



Pathways

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

September 3, 2017

Volume 4, Number 1

Upcoming Dates

- September 4 – Labor Day
No School/Offices Closed
- September 6 – Elementary
/RISE @ Wood End Open
Houses – Check with your
school for time.
- September 8 – RMHS
Football vs. Wakefield @
RMHS
- September 10 – (8:30
a.m.) 8th Annual Fall Street
Faire 5K; (12:00 p.m.)
Reading Street Faire
- September 11 – (7:00
p.m.) Reading School
Committee Meeting in the
Superintendent's
Conference Room
- September 13 – Grade 6 –
12 Early Release; (6:00
p.m.) RMHS Back to
School Night; (6:00 p.m.)
RISE @ RMHS Open House
- September 14 – (7:00
p.m.) Reading SEPAC
Meeting in the
Superintendent's
Conference Room
- September 19 – (7:00
p.m.) RMHS Guidance
Financial Aid Night in the
Performing Arts Center
- September 20 – Rosh
Hashanah begins at
Sundown
- September 21 – 22 – Rosh
Hashanah Celebrated

Welcome New Staff!

Below are a list of the new staff for the Reading Public Schools. If you have a moment, please welcome them to our school community.

Last Name	First Name	Position	School
Forbes	Melissa	Team Chairperson	RMHS
Ippolito	LisaMarie	Principal	Eaton
Karow	Brienne	Assistant Principal	Coolidge
Moriarty	Jo-Ann	Principal Secretary	Killam
Abelson	Lori	Reading Specialist	Wood End
Benger	Jaime	Special Education Teacher	RMHS
By	Suzanne	Special Education Compass Program Paraeducator	Birch
Cook	Donald	Grade 3 Teacher	Eaton
Coye	Caitilyn	Grade 5 Teacher (One-Year)	Birch
Dittman	Randy	Special Education Learning Center Teacher	Barrows
Dougherty	Jessica	Grade 7 Science Teacher	Parker
Doyle	Pamela	Special Education Learning Center Teacher	Eaton
Duffy	Joan	Special Education Learning Center Teacher	Barrows
Ford	Deborah	Special Education Program Paraeducator	RMHS
Gelineau	Amy	French Teacher	Coolidge
Greenbaum	Jessica	Special Education Learning Center Paraeducator	RMHS
Greene	Phyllis	Special Education Language Based Teacher for Reading	Eaton
Griffin	Rebecca	Café Worker	Killam
Herman	Rachel	School Psychologist	Coolidge
Janger	Meaghan	Spanish Teacher	RMHS

Jobst	Lisa	French/Spanish Teacher	Parker
Kelly	Elizabeth	Special Education Learning Center Teacher	Killam
Lipkin	Michelle	School Psychologist(One Year)	Eaton
Masse	Gabriella	Special Education Teacher	Wood End
McGrath	Ann Marie	Preschool Teacher	RISE
McIver	Mollie	Grade 6 Science Teacher	Coolidge
Pancic	Alexander	Chemistry Teacher	RMHS
Rees	Kameka	Grade 4 Teacher	Killam
Santos	Edra	Cafeteria Manager	RMHS
Shevory	William	Physics Teacher	RMHS
Shmulsky	Kathleen	School Nurse	Parker
Shone	Alanna	Special Education Teacher	Coolidge
Strand	Christian	Regular Education Kindergarten Paraeducator	Birch
Suda	John	Café Worker	RMHS
Walsh	Selma	Science Teacher	Coolidge
Weeks	Rachel	Special Education Math Teacher	Parker
Witt	Sabrina	English Teacher	Coolidge
Talbot	Jessica	Grade 3 Teacher	Wood End
Smith	Nathaniel	English Teacher	RMHS
Ryan	Brooke	Regular Education Tutor	Killam
Burke	Stacie	Therapeutic Support Program Special Education Teacher	Killam
Girouard	Gina	Special Education Preschool Program Paraeducator	RISE
Poeck	Arline	Special Education Compass Program Paraeducator	Birch
DiFiore	Sharon	Special Education Compass Program Paraeducator	Birch
McLaughlin	Sandra	Regular Education Paraeducator	Barrows
Whalen	Ann	Regular Education Paraeducator	Barrows

Kudos and Accolades

- Thanks to the Custodial and Facilities staff for their hard work over the summer preparing our buildings for the opening of school.
- Congratulations to the RPS teachers and staff for ensuring a smooth opening to school this week.
- To Killam Teacher Jo-Ellen for her support in helping the Grade 5 Barrows Teachers with the Know Atom Science Material.
- To Director Finance Gail Dowd, Human Resources Administrator Jen Bove, and Administrative Assistant Kristyn Cohen for all of their hard work and effort in making sure that the payroll process and all new hires are in place to start the school year.
- Congratulations to Wood End Principal Joanne King who successfully defended her dissertation recently and has earned her doctorate from Nova Southeastern University. Congratulations, Dr. King!
- To Barrows Grade 5 Teachers Andrew Herlihy and Carina Becker for coming up with a creative solution for the Grade 5 class situation at Barrows and to ensure a smooth start for all Grade 5 students.

Resources for Teaching After Charlottesville

From [Facing History and Ourselves Website](#)

The violence, hatred, and bigotry we see making headlines every day leaves us all with questions. The website, [Facing History and Ourselves](#), can help us address these questions with students through tools, resources, and strategies linking history to events unfolding in the world around us.

Conversations that arise in response to the recent events in Charlottesville will present teachable moments to help students master content and deepen their critical thinking skills.

For this to happen, educators have an essential role to play in creating classrooms where students learn to listen respectfully to different opinions and experiences, try out ideas and positions, and give—and get—constructive feedback without fear or intimidation. The resources below provide strategies, tips, and content to help you:

1. Organize your classroom space for safety
2. Prepare your students for difficult conversations
3. Provide context about the history of Nazi Germany and its ideology
4. Provide historical context on the legacy of slavery, the Civil War, and Reconstruction in the U.S.

Classroom Resources

- **Lesson:** [After Charlottesville: Contested History and the Fight Against Bigotry](#)
- **PDF Guide:** [Fostering Civil Discourse: A Guide for Classroom Conversations](#)
- **Video Lesson:** [The Legacies of Reconstruction](#)
- **Video Lesson:** [A Contested History](#)
- **Lesson:** [Analyzing and Creating Monuments and Memorials](#)
- **Visual Essay:** [Holocaust Memorials and Monuments](#)
- **Reading:** [Acknowledging the Past to Shape the Present](#)
- **Lesson:** [Contemporary Antisemitism and Youth](#)
- **Reading:** [Education and the Future](#)

Here are some additional resources from the Anti Defamation League (ADL) website:

<https://www.adl.org/education-and-resources/resources-for-educators-parents-families>

In addition, several staff have asked about where they could purchase the *Hate has no home* signs that were in the opening presentation. The website is located at:

<https://hatehasnohome.org/index.html>

Relationships Matter More Than Rules

By Rebecca Alber for [Edutopia](#)

Learning doesn't happen without relationships. In the classroom, rules matter, but as many of us have learned after a few years teaching, relationships matter much more. One way we can deepen our relationships with students is to share a bit about ourselves with them, and create opportunities for them to share with us—and each other.

Of course rules, routines, and policies are crucial to outline for your students on day one so they know what to expect. We learn early on in our careers as teachers that being firm and

Superintendent's Office

Hours this Week

All are welcome

9/6 Parker 7:30–8:30 a.m.

9/6 Killam 3:00–4:00 p.m.

clear about classroom expectations from the start will make all the difference for the kind of year we will have.

But after sharing rules and expectations, how about transitioning into sharing a few slides and artifacts that tell students about you? There's general information you can share (details about your family, where you went to school, jobs you had before teaching, etc.), but you can add a few more vulnerable glances into your life:

- What struggles did you have growing up? As a student?
- What do you value?
- What do you love to do?
- What would you change about the world if you were able?
- If you knew it would work out, what are some risks you would take in life?

How about sharing some artifacts? A few of your all-time favorite books? What was your favorite at 12 years old? At 16? At 20? Bring copies of those books to show your students. Bringing in photos from your life is always a hit as well.

Why share yourself in this way? Showing our humanity to students allows us to be people and not just The Teacher. And in my observations and experience, to be loved by those whom you teach, you have to show vulnerability, at times reveal who you are, your feelings, challenges, hopes, cares, and dreams. We ask students to write essays and poems and speeches in which they share vulnerable aspects of themselves. As teachers, as members of a classroom community, shouldn't we do the same?

Students Learning About Each Other

Once you've presented aspects of who you are, invite students to do the same. You've set the stage, showing some vulnerability and openness with them, so they see that this matters to you and that as a group you're a class not simply of teacher and students, but of people.

Here are a few worthwhile activities for students to get to know each other and begin building relationships:

Good Things: Ask students to pair and share a good thing that happened for them or something that they're looking forward to. It doesn't have to be anything major—it can be something as simple as, "It's taco night at my house tonight." Perhaps someone's sister just got married or someone's birthday is in a week. Start each day or class period with Good Things, and as students get more comfortable with it, expand the groups to four or five students to help forge more community connections. You share too.

Create an "All About Me" Bag: Provide each student with a [paper lunch bag](#). Ask them to decorate the outside with words or images of things they like or what others can easily see about them. Have them place several objects in the bag that represent or symbolize things not easily known about them (e.g., a pet toy that belongs to their cat, a photo of them playing soccer, etc.). If you make one yourself, you can share it in your introduction—it can serve as a model. Give class time for them to share with a partner and in small groups.

Just Like Me: An oldie but goodie, this community-building strategy allows students to see those students they have things in common with, or with whom they share similar traits. The teacher makes a statement, and those students it relates to stand up. For example, "Pizza is my favorite food," "I'm glad to be back in school," or "I am the youngest in my family." After making a statement, ask students to look around to note those they have this in common with before sitting down. (You can do this activity over several days or sporadically, with new statements and ones that may go a little deeper.)

Artifact Sharing: Just as you might bring in some of your favorite childhood and teen books, invite students to bring in artifacts from their lives—photos, books, and awards—and share one-on-one, in small groups, or with the whole group.

Quote of the Week . . .



The way you think
determines the way you
feel, and the way you feel
influences the way you act.

Rick Warren

Student Information Survey: Create [a survey with age-appropriate and subject-appropriate questions](#). Have students complete it. Share with them that this is for you, the teacher, to get to know them. Before collecting it, however, ask students to choose two or three responses they'd like to share with others. Provide time for them to pair up or get in groups of three and share, for example, their favorite music, food, and subject in school.

Meaningful relationships matter for learning. The rules and policies you enforce are important for keeping a well-managed class. But rather than emphasizing control over your students, developing community and connection is a surefire ingredient for a good school year for all.

Reading Public Schools Happenings

Opening Week Pictures

This week's opening of school went very smooth and was full of positive energy and enthusiasm. Below are some pictures of Opening Week. A special thanks goes out to staff for making the Opening Week a great one!



Barrows Grade 1 Lining Up for First Day of School



Opening Day Lunch at Barrows

Disney Tweet of the Week



If you walk the footsteps of
a stranger, you'll learn
things you never knew.

—Pocahontas



School Resource Officer Brian Lewis and Officer Mike Muolo greeting students



Parker Middle School Science Class

Important Websites

RPS District Website

www.reading.k12.ma.us

Interface Health Services

<https://interface.williamjames.edu/community/reading>

Need help finding mental health care?



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/>



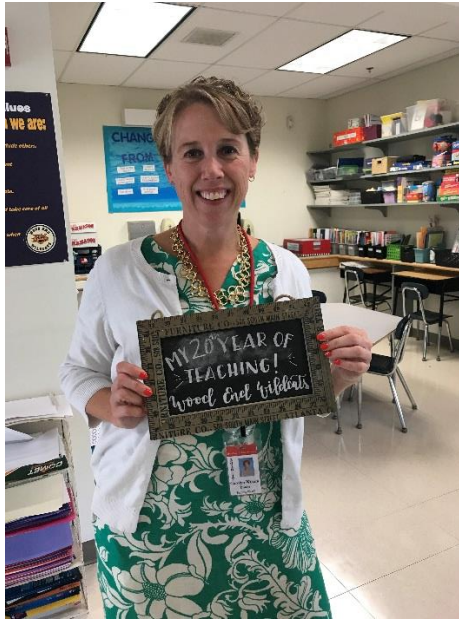
Parker Middle School Science Class



RMHS Freshmen Orientation



RMHS Freshmen Orientation



Director of Student Services Carolyn Wilson Celebrating Her 20th Year of Teaching!



Assistant Superintendent for Learning and Teaching Craig Martin Celebrating His 26th Year of Teaching!

Stepping Stones...

- Congratulations to Barrows School Psychologist **Lindsey Jacobs (Pinkham)** who got married this past weekend.
- Our thoughts out to Coolidge nurse **Cindy Ventura** who lost a close family member recently.
- Our thoughts go out to Birch Meadow paraeducator **Kathy Garey** who lost a close family member recently.
- Our thoughts go out to Parker & Five Star Drama Choreographer **Nancy Stone** who lost a close family member recently.
- **We have posted** a new position. If interested, please visit <https://reading.tedk12.com/hire/index.aspx> to view the job detail

0.6FTE School Psychologist, Reading Memorial High School (repost)
<https://reading.tedk12.com/hire/ViewJob.aspx?JobID=362>

Long Term Substitute Special Education Learning Center Paraeducator, 56 hours biweekly, Birch Meadow Elementary School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=363
0.5FTE PE/Health Teacher, Parker Middle School (repost) https://reading.tedk12.com/hire/ViewJob.aspx?JobID=364
Regular Education Tutor, 30 hours biweekly, Joshua Eaton Elementary School (repost) https://reading.tedk12.com/hire/ViewJob.aspx?JobID=365
0.8FTE Health Teacher, Reading Memorial High School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=366
Regular Education Tutor, 60 hours biweekly, Coolidge Middle School (repost) https://reading.tedk12.com/hire/ViewJob.aspx?JobID=367
1.0FTE Grade 5 Teacher, Barrows Elementary School (Repost) https://reading.tedk12.com/hire/ViewJob.aspx?JobID=368
2017-2018 Middle School Advisorship (A World of Difference) to view this posting please login to your employee TalentEd account first https://reading.tedk12.com/hire/ViewJob.aspx?JobID=369

Blazing Trails...

"Three Smart Tips for New Principals." Are you a new administrator struggling with how to get everything done? Jen Schwanke, author of *You're the Principal! Now What? Strategies and Solutions for New School Leaders*, shares three tips about prioritizing when you're the head of the school. Schwanke began her career as a language arts educator and is currently a principal for the Dublin City School District in Dublin, Ohio. The ASCD InService episode is hosted by Rob Pennington, a middle school social studies teacher and lead tech coach and ASCD Emerging Leader. [Read More](#)

"Harvard Education Expert Dispels Common Terms Used To Define 'Social And Emotional Skills.'" Lead education blogger Anya Kamenetz, in a piece for "NPR Ed," notes an analysis released by the Robert Wood Johnson Foundation found "school-based interventions to promote social and emotional skills have large, and long-term, positive impacts: an average of \$11 for every dollar invested," but she laments there is still "no consensus on how to define these indicators, or even on what to call them." Martin West of the Harvard Graduate School of Education outlines problems with various terms coined by education advocates and leaders to identify and describe these indicators, and "says we may be ready to declare a winner by default." He explained, "The semantic debates have died down a bit, but more from exhaustion than from progress toward consensus. Most people seem to be using social and emotional (or social-emotional/socioemotional) learning as a catchall." [Read More](#)

"Generating Effective Questions." Four ways to come up with questions that guide students to engage deeply with class content. Plus: a pop quiz for you. Teachers ask an average of 400 questions a day, or 70,000 a year, according to *The Guardian*. While many of these questions are generated on the fly, asking effective questions by using questioning techniques (QTs) like those described in this Edutopia post prompts deeper answers and engages students in a wide range of critical thinking tasks. [Read More](#)

Contact Us

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

Have a Great Week Ahead!