



Pathways

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

April 30, 2017

Volume 8, Number 32

Upcoming Dates

- May 1 – 12 – RMHS AP Testing
- May 1 – (7:30 p.m.) Town meeting in the Endslo PAC
- May 4 – (7:00 p.m.) Parker Curriculum Night; (7:30 p.m.) Town meeting in the Endslo PAC
- May 5 – 6 (7:30 p.m.) RMHS Drama Production of “The Taming of the Shrew” in the Endslo PAC
- May 7 – (2:00 p.m.) RMHS Drama Production of “The Taming of the Shrew” in the Endslo PAC
- May 8 – (6:00 p.m.) RMHS Music - Grade 5 Instrument Night for Barrows, Birch Meadow & Wood End at Coolidge; (7:00 p.m.) School Committee Meeting in the Superintendent’s Conference Room
- May 9 – (2:00 p.m.) RMHS Music – MAJE Junior Jazz Festival @ RMHS; (6:00 p.m.) RMHS Music - Grade 5 Instrument Night for Killam and Joshua Eaton at Coolidge
- May 10 – (after school) District PLC Meetings; (7:00 p.m.) RMHS Scholastic Awards Night in the Endslo PAC
- May 11 – (after school) RISE/Elementary Building Meetings – Collaborative Proposal
- May 16 – 17 – MCAS Testing @ RMHS
- May 16 – (6:30 p.m.) RMHS AP Art Show; (7:00

Together for Tewksbury Event Held on Saturday

This past weekend, the Birch Meadow Community gathered on a beautiful sunny day to hold a very special “Together for Tewksbury” event in memory of beloved Birch Meadow Teacher Jolene Tewksbury who passed away suddenly last July. This event, which included a 5K Walk/Fun Run, entertainment, games, and raffle, along with other school fundraising events is raising thousands of dollars for the Jolene Tewksbury Memorial Scholarship which will be given each year to students who are pursuing a career in education. Over 400 people participated in the 5K Walk/Fun Run.

A special thanks goes out to the many teachers, staff, parents, and community members who planned and coordinated this event in memory of Jolene Tewksbury.



Ready for the 5K

p.m.) RMHS Spring Awards ceremony

- May 17 – (after school) Secondary Building Meetings; (7:00 p.m.) RMHS Band Spring Concert in the Endslo PAC
- May 18 – (3:00 p.m.) Joshua Eaton Jaguar Jog; (after school) RISE/Elementary Building Meetings; (7:00 p.m.) RMHS Choral Spring Concert
- May 19 – Last Day of School for Seniors
- May 20 – (all day) RMHS Drama Broadway Trip



5th Grade Students at Together for Tewksbury Event



Getting Ready for the Start of the Event!

RMHS Students Interview Veterans

Recently, Grade 11 students in RMHS English Teacher Audra Williams classes were part of an outstanding learning experience. Working with the Town of Reading's Veterans' Affairs Officer, Kevin Bohmiller, Ms. Williams scheduled twelve veterans to visit the school so that students could interview them for the purpose of producing podcasts. The project marks the culmination of their work with Tim O'Brien's Vietnam War-inspired *The Things They Carried* and gives them authentic practice in the field of journalism. There are some pictures below from the morning. A special thanks goes to Ms. Williams for her work in arranging such an important learning experience for the students.

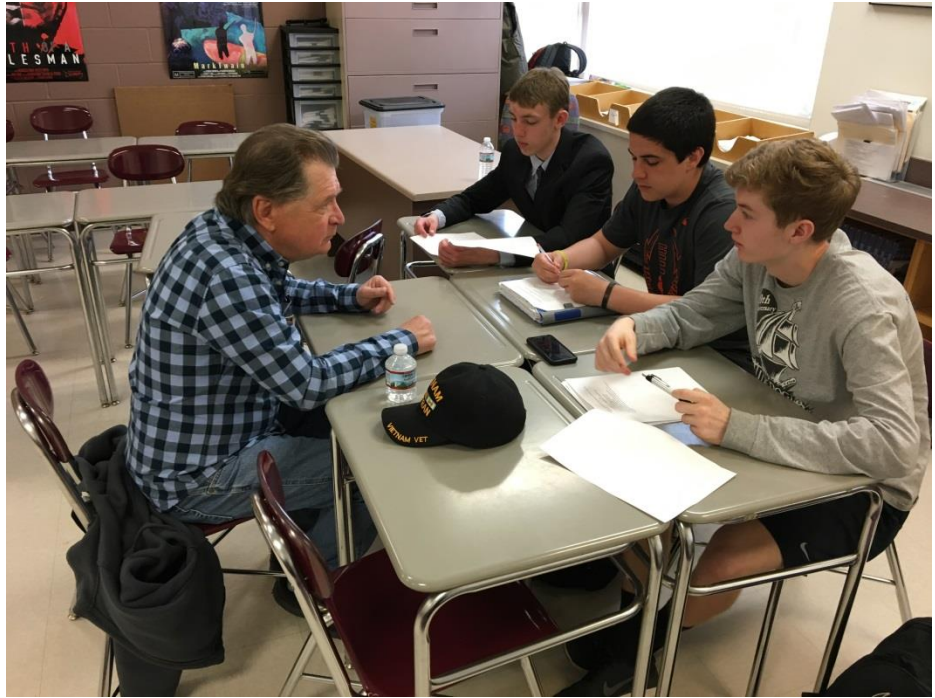
[FY18 Budget Link](#)

- **FY18 Budget Information**



Kudos and Accolades

- Congratulations to baseball, softball, boys and girls lacrosse for victories recently.
- To all staff who have been involved in MCAS over the last few weeks. Thank you for your diligence in making a positive testing environment for our students.
- To the Birch Meadow Community for all of their hard work in arranging the *Together for Tewksbury* event this past weekend.



Students and Stress and How Reading MTSS Steps into Action

For parents, who are often overwhelmed as they juggle the responsibilities of modern life, there's never enough time. And if they think back to their own school days, many may remember it as a simpler time.

But that wasn't true then – just check some of the great high school comedies going back to the 1980s (we won't suggest any by name since they may not be PG-13 or appropriate for the younger families who read this article).

And it's not true now.

According to a NYU study of high school students and stress from 2015, 80 percent of students reported feeling somewhat stressed to a great deal of stress on a daily basis. Causes include grades, homework, and preparing for college. And while some stress is inevitable, slightly more than a quarter of students reported symptoms of depression at a clinically significant level, according to Noelle Leonard, PhD, a senior research scientist at the New York University College of Nursing (NYUCN), who conducted the study. What is life like for many students today? "School, homework, extracurricular activities, sleep, repeat—that's what it can be for some of these students," Dr. Leonard said.

To counter stress at all grades, Reading MTSS looks at ways to help all students in the district.

For example, partnering with the Reading Coalition Against Substance Abuse (**RCASA**) last year, we presented **Breaking Points**, a short documentary film that raises awareness about the level of stress that high school and college students experience and the unhealthy ways that many of them cope. We followed the presentation with discussions about what parents and communities can do to support teens who are struggling to manage stress and anxiety.

This past November, working again with RCASA, we supported a Youth Mental Health First Aid training at the Reading Police Department. The program taught participants how to help an adolescent in crisis or experiencing a mental health challenge.

Superintendent's Office

Hours this Week

All are welcome

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

5/5 (2:00-3:00 p.m.)-
Coolidge Middle School

5/6 (9:00-10:00 a.m.) –
RPS Administrative
Offices

And on May 15th at 7pm, Dr. Chris Willard will give a talk entitled, “Growing Up Mindful or Growing Up Stressed” at the Parker Middle School. Sponsored by the Reading Educational Foundation (REF), the Reading Public Schools’ PTOs and by the Joshua Eaton WASH Committee, Dr. Willard, author of *Growing Up Mindful*, will discuss mindfulness in children as a way to help them regulate emotions, feel compassion and empathy towards other, and have a more positive outlook.

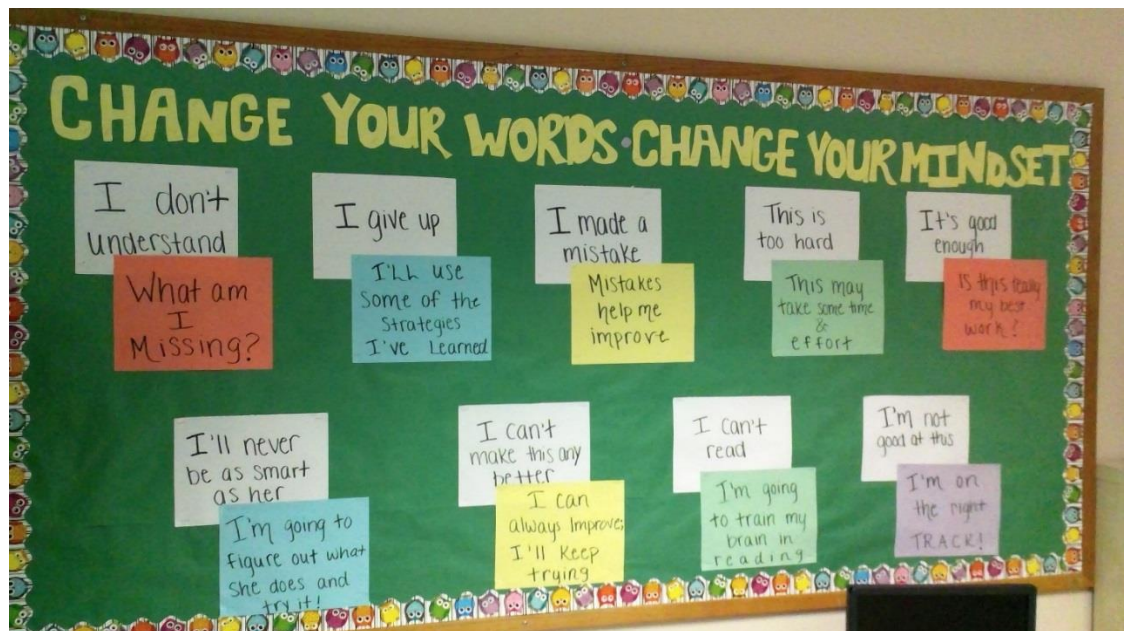


We also, in this newsletter, regularly write about articles that offer insight and best practices to help students and their families cope with stress.

Beyond that, Reading MTSS supports teachers when they offer yoga and other mindfulness initiatives. We offer extensive supports for teachers to help them analyze and accommodate various students’ learning needs – which can help identify and address concerns that can reduce stress among their students.

We also offer grade-appropriate student supports in each school, ranging from behavior plans (sticker charts, compliance contracts, incentive systems, etc.), counseling (adjustment and guidance counselors, school psychologists, social workers, etc.), peer tutors in middle school through high school, and core values that help students understand what’s expected of them while reinforcing good, kind values.

Our schools also look to help children regulate their feelings but helping them change their words, which can change their mindset. Offering suggestions such as instead of saying, “I made a mistake,” saying “Mistakes help me improve.” Or, replacing “This is too hard” with “This may take some time and effort.”



And sometimes, it just means setting aside time to have some fun.



We take the issue of stress and students seriously, and we constantly look for ways to continue to educate our children while finding ways to help reduce the stress they often impose on them

RMHS Marching Band Performs at Disney

Over April vacation, the Reading Memorial High School Marching Band and Color Guard traveled to Orlando, Florida to participate in a couple of memorable experiences at two Disney World Parks. On Tuesday, the band went to Epcot and participated in a workshop with members of the Disney music department. There they performed songs from the movie Tarzan as well as some music from Star Wars. The Tarzan music was then played with the movie. In the afternoon at Epcot the Color Guard participated in a workshop with members of the Disney performance and dance department. After warming up with one of the instructors, the girls went through a mock audition process to see what it would take to be a Disney performer. Then they learned a short routine with dance, flags and auxiliary sticks to various Disney songs.

Then on Thursday, the band and color guard suited up in their uniforms and marched down Main Street at the Magic Kingdom, performing a medley of American tunes. It was an experience all who were there both watching and participating will remember forever!



RMHS Marching Band

Quote of the Week . . .

Only those who dare to fail greatly can ever achieve greatly.
Robert F. Kennedy



Only those who dare to fail greatly can ever achieve greatly.

- Robert F. Kennedy



RMHS Color Guard

RMHS Drama Club Presents *Taming of the Shrew*

This **May 5th, 6th (@7:30) and 7th (@2:00)** the Drama Club of Reading Memorial High School will present William Shakespeare's ***Taming of the Shrew***. This fast paced telling of "Taming" will be told in a commedia dell' arte style. Slapstick comedy, classic characters and masks (both literal and figurative) breathe new life into the tale. A laugh out loud, rolling in the aisles romp that shows us how to laugh each other and ourselves. With only one weekend of shows, be sure not to miss it!

Tickets are on sale at www.ticketstage.com

Thank you for your continued support of the Drama Club as your commitment and enthusiasm helps to make each show a positive experience for our students.

"13 Reasons Why" Netflix Series: Considerations for Educators

Source: National Association of School Psychologists. (2017). **13 Reasons Why Netflix series: Considerations for educators [handout]**. Bethesda, MD: Author.

Schools have an important role in preventing youth suicide, and being aware of potential risk factors in students' lives is vital to this responsibility. The trending Netflix series *13 Reasons Why*, based on a young adult novel of the same name, is raising such concerns. The series revolves around 17-year-old Hannah Baker, who takes her own life and leaves behind audio recordings for 13 people who she says in some way were part of why she killed herself. Each tape recounts painful events in which one or more of the 13 individuals played a role.

Producers for the show say they hope the series can help those who may be struggling with thoughts of suicide. However, the series, which many teenagers are binge watching without adult guidance and support, is raising concerns from suicide prevention experts about the potential risks posed by the sensationalized treatment of youth suicide. The series graphically depicts a suicide death and addresses in wrenching detail a number of difficult topics, such as bullying, rape, drunk driving, and slut shaming. The series also highlights the consequences of teenagers witnessing assaults and bullying (i.e., bystanders) and not taking action to address the situation (e.g., not speaking out against the incident, not telling an adult about the incident).



I'm still learning myself.
—Mulan (Mulan 2)

Cautions

We do not recommend that vulnerable youth, especially those who have any degree of suicidal ideation, watch this series. Its powerful storytelling may lead impressionable viewers to romanticize the choices made by the characters and/or develop revenge fantasies. They may easily identify with the experiences portrayed and recognize both the intentional and unintentional effects on the central character. Unfortunately, adult characters in the show, including the second school counselor who inadequately addresses Hannah's pleas for help, do not inspire a sense of trust or ability to help. Hannah's parents are also unaware of the events that lead to her suicide death.

While many youth are resilient and capable of differentiating between a TV drama and real life, engaging in thoughtful conversations with them about the show is vital. Doing so presents an opportunity to help them process the issues addressed, consider the consequences of certain choices, and reinforce the message that **suicide is not a solution to problems** and that help is available. **This is particularly important for adolescents who are isolated, struggling, or vulnerable to suggestive images and storylines.** Research shows that exposure to another person's suicide, or to graphic or sensationalized accounts of death, can be one of the many risk factors that youth struggling with mental health conditions cite as a reason they contemplate or attempt suicide.

What the series does accurately convey is that there is no single cause of suicide. Indeed, there are likely as many different pathways to suicide as there are suicide deaths. However, the series does not emphasize that common among most suicide deaths is the presence of treatable mental illnesses. Suicide is **not** the simple consequence of stressors or coping challenges, but rather, it is most typically a combined result of treatable mental illnesses and overwhelming or intolerable stressors.

School psychologists and other school-employed mental health professionals can assist stakeholders (e.g., school administrators, parents, and teachers) to engage in supportive conversations with students as well as provide resources and offer expertise in preventing harmful behaviors.

Guidance for Educators

1. While we do not recommend that all students view this series, it can be appreciated as an opportunity to better understand young people's experiences, thoughts, and feelings. Children and youth who view this series will need supportive adults to process it. Take this opportunity to both prevent the risk of harm and identify ongoing social and behavior problems in the school community that may need to be addressed.
2. Help students articulate their perceptions when viewing controversial content, such as *13 Reasons Why*. The difficult issues portrayed do occur in schools and communities, and it is important for adults to listen, take adolescents' concerns seriously, and be willing to offer to help.
3. Reinforce that school-employed mental health professionals are available to help. Emphasize that the behavior of the second counselor in the series is understood by virtually all school-employed mental health professionals as inappropriate. It is important that all school-employed mental health professionals receive training in suicide risk assessment.
4. Make sure parents, teachers, and students are aware of suicide risk warning signs. **Always take warning signs seriously, and never promise to keep them secret. Establish a confidential reporting mechanism for students.** Common signs include:
 - Suicide threats, both direct ("I am going to kill myself." "I need life to stop.") and indirect ("I need it to stop." "I wish I could fall asleep and never wake up."). Threats can be verbal or written, and they are often found in online postings.
 - Giving away prized possessions.

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/>

- Preoccupation with death in conversation, writing, drawing, and social media.
 - Changes in behavior, appearance/hygiene, thoughts, and/or feelings. This can include someone who is typically sad who suddenly becomes extremely happy.
 - Emotional distress.
5. Students who feel suicidal are not likely to seek help directly; however, parents, school personnel, and peers can recognize the warning signs and take immediate action to keep the youth safe. When a student gives signs that they may be considering suicide, take the following actions:
- Remain calm, be nonjudgmental, and listen. Strive to understand the intolerable emotional pain that has resulted in suicidal thoughts.
 - Avoid statements that might be perceived as minimizing the student's emotional pain (e.g., "You need to move on." or "You should get over it.").
 - Ask the student **directly** if they are thinking about suicide (i.e., "Are you thinking of suicide?").
 - Focus on your concern for their well-being and avoid being accusatory.
 - Reassure the student that there is help and they will not feel like this forever.
 - Provide constant supervision. **Do not leave the student alone.**
 - Without putting yourself in danger, remove means for self-harm, including any weapons the person might find.
 - **Get help.** Never agree to keep a student's suicidal thoughts a secret. Instead, school staff should take the student to a school-employed mental health professional. Parents should seek help from school or community mental health resources. Students should tell an appropriate caregiving adult, such as a school psychologist, administrator, parent, or teacher.
6. School or district officials should determine how to handle memorials after a student has died. Promote memorials that benefit others (e.g., donations for a suicide prevention program) and activities that foster a sense of hope and encourage positive action. The memorial should not glorify, highlight, or accentuate the individual's death. It may lead to imitative behaviors or a suicide contagion (Brock et al., 2016).
7. Reinforcing resiliency factors can lessen the potential of risk factors that lead to suicidal ideation and behaviors. Once a child or adolescent is considered at risk, schools, families, and friends should work to build these factors in and around the youth.
- Family support and cohesion, including good communication.
 - Peer support and close social networks.
 - School and community connectedness.
 - Cultural or religious beliefs that discourage suicide and promote healthy living.
 - Adaptive coping and problem-solving skills, including conflict resolution.
 - General life satisfaction, good self-esteem, and a sense of purpose.
 - Easy access to effective medical and mental health resources.
8. Strive to ensure that **all** student spaces on campus are monitored and that the school environment is truly safe, supportive, and free of bullying.
9. If additional guidance is needed, ask for support from your building- or district-level crisis team. The team may be able to assist with addressing unique situations affecting your building.

See [Preventing Suicide: Guidelines for Administrators and Crisis Teams](#) for additional guidance. **Suicide Awareness Voices of Education (SAVE) and the JED Foundation have created talking points for conversations with youth specific to the 13 Reasons Why series, available online.**

Guidance for Families

1. Ask your child if they have heard or seen the series *13 Reasons Why*. While we don't recommend that they be encouraged to view the series, do tell them you want to watch it, with them or to catch up, and discuss their thoughts.
2. If they exhibit any of the warning signs above, don't be afraid to ask if they have thought about suicide or if someone is hurting them. Raising the issue of suicide does not increase the risk or plant the idea. On the contrary, it creates the opportunity to offer help.
3. Ask your child if they think any of their friends or classmates exhibit warning signs. Talk with them about how to seek help for their friend or classmate. Guide them on how to respond when they see or hear any of the warning signs.
4. Listen to your children's comments without judgment. Doing so requires that you fully concentrate, understand, respond, and then remember what is being said. Put your own agenda aside.
5. Get help from a school-employed or community-based mental health professional if you are concerned for your child's safety or the safety of one of their peers.

See [Preventing Youth Suicide Brief Facts](#) (also available in [Spanish](#)) and [Preventing Youth Suicide: Tips for Parents and Educators](#) for additional information.

Safe Messaging for Students

1. **Suicide is never a solution. It is an irreversible choice regarding a temporary problem. There is help. If you are struggling with thoughts of suicide or know someone who is, talk to a trusted adult, call 1-800-273-TALK (8255), or text "START" to 741741.**
2. Don't be afraid to talk to your friends about how they feel and let them know you care about them.
3. Be an "upstander" and take actions to reduce bullying and increase positive connections among others. Report concerns.
4. Never promise to keep secret behaviors that represent a danger toward another person.
5. **Suicide is preventable.** People considering suicide typically say something or do something that is a warning sign. Always take warning signs seriously and know the warning signs.
 - Suicide threats, both direct ("I am going to kill myself.") and indirect ("I wish I could fall asleep and never wake up."). Can be verbal, written, or posted online.
 - Suicide notes and planning, including online postings.
 - Preoccupation with death in conversation, writing, drawing, and social media.
 - Changes in behavior, appearance/hygiene, thoughts, and/or feelings.
 - Emotional distress.
6. Separate myths and facts.
 - **MYTH:** Talking about suicide will make someone choose death by suicide who has never thought about it before. **FACT:** There is no evidence to suggest that talking about suicide plants the idea. Talking with your friend about how they feel and letting them know that you care about them is important. This is the first step in getting your friend help.
 - **MYTH:** People who struggle with depression or other mental illness are just weak. **FACT:** Depression and other mental illnesses are serious health conditions and are treatable.
 - **MYTH:** People who talk about suicide won't really do it. **FACT:** People, particularly young people who are thinking about suicide, typically demonstrate warning signs. Always take these warning signs seriously.
7. **Never leave the person alone; seek out a trusted adult immediately.** School-employed mental health professionals like your school psychologist are trusted sources of help.

8. Work with other students and the adults in the school if you want to develop a memorial for someone who has died by suicide. Although decorating a student's locker, creating a memorial social media page, or other similar activities are quick ways to remember the student who has died, they may influence others to imitate or have thoughts of wanting to die as well. It is recommended that schools develop memorial activities that encourage hope and promote positive outcomes for others (e.g., suicide prevention programs).

Read these [helpful points](#) from SAVE.org and the JED Foundation to further understand how 13 Reasons Why dramatizes situations and the realities of suicide. See [Save a Friend: Tips for Teens to Prevent Suicide](#) for additional information.

Additional Resources

- National Suicide Prevention Hotline, 1-800-273-TALK (8255), or text "START" to 741741
- [Center for Disease Control Suicide Datasheet](#)
- [SAMHSA Prevention Suicide: A Toolkit for High Schools](#)
- [Suicide Prevention Resource Center, After a Suicide: Toolkit for Schools](#)
- [Memorials: Special Considerations for Memorializing an Incident](#)

Websites

- National Association of School Psychologists, www.nasponline.org
- American Association of Suicidology, www.suicidology.org
- Suicide Awareness Voices of Education, www.save.org
- American Foundation for Suicide Prevention, <https://afsp.org/>
- www.stopbullying.gov
- Rape, Abuse & Incest National Network, www.rainn.org

References

Brock, S. E., Nickerson, A. B., Louvar Reeves, M. A., Conolly, C., Jimerson, S., Pesce, R, & Lazarro, B. (2016). *School crisis prevention and intervention: The PREP@RE model* (2nd ed.). Bethesda, MD: National Association of School Psychologists.

Contributors: Christina Conolly, Kathy Cowan, Peter Faustino, Ben Fernandez, Stephen Brock, Melissa Reeves, Rich Lieberman

**Civil Civics Series**
May 3 | 7:00 PM

LIVEWIRES

The Honest Truth about Fake News
(Mis)information and How it Spreads

A dynamic line-up of media experts tackles the current news landscape: social networks, investigative journalism, information literacy & why it matters to our democracy.
Q&A to follow!


Dan Kennedy, Professor of Journalism at NE University, author, and panelist on WGBH's Beat the Press.


Takis Metaxas, Professor of Computer Science at Wellesley College. Co-creator of TwitterTrails.


Melissa Zimdars, Professor of Communication & Media at Merrimack College. Director of OpenSources.

This program is free of charge thanks to the generous sponsorship of the Friends of the Reading Public Library.

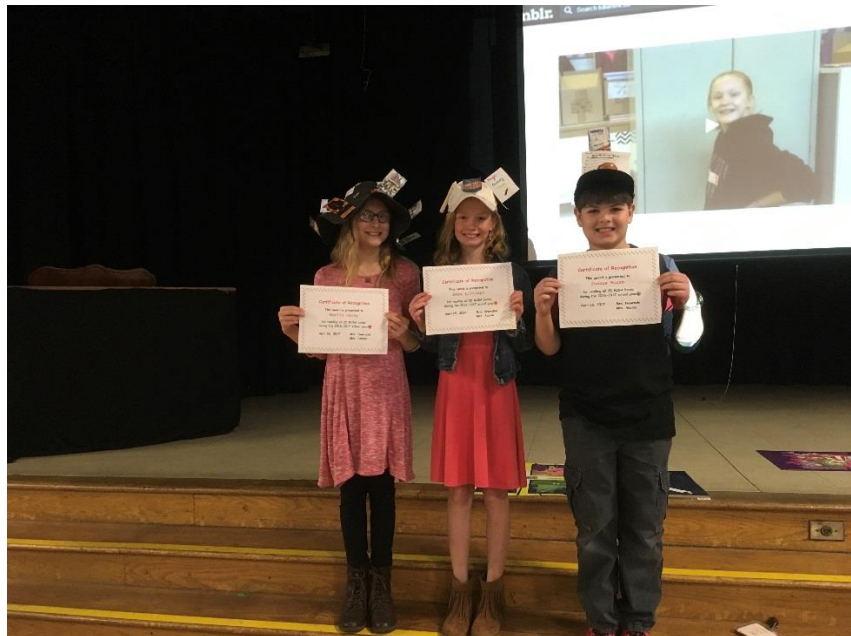
64 Middlesex Ave, Reading, MA 01867
781-944-0840
readingpl.org

READING PUBLIC LIBRARY 

Reading Public Schools Happenings

Killam holds Massachusetts Children's Book Award Celebration

In collaboration with the fourth and fifth grade teachers, Killam recently held their annual MCBA B-Oscars Celebration to announce the winner of the Massachusetts Children's Book Award. Students wore hats they decorated in tribute to their favorite book. Students played MCBA themed BINGO and watched the book trailers that their talented fifth graders made during their Media Center classes using iMovie. Special thanks goes to Killam Librarian Kim Adamo for coordinating and running this event.



Killam Students Marlie Carey, Maya Liteplo and Josh Boran were acknowledge with certificates for reading all 25 books nominated for the Massachusetts Children's Book award.

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 info to John Doherty at: john.doherty@reading.k12.ma.us

RMHS High Fives for This Week

Below are the RMHS Seniors who have been recognized as the High Fives for this week. Congratulations to these students!

Emily Allardi, Class of 2017

Emily is being recognized for her excellence in academics, leadership, athletics, and service. Academically, Emily is in the top 10% of the Senior Class and is the Vice President of the National Honor Society and is also a member of the Spanish National Honor Society. She has challenged herself considerably this year, taking AP Spanish, AP Computer Science, and AP Environmental Science. Athletically, Emily is a 3 sport varsity athlete, playing soccer, basketball, and outdoor track. In soccer, as a co-captain, Emily helped lead the Lady Rockets to a tournament berth for the first time in 8 years. In basketball, Emily helped the hoop team to a very competitive season, as well, capped off with a tournament appearance for the first time in a few years. Emily is also a co-captain of the outdoor track team and has been named as a Middlesex League All-Star for three consecutive years. She is currently the school record holder for the triple jump at 35 feet, 7 inches and qualified for All-States last year. In terms of activities, Emily is the President of Student Council and is a member of Girl Rising and Habitat for Humanity. Additionally, she volunteers her time to referee basketball for the Reading Recreation Department and has further contributed by helping to organize a Special Olympic soccer team, as well as coaching middle school aged kids in a summer track camp. Emily will be attending college in the fall and majoring in business.



Emily Allardi

Troy Anderson, Class of 2017

Troy is being recognized for his excellence in academics, activities, and service. Academically, Troy is in the top 10% of the Senior Class and has challenged himself by taking seven Advanced Placement courses over his time here at RMHS. He has also been a distinguished member of the Century Club and both the National Honor Society and Spanish National Honor Societies. Troy has particularly enjoyed the rigor and challenge of his AP Chemistry Class this year. In terms of co-curriculars, Troy has been a member of the RMHS football program for all four years, and considers the back to back appearances in the Super Bowl in 2016 and 2017 to be the highlight of his football career. Troy has also been a 2 year member of the outdoor track team and is the social chair for the Class of 2017 and has been assisting his fellow senior class officers to ensure that this year's senior activities are the best ever! In spite of his busy schedule, Troy even finds the time to tutor middle school students at Coolidge, as well as to umpire and coach youth baseball and youth football in Reading. Next year, Troy will be attending college and majoring in business and possibly finance. Congratulations, Troy!



Troy Anderson

Stepping Stones...

- Congratulations to RMHS teacher **Katie Fiorello** on the birth of her son Noah Brendan James on April 21st.
- Congratulations to RMHS Girls Lacrosse Coach **Rachel Monroe** on the birth of her son William Thomas on April 19th weighing 8 lbs., 5 oz. and 20.5 inches long.
- Our thoughts go out to Wood End paraeducator **Paula DiMambro** on the loss of a loved one recently.
- Our thoughts go out to Extended Day Billing Specialist **Vivian Tringale** on the loss of a loved one recently.
- We welcome the following new staff to the Reading Public Schools:
 - ✓ Michelle Zayas, Daily Substitute, District
 - ✓ Catino Masotta, Day Custodian, Joshua Eaton
- **We have posted** a new position. If interested, please visit <https://reading.tedk12.com/hire/index.aspx> to view the job detail

Theatre Technician https://reading.tedk12.com/hire/ViewJob.aspx?JobID=258
Elementary Principal Secretary, JW Killam Elementary School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=259
Freshman Boys Soccer Coach https://reading.tedk12.com/hire/ViewJob.aspx?JobID=260
0.6FTE Special Education Crossroads Program Teacher, Wood End Elementary School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=261
1.0FTE Special Education Learning Center Teacher, Wood End Elementary School (one-year assignment) This position is posted internally please follow the link below to apply for this position. You must first log in to your TalentEd account to view this position. https://reading.tedk12.com/hire/index.aspx

- **Material to be Assessed on 2018 Science and Technology/Engineering MCAS Tests:**
The Department of Elementary and Secondary Education is pleased to present information regarding the "overlapping" standards from the **2001/2006** and **2016** science and technology/engineering standards that will be assessed on the 2018 MCAS **grade 5** and **grade 8** science and technology/engineering tests. The 2018 tests will consist of items that align to both sets of standards. As a reminder, this year's

test (2017) is based on the 2001/2006 science and technology/engineering standards.

- **Access for Students with Disabilities to Field Trips and Extracurricular Activities:** The Massachusetts Office on Disability has posted a memo reminding schools districts that districts must **consider access for students with disabilities** when planning day or overnight school field trips and any other extracurricular activities. When public schools schedule programs at inaccessible locations or provide separate transportation or accommodations for students with disabilities, they risk violating those students' civil rights. For technical assistance on providing equal access for individuals with disabilities, contact the Massachusetts Office on Disability at 617-727-7440 or **through their website**.

Blazing Trails...

"Rhode Island to Adopt MCAS for State Testing." Third- through eighth-grade students in Rhode Island no longer will take the Partnership for Assessment of Readiness for College and Careers exam. Instead, officials plan to adopt the Massachusetts Comprehensive Assessment System. [Read More](#)

"25 Education Leaders to Learn from Today." "There are a core group of educators that inspire me *daily*. Most of the educators that inspire me daily work in my school division, we fist bump in the hallway and they serve our community....then there are people I've never formally met. They reside on the Internet. Virtually, I follow some supreme educators. The list is in no particular order." [Read More](#)

"District Says 24 Credits and a D-minus Average Aren't Good Enough." Students in a Connecticut school district no longer earn traditional grades. Instead, report cards reflect students' mastery of specific skills under a mastery-based learning program, which data show has helped boost students' standardized test scores. [Read More](#)

"Transferring Math Visualization Strategies to Other Content Areas." Visualization ties together two mathematical practices from the Common Core State Standards: Make sense of problems and persevere in solving them; and model with mathematics and use those skills to solve real-world problems. Not only does visualization enhance these practices in mathematics, it can also help students get a clearer picture and persist with problems in social studies, the arts, science and physical education in this ASCD Express post.

[Read More](#)

"Making Global Education Local, and Vice Versa, with Innovative Teaching and Learning." GlobalMindED K-12 Track speaker Dean Fusto, President of Brandon Hall School and founder of Teach Learn Lead, has experience working in a vast array of educational environments, both nationally and internationally. These experiences have granted Fusto a unique perspective that inspired him to bring interconnectedness to educators around the globe. Through Teach Learn Lead, educators all over the world seeking professional development are given access to the latest educational research. Fusto is a past recipient of the National Endowment for the Humanities Fellowship and an EE Ford Fellowship from the National Association of Independent Schools. [Read More](#)

Have a Great Week!