



# Pathways

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

December 3, 2017

Volume 9, Number 14

## Upcoming Dates

- December 2 – (11:00 a.m.) REF Festival of Trees @ Parker
- December 3 – (9:00 a.m.) REF Festival of Trees @ Parker
- December 6 – Grade 6 – 12 Early Release; (6:00 p.m.) Coolidge Grade 6 Winter Concert; (7:30 p.m.) Coolidge Grade 7 & 8 Winter Concert at RMHS
- December 7 – (7:00 p.m.) Parker Grade 8, Jazz Band & Wind Ensemble Winter Concert
- December 9 – (10:00 a.m.) PSST Craft Faire @ RMHS
- December 11 – School Committee Meeting in the Superintendent's Conference Room
- December 13 – (6:00 p.m.) Parker Grade 6 & 7, Select Chorus & Percussion Ensemble Winter Concert
- December 14 – (7:00 p.m.) RMHS Choral Songfest in the Endslo PAC
- December 18 – (7:00 p.m.) School Committee Meeting in the Superintendent's Conference Room
- December 20 – (7:00 p.m.) RMHS Band Winter Concert in the Endslo PAC

## Budget Bulletin #2

Periodically, we will be publishing *Budget Bulletins* to inform the community about the upcoming FY19 budget process. On Tuesday evening, Director of Finance Gail Dowd and Superintendent of Schools John Doherty met with Budget Liaisons representing all of the schools and the community. The presentation focused on the roles and responsibilities of the budget liaisons, how the budget process works, how our district improvement plan and priorities align with the budget, a brief overview of the FY19 budget, and upcoming dates.

The budget liaisons play a critical role in the budget process. Their responsibilities are as follows:

- Participate in meetings with the Superintendent of Schools and Director of Finance from November-February to learn about the school department budget and the budget process.
- Work with the Superintendent and the Director of Finance to give feedback on the budget and the budget process.
- Understand how the budget and the budget process works and be able to explain the budget and the process to other members of the community.
- Act as a liaison between the school department and their child's school or community by reporting back to other parents and community members both formally (PTO, School Council and SEPAC meetings) and informally.
- Attend School Committee meetings and other relevant meetings during the budget deliberations in January and February.

We want to thank the following parents and community members who have volunteered to become budget liaisons for the upcoming FY19 budget process.

First	Last	School
Ellen	LaMarche	Barrows/Parker
Michael	Digiorgio	Birch Meadow
Don	Shimkus	Birch Meadow
Geoffrey	Coram	Coolidge/RMHS
Erin	Gaffen	Joshua Eaton
Diane	Macari	Killam
Nick	Marrangoni	Killam
Matthew	McLeod	Killam
Jared	Stanton	Killam

Justin	Wolfe	Killam
Ann	Cruickshank	Parker
Connie	Martin-Wilson	RMHS
David	Ucci	RMHS
Nicole	Cella	Wood End
Andrea	Quirbach	Wood End
Brian	O'Mara	Wood End
Patrick	Lafortune	Killam
Brian	Berg	Community
Peter	Misticawi	Killam
Andrea	McLaughlan	Barrows
Michele	Sanphy	Barrows

A copy of the presentation can be found at the following [link](#). If you have any questions about the budget process, please contact Director of Finance Gail Dowd at [gail.dowd@reading.k12.ma.us](mailto:gail.dowd@reading.k12.ma.us) or Superintendent of Schools John Doherty at [john.doherty@reading.k12.ma.us](mailto:john.doherty@reading.k12.ma.us).

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## RMHS Musicians Accepted into Northeast Districts

*14 Students Chosen*

The RMHS Music Department, under the direction of Joseph Mulligan and Kristin Killian, is pleased to announce that 14 students have been accepted into this year's prestigious Northeastern District's Senior Festival.

Angelo Catalano (Band)  
 Ryan Dieselman (Chorus)  
 Larry Gao (Band)  
 Rebekah Gernert (Band)  
 Michael Malley (Orchestra)  
 Zac Melagrano (Chorus)  
 Natalie Mendez (Chorus)  
 Wyatt Mittnight (Chorus)  
 Isabel Molettieri (Chorus)  
 Amogh Morje (Band)  
 Antonio Ruiz-Nokes (Chorus)  
 Logan Thornton (Orchestra)

In addition, the following students earned the highly coveted All-State recommendation. They will audition for the All-State Music Festival in January.

Ryan Dieselman, Larry Gao, Rebekah Gernert, Michael Malley, Wyatt Mittnight, Isabel Molettieri, Antonio Ruiz-Nokes, and Logan Thornton.

Congratulations to these students and all of the students who participated!

## Kudos and Accolades

- Congratulation to the girls swim team for capturing the Division II State championship.
- Congratulations to the following Middlesex League All-Stars: James Henry & Jimmy Murphy – Golf; Kayla Jose & Alex Maher – Girls Soccer; Alex Katsoufis – Boys Soccer; Riley DiLoreto – Volleyball; Andrew Yatsuhashi & Emma Johnson – Cross Country; Maddie Doyle, Molly Hamlin, Molly Jones, Maura Letendre, Alana Loughman, Jillian Rhodes & Anna Roberts – Swim; Jack Geiger – Football.
- Congratulations to the following Herald All Scholastics Swimmers– Molly Hamlin – 100 yd. freestyle, Anna Roberts – 100 yd. breaststroke; Molly Jones, Anna Roberts, Jillian Rhodes & Alana Loughman – 200 yd. medley relay; Kayla Loughman, Anna Roberts, Maura Letendre & Alana Loughman – 200 yd. freestyle relay.

## 5 Strategies to Demystify the Learning Process for Struggling Students

By Deborah Farmer Kris for “How We Learn” Blog



Barbara Oakley’s professional biography does not suggest that she was once a struggling math and science student: She is an engineering professor, author of *A Mind For Numbers: How to Excel at Math and Science and Mindshift: Break Through Obstacles to Learning and Discover Your Hidden Potential* (which is not affiliated with this MindShift). Oakley co-created Coursera’s most popular course, “Learning How to Learn,” with Terrence Sejnowski, which has enrolled nearly 2 million students.

But Oakley is a self-described “former math flunky” who “retooled” her brain — and who has since made it her life’s work to help others learn how to learn by explaining some key principles from modern neuroscience.

The field of metacognition offers educators many techniques that are rooted in brain research, such as deliberate practice and interleaving. “But before you can even tackle these,” says Oakley, “you have to inoculate learners against the idea that they are stupid if they cannot figure things out first off. You have to teach them that faster is not always better.”

While her online course primarily enrolls adults, Oakley is now working on a book aimed at 10-to-14-year-olds. “I picked that age range because it is old enough that they can grasp the ideas but young enough that they don’t necessarily think ‘I’m bad at math. I can’t do it.’ We can get to them before they lock out possibilities.”

When students do not understand how their brains learn and retain material, they can develop misconceptions about themselves as learners — such as a faulty assumption that they are bad at a subject or that they suffer from performance anxiety. Oakley shares the common experience of students who reread their notes and think they know the material — only to enter a test and find that they cannot retrieve the information. “They are

## Superintendent's Office

### Hours this Week

*All are welcome*

12/5 RMHS  
(7:00 – 8:00 a.m.)

12/6 Killam  
(12:30 – 1:30 p.m.)

12/7 Coolidge  
(5:30 – 6:30 p.m.)

horrified and think they must have test anxiety.” More likely, says Oakley, they simply haven’t been taught how to study in a way that allows them to retrieve the information.

Oakley recognizes that “many educators are not at all comfortable with or trained in neuroscience,” so she breaks down a few key principles that teachers can use in the classroom and share with students to help them demystify the learning process.

#### **1. The Hiker Brain vs. The Race Car Brain**

Start by teaching students the difference between focused and diffused thinking, says Oakley. When the brain is in focused mode, you can get started on the task at hand. But deep understanding is not fully accomplished in this mode.

Diffused thinking occurs when you allow your mind to wander, to imagine and to daydream. In this mode, the brain is still working — consolidating information and “making sense of what you are trying to learn,” says Oakley. If a concept is easy for you to grasp right off, the focused mode might be sufficient, but if a new skill or concept “takes consideration, you have to toggle back and forth between these two modes of thinking as you get to true understanding of the material — and this doesn’t happen quickly.”

Because toggling is essential to learning, teachers and students need to build downtime into their day — time when learning can “happen on background” as you play a game, go on a walk or color a picture. It’s also one reason why sleep is so vital to healthy cognitive development.

Since students tend to equate speed with smarts, Oakley suggests sharing this metaphor: “There’s a race car brain and a hiker brain. They both get to the finish line, but not at the same time. The race car brain gets there really fast, but everything goes by in a blur. The hiker brain takes time. It hears birds singing, sees the rabbit trails, feels the leaves. It’s a very different experience and, in some ways, much richer and deeper. You don’t need to be a super swift learner. In fact, sometimes you can learn more deeply by going slowly.”

#### **2. Chains and Chunks**

In cognitive psychology, “chunking” refers to the well-practiced mental patterns that are essential to developing expertise in a topic. Oakley prefers the image of a “chain” when she explains this to students.

Learning is all about developing strong chains. For example, says Oakley, when you are first learning how to back up a car, you have to consciously think about each step, from how to turn the steering wheel to how to use your mirrors. But “once that process is chained, it’s easy” — it becomes automatic. Similarly, once solving certain equations becomes automatic in math, students can apply these equations to more complex problems.

Teachers can help students identify the procedures in a unit of study that they need to master in order to take their learning to the next level — from the steps of the scientific method to fundamental drawing techniques.

“Any type of mastery involves the development of chains of procedural fluency. Then you can get into more complex areas of fluency,” says Oakley. Here’s another way to think about it. We all have about four slots of working memory that we can use to problem-solve in the moment. One of those slots can be filled with an entire procedural chain — and then you can put new information in the other slots.



## Quote of the Week . . .



"Consult not your fears, but your hopes and dreams.

Think not about your frustrations, but about your unfulfilled potential. Concern yourself not with what you tried and failed in, but with what is still possible for you to do."

Pope John XXIII



Video Link can be found [here](#).

### **3. The Power of Metaphor**

"Metaphor and analogy are extraordinarily powerful teaching tools and very often underused," says Oakley. "When you are trying to learn something new, the best way to learn it is to connect it with something you already know."

The formal term for this is "neural reuse" — the idea that metaphors use the same neural pathways as the concept a metaphor is describing. So familiar metaphors allow a learner to draw on a concept they have already mastered and apply it to a new situation. Or as Oakley says, metaphors "rapidly on-board" new ideas. For example, says Oakley, comparing the flow of electrons to the flow of water is a way to "jump-start students' thinking."

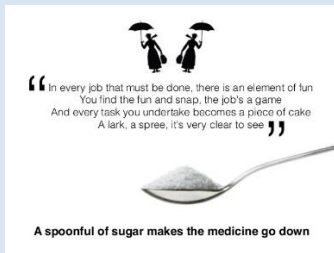
As part of her research, Oakley reached out to thousands of professors who are considered top teachers in their fields. "Many of these professors had a secret that they used in their teaching: metaphor and analogy. It was like a secret shared handshake." Oakley encourages teachers to not only use metaphor but to challenge students to develop their own metaphors as a study strategy.

### **4. The Problem of Procrastination**

Oakley says that procrastination is the number one challenge facing most learners. To train the brain to systematically focus and relax — to toggle — she recommends the "Pomodoro Technique."

Developed by Francesco Cirillo, this strategy uses a timer to help the learner work and break at set intervals. First, choose a task to accomplish. Then, set a timer for 25 minutes and work until the timer goes off. At that point, take a five-minute break: stand up, walk around, take a drink of water, etc. After three or four 25-minute intervals, take a longer break (15 – 30 minutes) to recharge. This technique "trains your ability to focus and reinforces that relaxing at the end is critical to the process of learning," says Oakley. Teachers and administrators can build a similar rhythm into the schoolday, providing brain breaks and movement time to help students toggle between focused and diffused thinking.

## Disney Tweet of the Week



"In every job that must be done, there is an element of fun."

-- Mary Poppins (Mary Poppins)

## 5. Expanding Possibilities

When we teach children and teenagers how they learn, we can blow open their sense of possibility, says Oakley. "I would tell students, you don't just have to be stuck following your passion. You can broaden your passions enormously. And that can have enormous implications for how your life unfolds. We always say 'follow your passions' but sometimes that locks people into focusing on what comes easily or what they are already good at. You can get passionate about — and really good at — many things!"

## The Power of Being Seen

*How well do you know your students? In a Nevada school, a simple strategy pushes teachers to look beyond the lessons.*

By Holly Korbey for Edutopia Blog

When the bell rang for early dismissal on a recent afternoon at Cold Springs Middle School in Nevada, students sprinted toward the buses while teachers filed into the library, where posters filled with the names of every child in the 980-student school covered the walls.

Taking seats where they could, the teachers turned their attention to Principal Roberta Duvall, who asked her staff to go through the rosters with colored markers and make check marks under columns labeled "Name/Face," "Something Personal," "Personal/Family Story," and "Academic Standing," to note whether they knew the child just by name or something more—their grades, their family's story, their hobbies.

Teachers scanned the lists attentively, periodically cross-referencing information with colleagues. "Delaney is allergic to red food dye" says one teacher. "And she also has a pond she swims in," adds another teacher, smiling. While it was only a month and a half into the new school year, some kids had check marks next to all categories—but others seemed more loosely tethered to the school, recognizable only by name and face, their lives outside school a mystery.

"This practice is the foundation of our middle school," Duvall told the teachers, reminding them of research showing that students who don't form meaningful connections at school may be at risk for behavior problems, dropping out, and even committing suicide. "Every student needs to belong and connect to at least one teacher or one adult in this building every day."



<https://youtu.be/xjZx0VdmgkE>

## Important Websites

### RPS District Website

[www.reading.k12.ma.us](http://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/>

This simple exercise has become standard at Cold Springs, located on the rural outskirts of Reno—an area where wild horses sometimes roam the roads and the first dentist’s office opened just a year ago. The activity pushes staff to look beyond their lessons to reflect on how well they actually know their students, driving them to build real connections that can make a difference in a child’s future. The practice is also the entry point for a larger focus on social and emotional learning (SEL) at the middle school and more broadly within the 64,000-student Washoe County district.

### A District Approach

After a decade of high school graduation rates that hovered around 55 percent, Washoe school leaders realized they needed to do something different to put their kids on the path to colleges and careers.

“Two big reasons students leave school are that they have no meaningful connection to an adult in the building, and no one knows their name or how to pronounce it,” said Trish Shaffer, the district’s SEL coordinator. “This SEL work isn’t just feel-good: We know through research that relationships and connections keep kids in school.

Inspired by **data showing that social and emotional skills** like perseverance and empathy can improve academic and overall student success, Washoe County launched a district-wide SEL program in 2012, adopting a mission statement of “Every Child, by Name and Face, to Graduation.” The goal was to have 90 percent of students graduating by the year 2020, or “90 by ’20,” a phrase that has become a mantra around the district.

Leveraging a grant and supportive partnership with the **Collaborative for Academic, Social, and Emotional Learning** (CASEL)—a nonprofit organization that supports SEL programs in nine other districts in the nation—Washoe has worked to improve school climate and culture, parent engagement, and student voice in all 98 schools in the district.

An annual Student Climate Survey gauges how students feel about their school, for example, while Parent University nights train caretakers in how to use social and emotional practices like growth mindset and resilience in their homes. Administrators track students’ absences, suspensions, and truancy, assigning each student a risk level for dropping out and then identifying what SEL measures could help them before it’s too late.

In the five years since adopting the SEL-oriented approach, Washoe schools have seen higher rates of attendance and scores on state reading and math tests, and fewer disciplinary infractions and suspensions among students with higher social and emotional skills. Graduation rates have gone up 18 percentage points across the district.

### Into the Classroom

For many teachers in Washoe County, the seemingly simple practice of combing through rosters can be a needed wake-up call, representing the first step toward integrating SEL practices more deeply in their classrooms, according to Shaffer, Duvall, and other Washoe administrators.

At Cold Springs in particular, it’s helped teachers to recognize that it’s not always the students they were already concerned about that need extra support.

Fifth-grade teacher Stephanie Horne realized during the library session that one of the students she didn't know anything about was actually one of her best students—a girl who always finished her work and never asked for help.

Once teachers perceive these gaps in their knowledge of students, they're directed to look for ways to get to know the students better based on the district's three signature SEL classroom practices: welcome rituals and routines, more engaging or interactive teaching methods, and end-of-class reflections.

Horne, for example, has taken steps to close the distance with her high achiever since the library session. She calls on the girl more and has started conversations about the toys or stickers the girl brings to class—anything to make a personal connection. Horne also created a role-reversal math game that integrates SEL with academics, giving her reserved student, and the rest of the class, a chance to move from the periphery and talk in front of the room.

Fifth-grade teacher Kaly Krentz, on the other hand, now holds a Feel-Good Family Circle every Friday morning to promote a sense of community and belonging. Students write anonymous compliments about their peers on Post-its and put them in a box, and Krentz reads them aloud. Compliments serve to make each student feel known and appreciated within the group, and also help Krentz learn more about the students herself.

And seventh-grade science teacher Chris Ewald has found that integrating SEL practices can be as simple as a greeting. Ewald has his students line up outside his door and greets each one individually, often with a fist bump or a high five, and what he calls an ice breaker—a simple question like, "What's your favorite flavor of ice cream?"

"I want to find out what their interests are, and that kind of opens the door. Then that moves to, 'What challenges are you currently facing?'" Ewald said. "We are developing trust and loyalty, and then students are no longer a piece of data, but a real human being."

### **Room to Grow**

Before adopting the SEL strategy, Duvall says, it was more difficult for staff to get to know students and their families because their rural community is so spread out and unconnected—even, at times, antisocial. She estimates that up to half of Cold Springs students could be at the federal poverty level even though state Department of Education data puts the number at 42 percent, because some families are too proud to ask for help or don't want to share their private information with the government.

But today, Cold Springs is seeing signs of progress: Students are attending school more and having more success in class, especially students who previously had difficulty in school or come from more challenging circumstances at home.

There's also been a whole-school culture shift that's gone beyond improved student-teacher relationships. Administrative staff, cafeteria workers, custodians, and volunteers are becoming more engaged and connected with students, too.

Donna Selyn, known at Cold Springs as "Grandma Donna," for example, originally volunteered to assist teachers and office staff during the school day, but now much of her work involves the students. Often during breakfast and lunch, Grandma Donna can be found in the cafeteria helping kids with homework, settling disputes, and giving out hugs.

And four days a week, the Cold Springs Student Leadership Team, a group of 30 eighth graders, hosts games for younger students to get to know them individually and help them



learn SEL skills like cooperation and communication. Eighth grader and Student Leadership Team member Moises Aguilar said that he feels responsible to set a good example of how to be a team member, while Katie Lawrence said she tries to remember not to “talk to them like a teacher, [but to] talk to them like a friend.”

There’s still work to do, says Duvall, pointing to the need to improve test scores and the results of last year’s Student Climate Survey, in which 18 percent of Cold Springs students reported that they believed an adult at school wouldn’t notice if they were absent, and 40 percent said that teachers didn’t understand their problems. Likewise, the district has to make some gains to hit “90 by ’20,” but school leaders say they “are on the right path” to get there in two years.

For teachers, it’s often less about the numbers and more about the budding one-to-one connections they’re forming with students.

Librarian Joshua Kolbet says he got to know his student aide when the shy, lanky eighth grader was just a fifth grader struggling to get along with both peers and teachers. Over the last four years, Kolbet has helped the student through challenges with bullying and learning to identify and acknowledge others’ emotions—and his own.

Now, when Kolbet hosts SEL activities in the library, that same student openly shares his social challenges with others who are struggling.

“He talks about how he feels awkward around others, but how he still puts himself out there and finds those that have commonalities,” Kolbet said. “It has been exciting to see him grow, and I know the relationships he developed within the school will help him be successful in high school next year.”

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## Reading Public Schools Happenings

### **Dr. Anna Ornstein speaks at Reading Embraces Diversity Event**

Last Wednesday, Holocaust Survivor Dr. Anna Ornstein spoke and answered questions to over 150 people at Coolidge Middle School. Dr. Ornstein’s powerful remarks focused on then and now, comparing and contrasting remarks from Europe in the 1930’s to now. She began her comments discussing *Kristallnacht* or the “Night of Broken Glass.” The event refers to the wave of violent anti-Jewish pogroms or acts of violence which took place on November 9 and 10, 1938 throughout Germany, annexed Austria, and in areas of the Sudetenland in Czechoslovakia recently occupied by German troops. Dr. Ornstein referred to this as, “The Final Wakeup Call.” During her presentation, Dr. Ornstein compared the events leading up to that night to now. She said:

*“In this country, many still wonder whether or not the increase in anti-Semitic incidents (according to ADL, there have been 120 anti-Semitic incidents on college campuses this year) and the vandalism of the New England Holocaust Memorial in Boston really indicates an increase in antisemitism? Timothy Snyder, a Yale historian and a recognized authority on the Holocaust, has this warning: “The symbols of today, (swastikas painted on the walls of schools’ bathrooms) are the reality of tomorrow. Do not look away and do not get used to them.” The danger is in the gradual acceptance and normalization of behavior that ought not be accepted because these are the early signs of how a democracy can be gradually undermined and destroyed.”*

Several photos of the event are below. Special thanks goes to Reading Embraces Diversity and the Human Relations Advisory Committee for co-sponsoring the event.

## Contact Us

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



*Dr. Anna Ornstein*



*Coolidge Reading Specialist Laura Warren Asks Anna a Question*



*Dr. Ornstein speaking to over 150 people at Coolidge*

## Stepping Stones...

- Our thoughts go out to Coolidge Custodian **Bo Halloran** on the loss of a loved one recently.
- Our thoughts go out to Birch Meadow Special Education Paraeducator **Liz Connery** on the loss of a loved one recently.
- Our thoughts go out to Birch Meadow School Psychologist **Anna Jervinis** on the loss of a loved one recently.
- We welcome the following new staff to the Reading Public Schools:
  - ✓ Lisa Johnson, Speech & Language Pathologist, RMHS
  - ✓ Anne Difiore, Daily Substitute, District
  - ✓ Nathaniel Tarin, Daily Substitute, District
  - ✓ Zachary Francisco, Daily Substitute, District
  - ✓ Paul Piket, daily Substitute, District
  - ✓ Elizabeth St. Germain, 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 Special Education Teacher - TSP, Reading Memorial High School <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=404">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=404</a>
1.0 FTE Long-Term Substitute Grade 4 Teacher, Wood End Elementary School <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=405">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=405</a>
1.0 FTE Long-Term Substitute Grade 2 Teacher, Wood End Elementary School <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=406">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=406</a>
Assistant Girls Spring Track Coach (B), Reading Memorial High School <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=407">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=407</a>
Long-term Substitute Special Education Program Paraeducator, 61.5 hours biweekly, Reading Memorial High School <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=408">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=408</a>
1.0 FTE Preschool Teacher for Substantially Separate Classroom, R.I.S.E. Preschool <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=409">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=409</a>
Special Education Program Paraeducator, 56 hours biweekly, R.I.S.E Preschool <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=410">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=410</a>
1.0 FTE Long-term Substitute Grade 5 Teacher, Killam Elementary School <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=411">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=411</a>
Per Diem Substitute Paraeducator, Reading Public Schools <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=412">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=412</a>
Per Diem Substitute Teacher, Reading Public Schools <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=413">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=413</a>

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## Blazing Trails...

**"Boston Nonprofit Paying Former Gang Members To Finish School."** The CBS Weekend Newsreported a nonprofit in Boston called Boston Uncornered uses donations to pay former gang members and ex-convicts \$400 a week to earn high school diplomas and associate degrees. The mentoring program was started by 31-year-old Alex Diaz, a former Boston gang member who after eight years in prison decided to reform and to work to help turn the city's roughly 2,600 gang members away from crime. [Read More](#)

**"An Ode to the Hand Turkey."** Can this simple assignment be for more than just the birds? "Oh, the hand turkey: Traditional staple of grade-school Thanksgiving-themed lessons. If you've been a student at any point in the past 50 years (at least - I'll be the first to admit my lack of credentials as a hand turkey historian), you've probably made one. If you're an educator, odds are your students will make them in the coming week if they haven't already." [Read More](#)

**"Citizens in the Making."** What can schools do to prepare young people to be engaged and responsible citizens? The November issue of ASCD's *Educational Leadership* offers insights in how schools can help students acquire the knowledge, dispositions, and skills that are essential for participation in a diverse democracy. [Read More](#)

**"Districts Vow to Not 'Lose One More Kid' to Opioids."** Think opioids aren't in your school? You're "foolish," says one superintendent, whose district lost two young boys to overdoses in this ASCD Education Update. After experiencing the destruction firsthand, these educators are prepared to do what it takes to fight an epidemic from which no family, school, or community is immune. [Read More](#)

**"Clay Brings Hands-On Learning to UK Schools."** Some students in the UK are using clay in the classroom to help make learning more hands on and creative. Julia Rogers, director of design at Thistley Hough, says pottery also can help remove language barriers among students because it is visual. [ReadMore](#)

**Have a Great Week!**