makes another person tick. "All we can do," says Gehlbach, "is keep seeking feedback, keep trying to read people, and keep refining our impressions as we learn more."

These skills are learnable, Gehlbach says, and they have a domino effect with other social-emotional skills. He believes perspective-taking can be integrated into any class at any grade level, and suggests three precepts for teachers to keep in mind:

- *Make it a classroom expectation for students to talk about others' perspectives.*

Teachers can ask questions like, "What are some possible reasons the British may have wanted to appease Hitler?" rather than "Why did the British appease Hitler?" Students can also be asked to play devil's advocate or restate a classmate's opinion before responding to it. "When disagreements or interpersonal conflicts arise," says Gehlbach, "it should be considered the norm for students to explain their side of the story and to listen while the other side explains theirs."

- *Encourage students to be social detectives, not judges.* It's easy for students to jump to conclusions about a teacher giving low grades because she's mean or a classmate starting a rumor because he's spiteful, but they can be weaned away from shoot-from-the-hip characterizations by asking questions like, *Why might she have done that?* or *What's his version of what happened?* "The more students get in the habit of investigating others' perspectives rather than rushing to judge them," says Gehlbach, "the more skilled they'll become at looking for clues that might illuminate others' decisions and behaviors."

- *Provide low-stakes opportunities for practice.* Perspective-taking is an unfamiliar process for many students, and it has to be okay to make mistakes as they learn.

"Once in the habit of trying to gauge other people's ways of looking at the world," Gehlbach concludes, "they will inevitably become more empathetic, more understanding, and more caring; they will become more thoughtful about how to navigate relationships; and

they will become more likely to reach out across cultural groups rather than withdrawing into their own clique.”

“Learning to Walk in Another’s Shoes” by Hunter Gehlbach in *Phi Delta Kappan*, March 2017 (Vol. 98, #6, p. 8-12), <http://bit.ly/2n6vzes>; Gehlbach is at hgehlbach@panoramaed.com. Reprinted from Marshall Memo 677.

TOGETHER FOR TEWKSBURY EVENT ON APRIL 29TH

Join us for a 5k walk/run in Reading, Massachusetts on **Saturday, April 29th, from 9 a.m. – 12:00 p.m.** at Birch Meadow Elementary School to celebrate the life and work of Jolene Tewksbury. This event will honor Mrs. Tewksbury’s commitment to the current and former students of the Birch Meadow Elementary School. Registration begins at 9:00 a.m. and the 5K walk/run begins at 10:00 a.m. Immediately after the walk/run there will be music, snacks and raffles.

All proceeds from the event will endow the Jolene Tewksbury Memorial Scholarship. This perpetual scholarship will be awarded to a graduating Reading Memorial High School senior who attended Birch Meadow School. For information about donating to the scholarship fund, please visit the [Together for Tewksbury](http://togetherfortewksbury.com) website.

Registration fee is \$25 for individuals and \$45 for a family. Registration/check-in begins at 9am. The 5k will begin at 10am. [Register for the Race.](http://togetherfortewksbury.com)

Please check out the website at [http://togetherfortewksbury.com/](http://togetherfortewksbury.com) and like us on Facebook @TogetherForTewksbury

Any questions, please contact TogetherForTewksbury@gmail.com



Parker to Host Community Writing Celebration on May 31st

Parker will host its first “Community Writing Celebration” on Wednesday, May 31st. The day will begin with a whole school assembly sponsored by our PTO with visiting author and Reading resident, Tara Sullivan. Following the assembly, students will attend five writing workshops in small groups of 10-15 students based on individual student interests. Workshops will be led by Tara Sullivan, Parker staff, parents, and any other

interested community members. The last hour of the day students will return to homerooms for a sharing activity to reflect on the day.

We are all writers using writing in our personal and professional lives for a variety of purposes. Let's celebrate our unique talents, varied interests and share our collective expertise with our students so they can practice the craft of writing during the workshop.

Our goals for the day include:

- Work & collaborate with peers and people of all ages within and beyond the classroom
- Expose students to various kinds of writing
- Utilize the expertise in our community
- Foster new relationships in and out of school
- Share interests and passion with others
- Get kids writing
- Have fun!

Please take some time to think about what you might like to share with students and think about others you know who would be willing to volunteer to facilitate a workshop. Workshop ideas can be found [here](#). Use this [link](#) to fill out a brief survey by **Friday, March 24th** if you would like to run a workshop and feel free to forward this letter to others who may be interested. Students will have the opportunity to sign up for workshops that interest them the most, so workshops will run as long as there are enough students signed up for each workshop.

Thank you, in advance, for your support of this new venture. The staff is excited about fostering a community of learners on May 31st!

Best,
Robyn Ferrazzani
robyn.ferrazzani@reading.k12.ma.us



Earth Day For a Sustainable Future

Sponsored by the Reading Climate Advisory Committee



Date: Saturday, April 22, 2017
Time: 10:00 am to 2:00 pm
Location: Parker Middle School, 45 Temple Street, Reading



Home Presenters: Solar options, heat pumps, geothermal, and biomass sources of alternative energy will be represented. Also, energy audits, RMLD rebate offers and LED bulbs display. Local groups and town committees.

Auto Presenters: *Plug-in hybrids and all electric vehicles* from local dealers to possibly include:

- | | |
|------------------------------|-------------------------------|
| ● BMW i3, all electric | ● Ford C Max & Fusion, hybrid |
| ● Volvo XC90, plug-in hybrid | ● Kia Optima plug-in |
| ● Nissan Leaf, all electric | ● Hyundai Ioniq, hybrid |



If you have any questions regarding Earth Day, please send an email to readingclimatecommittee@gmail.com

Please join us for a day of sustainable ideas for our future.

Are you a Grandparent raising Grandchildren?



If yes, then this group is for you!

Grandparents Raising Again Monthly Group Meetings

**Next Meeting:
Wednesday, March 29th, 2017
6:00p-7:30pm**

Host: Boys & Girls Club of Wakefield
Location: Americal Civic Center, 457 Main St, Wakefield, MA—Side Door
Childcare will be provided for School Aged children
Refreshments will be served.

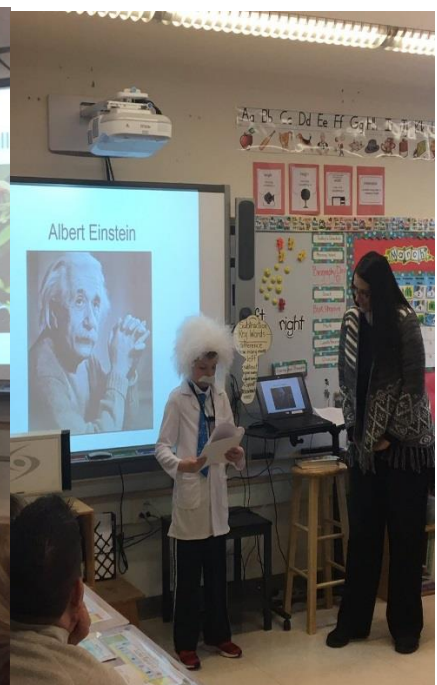
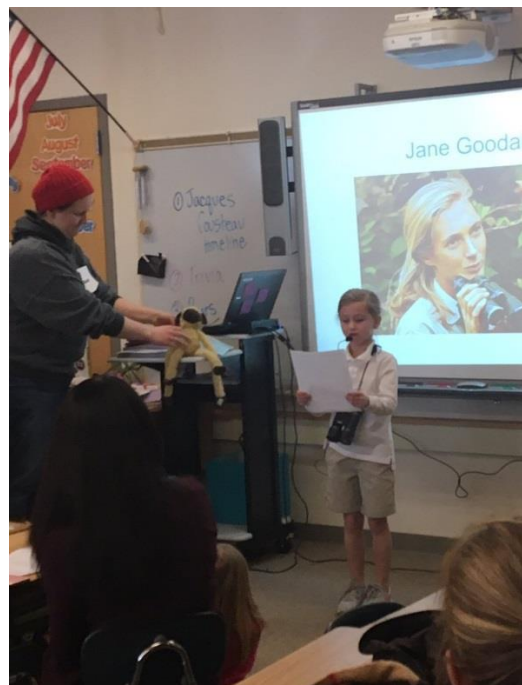


For more information or questions, contact
Riley at riley@bgcwakefield.org or 781-832-3302.

Reading Public Schools Happenings

Grade 2 Biography Day at Wood End

Recently, Grade 2 students at Wood End presented their biographies of famous people. Below are two second grade students presenting on Albert Einstein and Jane Goodall.



RMHS Art Students Shine at 6th Congressional Art Show

Several RMHS students had their art work displayed at the 6th Congressional Art Show held recently at Montserrat College of Art. Congratulations to Aimee Casavant (photo below) who won 2nd prize for best of show and Sam Williams who won honorable mention. Congratulations to all of our students!



RMHS Science Olympiad Competes in State Championship

Congratulations to the RMHS Science Team who placed 13th out of 50 teams at the Massachusetts Science Olympiad Competition on March 18. The team placed in the top 10 in 9 different events.

Will Bresnahan and Srimita Srinivasan earned 2nd place in Materials Science, Will Bresnahan and Kelly Ward earned 3rd place in Rocks and Minerals, Will Bresnahan and Jackie Lermond earned 3rd place in Dynamic Planet, Adam Clark and Helly Patel earned 5th place in Towers, Will Qiu, Allen Zhang, and Chris Wheeler earned 6th place in Experimental Design, and Jahnvi Patel and Jared Whitney earned 6th place in Helicopters. Also placing in the top 10 in an event were Sierra Belezos, Kate Bergeron, Sarah Murphy, and Jacob Beckley.

Contact Us

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

john.doherty@reading.k12.ma.us



Reading Middle and High School Students Participate in Northeast Junior Districts

Several Reading Grade 6-9 students participated in the The Northeastern District Jr Music Festival in Wakefield 3/15-18, culminating in the concerts in the afternoon. Thirty-two Reading 6th-9th graders were selected by audition to participate in the concert band, orchestra, boys' chorus, and girls' chorus. Congratulations to these students (see photo below) and to are talented Reading music teachers Jenny DiMuzio, Joe Mulligan, Andrew Norton, Cheryl Webster, and Anna Wentlent.



Parker Students Participate in First Lego League Exhibition

Students at Parker Middle School participated in the First Lego League Exhibition that was held at Endicott College recently. The team members were Bella Staffier, Bobby Squires, Allyson Howes, Brendan Manning, Andrew Barrero and Claire Freedman (Coolidge student). The team received assistance from RMHS Robotics Team members Jake Kinsella and Simon Andrews.

At the competition the team had several tasks including completing missions with the robot they built, explaining their robot design to the judges, and presenting a project that focused on the theme this year which was “animal allies”. In this theme, all teams had to come up with a problem related in some way to animals and then they needed to do research and come up with a solution. The Parker team chose pandas and the problem of deforestation. Their solution was to form a global logging initiative group of countries with the highest import and export of wood products and work to come up with solutions to help curb the deforestation rates.





Stepping Stones...

- Our thoughts go out to Parker teacher **Joumana Cafferty** on the loss of a loved one.
- Our thoughts go out to Parker teacher **Jennifer Gray** on the loss of a loved one.
- We welcome the following new staff to the Reading Public Schools:
 - ✓ James DiTullio, Daily Substitute, District
 - ✓ Teresa Texeira, Daily Substitute, District
 - ✓ Jillian Butler, Long Term English Substitute, RMHS
 - ✓ Kyle Blanchette, Boys Freshman Lacrosse Coach, RMHS
 - ✓ Kristen Frongillo, Long Term Substitute Paraeducator Substitute, Wood End
 - ✓ Kathleen Wright, Long term Substitute Reading Specialist, Killam
- **We have posted** a new position. If interested, please visit <https://reading.tedk12.com/hire/index.aspx> to view the job detail

Freshman Football Coach, Reading Memorial High School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=241
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Assistant Football Coach, Reading Memorial High School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=242

Day Shift Custodian, Joshua Eaton Elementary School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=243
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- **Ed Camp Access-** EdCamp Access will be held on 4/8/2017 at Marshall Simonds Middle School in Burlington from 9-2. Doors open at 8:30. This is a free unconference where educators can gather together to discuss topics of interest, solve problems, and encourage each other. The focus of EdCamp Access is reaching struggling learners, but the sessions will not necessarily be limited by that topic as the sessions are set by the participants. Breakfast and lunch will be provided. Click on the link below for more information and to register.

<http://edcamp.wikispaces.com/edcamp+Access>

Blazing Trails...

"Customizing Homework." In this ASCD InService post by Norwell, Massachusetts, elementary principal Patrick Lenz, the discussion needs to move past are you for homework or against it. At Vinal Elementary School, they moved to individualize homework. [Read More](#)

"Getting Personalization Right." "Have it your way" may be a catchy slogan, but how does it work in education? The new issue of ASCD's *Educational Leadership*, "Getting Personalization Right," delves into the various ways educators define student-centered learning and what it looks like in schools. Our expert authors explore practical considerations for implementing student-centered learning, share cautionary tales about moving too quickly toward personalization, and offer profiles of schools and classrooms that have embraced this work. [Read More](#)

"The Path to Least Suspensions." Instead of suspending students for minor offenses, which can exacerbate racial inequities, a growing number of districts are creating opportunities for students to make amends. Read in ASCD's Education Update how restorative practices, cool-off periods, and even volunteer opportunities are bringing suspension rates down and student ownership up. [Read More](#)

"Relationship Refresh." In this ASCD Express issue, we revisit our popular "Relationships First" theme with even more strategies and success stories from educators living the adage, "They don't care what you know until they know that you care." [Read More](#)

"British Schools to Pilot Three Mental Health Programs." Officials in Britain are launching three pilot programs to teach students about mental health and give them tools to manage anxiety and stress. The program will include lessons about happiness for eight-year-olds and lessons about anxiety and suicide for teenagers. [Read More](#)

A video on setting limits – In this short video, Boston charter school leader Thabiti Brown talks about how he and his staff role-play responding to challenging interactions with students: <http://www.gse.harvard.edu/news/uk/17/03/modeling-takes-practice>.

Have a Great Week!