



Pathways

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

May 21, 2017

Volume 3, Number 35

Upcoming Dates

- May 22 – 25 – RMHS Senior Finals
- May 22 – (7:00 p.m.) School Committee Meeting in the Superintendent's Conference Room
- May 24 – Grade 6 – 8 Early Release; (after school) Secondary Building Meetings – Collaborative Proposal; (3:15 p.m.) Barrows Fun Run; (6:00 p.m.) RMHS Spanish Honor Society Inductions in the Endslo PAC; (6:30 p.m.) Birch Meadow Open House
- May 25 – (after school) RISE/Elementary Building Meetings – Grade Level; (6:30 p.m.) Coolidge Open House; (7:00 p.m.) Parker Open House
- May 26 - (6:30 p.m.) RMHS Senior Prom at the Fairmount Copley Plaza
- May 29 – No School/Offices Closed. Thank you to all our Veterans for their Service
- May 30 – (5:00 p.m.) RMHS Senior Boat Cruise and All Night Party; (6:00 p.m.) Instrument Rental Night @ Coolidge
- May 31 – (8:00 a.m.) Parker Writing Celebration; (7:00 p.m.) Reading Scholarship Foundation Awards Night in the Endslo PAC
- June 1 – (after school) RISE/Elementary Building Meetings – Grade Level Common Time; (4:30 p.m.) RISE Preschool End of Year Picnic & Concert @ Memorial Park; (7:00

Reading Public School Staff Complete Trauma Course

Third Trauma Course with Lesley University

Recently, nineteen Reading Public School teachers completed their final class for the third trauma course with Lesley University Institute for Trauma Studies (LITS). The LITS Trauma Certificate Program is a graduate level 4 course program and over 75 of our staff in the district have taken at least one of the courses. The staff listed below are planning to complete the program with the fourth course in the fall. Congratulations to the following teachers who completed the coursework.

Ray Albright
 LeeAnn Atkinson
 Eria Boran
 Maureen Deligianidis
 Danielle Piazza
 Karen Ghirardi
 Talia Hallett
 Amy Hussey
 Anne Manna
 Tonia McGuire
 Lynda Michel
 Kerry Mullen
 Jacquelyn Pelusi
 Lindsey Pinkham
 Fiona Schuette
 Jessica Shaneck
 Kelly Strob
 Karen Stuart
 Audra Williams

RISE Preschool Embraces MTSS

Five years after Reading Public Schools adopted it, we're seeing that each school has put its own stamp on rolling out Multi-Tier Systems of Support (MTSS).

According to the state's Department of Elementary and Secondary Education, based on a problem-solving model, MTSS is "a framework for school improvement that focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students."

p.m.) Baccalaureate Service for Seniors at Old South Church

- June 2 – (7:30 a.m.) RMHS Senior Class Day in the Endslo PAC; (8:30 a.m.) Joshua Eaton Author Fest; (6:00 p.m.) RMHS Choral Celebration in the Endslo PAC & Main Street
- June 3 – (8:00 a.m.) SAT Testing – RMHS NOT a Test Center
- June 4 – (1:00 p.m.) RMHS Graduation in the Hawkes Field House
- June 5 – (1:00 p.m.) Grade 5 & 8 Move Up Day; (7:00 p.m.) School Committee Meeting in the Schettini Library; (7:00 p.m.) Coolidge Move Up Night for Incoming Parents
- June 6 – (6:00 p.m.) Parker Grade 6 & 7 Spring Concert
- June 7 – (TBD) Parker Science Expo Day; (9:00 a.m.) Barrows All School Field Day; (8:45 a.m.) Joshua Eaton Grade 5 Field Day
- June 8 – (7:00 p.m.) Parker Grade 8 Spring Concert
- June 12 – (8:00 a.m.) RMHS Underclassmen Awards Ceremony in the Endslo PAC
- June 13 – (8:30 a.m.) Barrows Grade 5 Celebration & Fun Day
- June 14 – (6:00 p.m.) Birch Meadow Fifth Grade Graduation
- June 15 – (8:30 a.m.) Parker Field Day
- June 16 – (8:45 a.m.) Killam Grade 5 Move Up Celebration and Field Day; (8:45 a.m.) Joshua Eaton Grade 5 Celebration; (6:00 p.m.) Wood End Grade 5 “Moving On” Ceremony and Celebration
- June 19 – (6:00 p.m.) Parker Grade 8 Promotion Ceremony & Dance; (6:00 p.m.) Coolidge Grade 8 Promotion Ceremony &

While MTSS schools share a goal of delivering “high-quality core educational experiences in a safe and supportive learning environment for all students,” because MTSS is a framework, *how* schools implement MTSS is left up to them. This flexibility is important because MTSS needs to be applied age appropriately.

For this article, the first in a series about at how each school implements MTSS, we will take a look at the RISE Preschool.

RISE takes MTSS seriously – even as it offers a structured and well-planned curriculum that fosters learning through play, exploration and direct instruction through every sense and for different learning styles.

An essential part of MTSS is to establish core values – and RISE does that through core values that spell its name: Respect, Inclusion, Safety and Effort. Those values are incorporated in every academic and non-academic room in the building, from classrooms to cafeteria to hallways.



Each building develops and updates its MTSS effort through a leadership team. Because RISE has a small staff, the entire staff is on the leadership team, and collaborate on ways to implement MTSS to best serve the preschool students.

RISE is taking a number of steps to include and engage parents into the culture. The school has developed an interactive bulletin board, which allows parents to write how their children are demonstrating core values at home.

The school also has bulletin board in the hallway that is full of “rising stars.” Each time a student does something that supports RISE’s values, a teacher writes about it on a star. When the bulletin board is full, the students get to vote on fun events to do as a school.

Dance; (7:00 p.m.) School Committee Meeting in the Superintendent's Conference Room

- June 20 – Last Day of School – All students dismissed at 11:00 a.m.; (8:00 a.m.) Parker Awards Ceremony



Beyond focusing on its culture, RISE is working on working on data collection that is age appropriate for pre-K. What the team is trying to do is understand what data will best help them improve early learning outcomes, classroom quality, etc. To help with this, RISE has identified a new tool called Benchmarks of Quality, which helps prompt leadership teams to stay on track and focus on enhancing program-wide commitment, developing well-defined procedures, enlisting families to partner with the school and providing training and assistance to teachers and staff. In conjunction with the Benchmarks of Quality, RISE uses a pyramid model developed by nationally recognized researchers and program developers in the areas of social skills and challenging behavior.



Kudos and Accolades

- Congratulations to baseball, softball, boys & girls lacrosse, boys and girls tennis, boys and girls track on their wins this week.
- Kudos to the boys and girls track team members on outstanding performances at the Andover Invitational.
- RMHS track athlete Haley Lightbody was the Female Athlete of the Meet at the Andover Invitational after pole vaulting 11 feet and long jumping 17'9" to win both events. Haley bested her own school record (10'6") in the pole vault and tied the school record in the long jump which was set in 2009.
- Congratulations to RMHS boys lacrosse player Kevin Tobin on collecting his 300th career point.
- Congratulations to girls & boys lacrosse, baseball and boys & girls tennis for qualifying for the MIAA post season tournaments.
- Congratulations to the RMHS seniors recognized at Senior Awards Night.
- A shout-out to the RMHS band and choral members on an outstanding job during this week's spring concerts.
- Kudos to all the RMHS students whose artwork was on display at the AP Art Show.

With MTSS, RISE has seen improvements among students with their social skills and in a reduction of problem behaviors – both of which has led to improvement in classroom quality.

What makes MTSS work are variables that RISE has, including a champion on the staff to encourage and support the leadership team as well as support from administrators at the school and district level as well as support from children and families.

But RISE's teachers and staff aren't stopping there. The goal of MTSS is to continue to find ways to improve learning and behavioral outcomes for students. To that end, RISE teachers hope to go to a workshop in the fall for additional training so that the school can continue to improve learning outcomes for all its students.

Learning in a new era: Craig Martin and Lynna Williams

By David Maroney for the **Reading Times Chronicle**

Without question, the world has been changing rapidly during the 21st century, and education has had to change as well in order to effectively prepare students for the future.

We are in a new age of learning, or according to Mr. Craig Martin, our Assistant Superintendent for Learning & Teaching, we have entered an era that stresses the importance of "learning by doing." Craig Martin is a Reading resident who has been an educator for 25 years and has been with the Reading Public Schools for the last 20 years. He was a teacher, assistant principal, and principal at the Coolidge Middle School for 16 years; and he has been the Assistant Superintendent for the past 4 years.

Another Reading resident who has been guiding students for years is Lynna Williams, RMHS Guidance Director. For 12 years, Lynna Williams has been helping students determine their optimal education path to prepare them for their future. She has served as Guidance Director at RMHS for the past 4 years, and was previously with the Arlington school system.

In an earlier age, our education was based on learning the basics like the multiplication table in mathematics or specific dates in major historical events and their meaning by memorizing them. We were considered "educated" if we knew them. Absent sometimes was a sense of completing the learning process by applying this essential information to new situations that would eventually confront us. Moreover, the essential ingredient of application in a thoughtful and appropriate way is heightened in this day of social media's predominance and the speed of its movement.

Meeting the academic, social and emotional needs of all students is very challenging in a technological age where social media driven information travels not at the speed of sound but that of light. Expectations are even higher, putting greater focus on applying the basics of what has been taught in the classroom. Gaining the skills of

Superintendent's Office

Hours this Week

All are welcome

5/24 (5:00 -6:00 p.m.)-
RPS Administrative
Offices

5/26 (7:00 - 8:00 a.m.) –
Coolidge Middle School

understanding the whys and applying them to new situations helps complete the education process.

The emphasis today is to help all students develop higher order levels of thinking. While it's common of course to begin with recall and understanding of information, it's also important for all students to be able to then apply their learning to new situations. Higher order thinking would include creating something new from the information learned, or evaluating it to make judgments, or simply analyzing it by taking it apart and exploring relationships.

It all leads to the ability to think critically. Aiding this process is often the simple arrangement of the classroom where students are sometimes assembled in circles of smaller groups instead of the traditional rows of days' past. This rearrangement recognizes that students can learn as much or more from the interchange with each other and are applying it in the process. Discussions are often guided by the teacher and the class may end with a teacher summary.

A great example of applying classroom teaching is often found in STEM (Science, Technology, Math & Engineering), developed by United States scientists, engineers, and innovators where success is driven not only by what you know but what you can do with what you know.

Through the STEM process in studying Science, Technology, Engineering and Math, students are taught to gather and evaluate evidence, make sense of the information and solve problems. In STEM and in all areas, learning to successfully employ sound practices are as important as learning the actual content standards. President Obama declared that "Science is more than a school subject or the periodic table or the property of waves. It is an approach to the world, a critical way to understand and explore and engage with the world, and then have the capacity to change that world."

Craig Martin, Assistant Superintendent of Learning and Teaching, and Lynna Williams, Director of Guidance, believe that learning is truly extended by doing—or by giving students the opportunity to experience what it is truly like to be not only scientists or mathematicians, but also writers, readers, musicians, historians, or whatever they may want to be.

In this time of preparing students for a future that's rapidly changing, educators are challenged to meet higher expectations, with tougher standardized testing and regulations, along with the increased potential for student emotional difficulties in a faster-paced future. With current town budget cuts and possibly new ones, the biggest challenge they face is the uncertainty of being able to maintain the current curriculum and programs.

Their goal for all students is to be well rounded academically and personally, have a good sense of who they are, and be better prepared to pursue their interests. To accomplish this goal, the Guidance Department at the high school has recently improved the Developmental Guidance program. With additional guidance seminars, the Guidance Counselors focus on a developmental model, helping students learn

more about themselves and gain a greater understanding how their strengths and interests relate to their future goals.

Freshman focus on exploring interests, getting involved in extra-curricular activities, goal setting as well as completing a learning style inventory that gives a thorough explanation of their learning style. Sophomore seminars help students connect their interests and strengths to careers. Lynna states, “We are hoping students will explore their passions and explore majors and careers where they will feel fulfilled and understand the difference between work and life’s work.” Junior and Senior seminars then help students take the information they learned in previous years and focus on helping them explore post-secondary options and assist with making plans for life after high school

Exposing students to careers is certainly not limited to the guidance department. In addition to creating effective learning environments within their classrooms, teachers at Reading Memorial High School often take a variety of steps to also help students explore their interests and expose them to experiences outside of Reading.

Throughout each department at the high school, teachers incorporate field trips to enhance the curriculum, invite guest speakers and returning alumni into their classes to talk about their many areas in a variety of careers. Often these field trips and guest speakers have sparked an interest in students who chose to further explore these majors at the college level.

Service learning is also a focus at the high school. Students have the opportunity to take classes such as Field Seminar or Child Study where they can spend time working in our elementary and preschool classes. Many clubs and sports teams require students to participate in service activities to give back to the community. At the end of senior year, students have the opportunity to spend the last quarter participating in a senior internship instead of attending classes. This allows students the opportunity to explore career interests and prepare them for the world of work.

When asked what is now different or what has been learned during their work as educators in the last decade, Craig explains, “A common, overlapping theme in the revised standards for all the various content areas seems to be a clear focus on key practices that all students should be able to engage in. In an age when all information can be accessed easily from a handheld device, an even more valued skill now is how one is able to effectively reference, analyze, or apply that information. We want to engage all students’ natural curiosity and love of learning, and help them develop skills, such as asking essential questions, defining problems, analyzing data, using evidence to support a position, and effectively communicating information.”

Craig adds, “It has always been such a privilege to be an educator in Reading, because we have such talented and dedicated staff at every school. Our community also values education greatly and works collaboratively to prepare our children for the future. There is no question that our rapidly changing world presents countless new challenges, especially perhaps for youth; but I believe that it is also a very exciting time to be a learner. Our goal is to help every child successfully navigate these challenges by supporting all aspects of their academic, social, and emotional development—and to provide all students with engaging opportunities to be active

Quote of the Week . . .

SPEED LIMIT 15	SPEED LIMIT 20	SPEED LIMIT 25	SPEED LIMIT 30
SPEED LIMIT 35	SPEED LIMIT 40	SPEED LIMIT 45	SPEED LIMIT 50
SPEED LIMIT 55	SPEED LIMIT 65	SPEED LIMIT 70	SPEED LIMIT 75

"There is more to life than
increasing its speed."

-Mahatma Gandhi

and eager participants in their own learning. I am amazed each day at what our kids are able to do. They truly are amazing—and they, in turn, also teach all of us each and every day."

Reading Public Library Author Visit Connects Killam Students To Recycling *Corrected Article From Last Week*

Last week, Killam students participated in a STEAM (Science Technology Engineering Arts and Mathematics) challenge in conjunction with a Reading Public Library visit from Susan Hood, the author of *Ada's Violin: The Story of the Recycled Orchestra of Paraguay*. In the first picture is fourth grade Killam student Justin Canada posing with Susan Hood. Justin's hand made xylophone won first place in Killam's Recycled Instrument Challenge. He made this instrument by using different types of wood that were left over from construction on an addition of his family's home. Justin was able to explain that different trees have different amounts of air in their wood and that is why the different wood blocks make different sounds when struck by a wooden mallet. He was also careful to construct his mallet from wood with a groove carved into it to make better vibrations when it hits the different xylophone blocks. The second picture is of many of the fourth and fifth grade Killam students who created instruments for the Recycled Instrument Challenge. The students names from left to right starting in the back row are: Lauren Cook, Quinn Synnott, Emily Bryant, Justin Canada, Sean Bailey, Allyson Sumner, Kevin Lee. Front row: Piper Glynn, Angelina Ruocchio-Juhel, Kelsey Conant, and Khaleen DePalma.

Special thanks goes to Reading Public Library Assistant Director Ashley Waring who coordinated this event.



Disney Tweet of the Week



If nothing changed,
there'd be no butterflies.

—Walt Disney



Reading Public Schools Happenings

Deb Dellovo Celebrates Her Retirement

Last Thursday evening, current and past Killam staff celebrated the upcoming retirement of Grade 2 Teacher, Deb Dellovo at Spinelli's Restaurant in Peabody. Below is Deb with other members of the second grade team, Karen Macari, Karen Douglas, and Lucille Kalyonides. Congratulations to Deb and we wish you good health and fortune in future endeavors!



RMHS Cafeteria Staff Thank Class of 2017

This past week was the last week of classes for RMHS Seniors. When the students were in the cafeteria, cafeteria manager Pat Dady-Guarino addressed them, thanking

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>

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them for how kind and respectful they are when they come through the lines and wishing them a very heartfelt farewell.



AP Art Students Hold Art Show

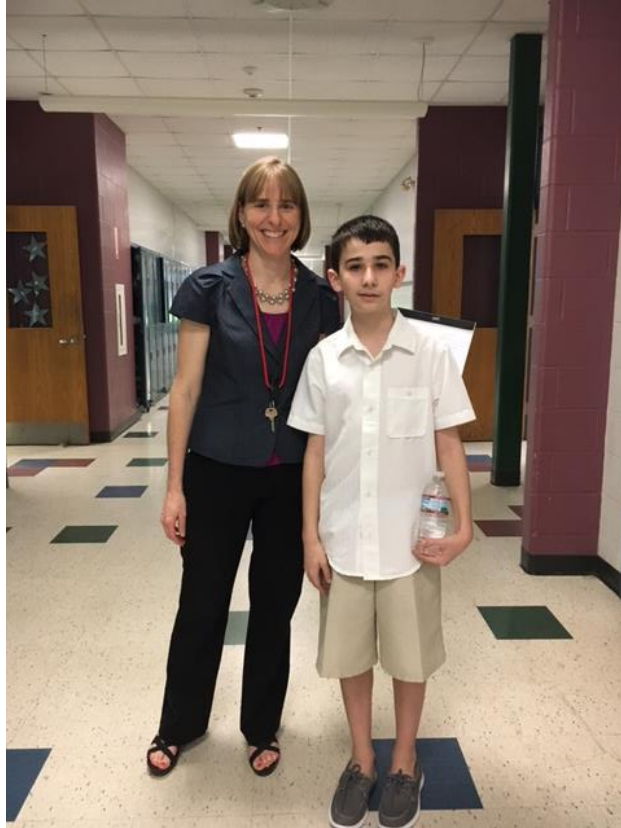
Last Tuesday evening, AP Art Students, under the direction of RMHS Teachers Sue Gilbert, Mike Radvany, and Kathy Dailey, held its annual art show to showcase their talented art work. Below are some pictures of the event. Congratulations to the students on an incredible job!



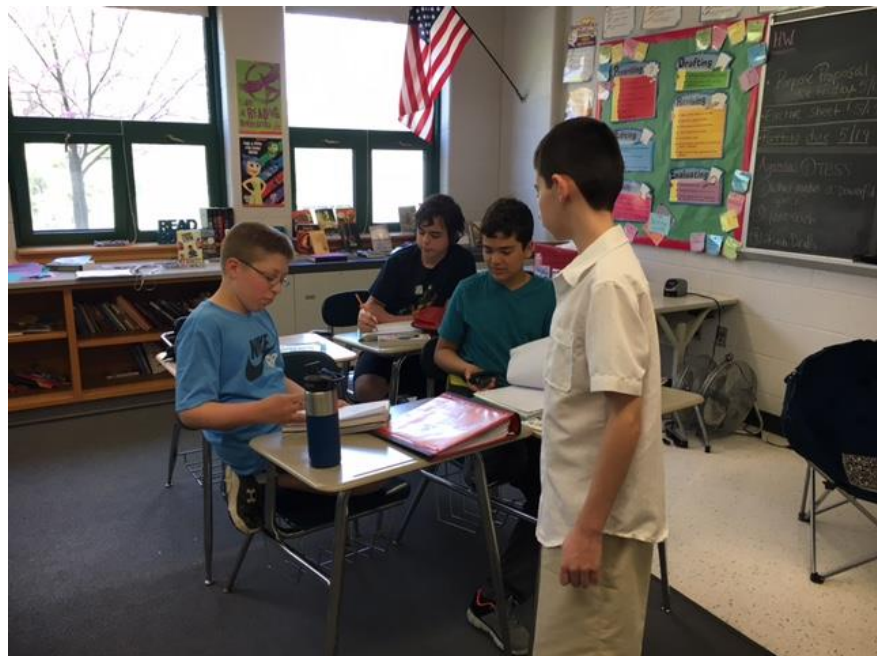


Parker Principal for the Day

Congratulations to Parker Grade 7 Student Kyle O'Neill who was the Parker Principal for the Day on Friday. As part of his Principal duties, Kyle participated in several activities, including a guest appearance on Parker News, Morning Announcements, Meeting with Dr. Doherty, Building Check with Custodian Mark Mahoney, Classroom observations with Parker Principal Ricki Shankland, Lunch & Recess Duty, Lunch with friends in the principal's office and Afternoon announcements.



Kyle with Principal Ricki Shankland



Observing Classes



Kyle with Custodian Mark Mahoney

Stepping Stones...

- Our thoughts go out to Wood End teacher **Mel Steiger** on the loss of a loved one recently.
- We welcome the following new staff to the Reading Public Schools:
 - ✓ Fred Harrison, Long Term Latin Substitute, RMHS
 - ✓ Robert Rafferty, Daily Substitute, District
- **We have posted** a new position. If interested, please visit <https://reading.tedk12.com/hire/index.aspx> to view the job detail

1.0 FTE 5th Grade Teacher, Barrows Elementary School (17-18)
--

https://reading.tedk12.com/hire/ViewJob.aspx?JobID=274

0.4 FTE Guidance Counselor (one-year assignment), Reading Memorial High School 17-18
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https://reading.tedk12.com/hire/ViewJob.aspx?JobID=275

1.0 FTE Special Education Preschool Teacher, R.I.S.E. Preschool (one-year assignment) 17-18

https://reading.tedk12.com/hire/ViewJob.aspx?JobID=276

Blazing Trails...

"The Buckets Need to Be Filled." This ASCD InService post comes from elementary principal, Matt Erand, who shares that he wants to make sure that he 'fills the buckets' of his staff - a noble goal for sure. It is important that we think of the ways (Arend suggests unplugging, time with family and friends, and exercise) we can fill our own buckets so that we can fill the buckets of others. Arend's intended audience is principals, but the thinking can certainly apply to teachers, parents, and caregivers. [Read More](#)

Contact Us

The Journey 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

"Want to Improve a District? Let Teachers Collaborate." Meriden Public Schools Superintendent Mark Benigni has led the Connecticut district since 2010, when he realized there was a lack of a plan for change and innovation in the wake of three top administrators' retirements and set out to empower teachers, Edutopia reports. The move to encourage teacher collaboration and agency came when, amid a limited budget, the district's teachers began telling him where and how changes could be implemented district-wide. As a result, investments were directed towards improving professional development, making learning personalized and student-centered alongside 1:1 device programs, and committing to more bottom-up innovation and collaboration - moves that have thus far seen positive results. [Read More](#)

"Keep Students Engaged Until Summer Begins." This year, end the school year on a positive note with "meaningful, curriculum-based projects and activities," suggests sixth-grade teacher Cheryl Mizerny. In this MiddleWeb blog post, she shares ideas for such activities for the classroom, including a project in which students write letters to their future selves. [Read More](#)

"ClassDojo Launches Student Mindfulness Curriculum." USA Today reports the classroom management startup ClassDojo announced that, with the help of the Yale Center for Emotional Intelligence, classes began implementing its new mindfulness curriculum. Yale Child Study Center professor Marc Brackett said students can greatly benefit from mindfulness skills, but few classrooms teach how to acquire them. ClassDojo research head Chris Frank said a new series of videos introduce "The Beast," a character that represents a child's powerful emotions. The videos teach students how to embrace "The Beast" and work through those emotions with mindful breathing and brief yoga-like moves. "In many ways, it's easier to teach children these skills because they're more open" than adults, Frank said. [Read More](#)

"Makerspaces Around the World." 'You grow more when you get more people's perspectives.' One of the most rewarding parts about writing her new book, *The Kickstart Guide to Making Great Makerspaces* (Fall 2017), for Library Media Specialist, Laura Fleming, was the opportunity to highlight and feature GREAT makerspaces all around the world. In this post, Fleming highlights some of the interviews she was able to do on the people behind these Makerspaces to provide her with the opportunity to take a deeper dive into their amazing work. [Read More](#)

Have a Great Week!