



# Pathways

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

April 29, 2018

Volume 9, Number 32

## Upcoming Dates

- April 30 – (7:30 p.m.) Town Meeting
- May 2 – Elementary School Open Houses – Check with your school for time.
- May 4 – (7:30 p.m.) RMHS Drama presentation of Charlotte's Web in the Endslo PAC
- May 5 – (7:30 p.m.) RMHS Drama presentation of Charlotte's Web in the Endslo PAC
- May 6 – (2:00 p.m.) RMHS Drama presentation of Charlotte's Web in the Endslo PAC
- May 7 - 18 – RMHS AP Testing
- May 7 – (6:30 p.m.) School Committee Office Half Hour; (7:00 p.m.) School Committee Meeting in the Superintendent's Conference Room
- May 8 – (2:00 p.m.) MAJE Junior Jazz Festival @ RMHS
- May 9 – Grade 6 – 12 Early Release
- May 10 – (7:00 p.m.) RMHS Band Spring Concert in the Endslo PAC
- May 14 – (6:00 p.m.) Grade 5 Instrument Night for Wood End, Barrows & Birch Meadow at Coolidge
- May 15 – (5:30 p.m.) RMHS AP Art Show; – (6:00 p.m.) Grade 5 Instrument Night for Killam and Joshua Eaton at Coolidge

## Town Meeting Passes School Department Budget

*Final Step in the Process Approved-Budget is Now Official*

On Thursday evening, Town Meeting approved the School Department Override Budget of \$44,860,275, which includes the override amount of \$2,137,250. This budget includes the following:

- **Includes retention of 11.0 FTE Staff (10.0 FTE Teachers)**
  - 7.0 FTE Middle School Teachers (Override Budget)
  - 3.0 FTE Elementary School Teachers (Override Budget)
  - 1.0 FTE Elementary Tutor (Override Budget)
- **Includes the restoration of 6.0 FTE Staff from reductions in previous years**
  - 5.0 FTE High School Teachers (Override Budget)
  - 1.0 FTE Technician (Override Budget)
- **Includes an additional 13.0 FTE Staff (New Positions)**
  - 2.0 FTE Curriculum Coordinators (Override Budget)
  - .5 FTE Team Chair (Override Budget)
  - .5 FTE Assistant Director of Special Education (Override Budget)
  - 1.0 FTE RISE Preschool Teacher for new Subseparate Classroom
  - 3.0 FTE RISE Preschool Paraeducators for new Subseparate Classroom
  - 3.0 FTE Special Education Paraeducators for Special Education Programs
  - 1.0 FTE Kindergarten Teacher based on enrollment increases (partially funded from kindergarten revolving account)
  - 2.0 FTE Kindergarten Paraeducators based on enrollment increases (partially funded from kindergarten revolving account)
- **Includes Additional Expenses**
  - Curriculum Updates and Renewals (Override Budget)
  - Teacher Training (Override Budget)
  - Classroom Computer Replacement (Override Budget)
  - Restoration of Athletic Schedule and Elementary Chorus (Override Budget)

With this approval by Town Meeting, the School Department budget is now official for Fiscal Year 2019, which begins on July 1, 2018. In addition to the School Department budget, the Town Budget, which was also approved, contains an additional School Resource Officer, which will begin at the beginning of the 2018-19 school year.

- May 17 – (7:00 p.m.)  
RMHS Choral – Spring into  
Song in the Endslo PAC
- May 18 – Last Day of  
School for Seniors

On behalf of the children of the Reading Public Schools, we want to thank the community for their support of the recent override ballot question. This override will provide much needed town and school services for our community.

This budget process, which if we all think about it, began almost two years ago with the first override, has been a true team effort and we would like to take this opportunity to thank Town Manager Robert LeLacheur, Town Accountant Sharon Angstrom and the Town Department Heads for their collaborative efforts during this process. We would also like to thank Director of Finance Gail Dowd for her extraordinary efforts during this dual budget process and our building principals, Directors, and other central office administrators for their feedback, input, and support. In addition, we would like to thank all of the staff who, on their own time, advocated for the ballot question.

Finally, we would like to thank the Reading School Committee and the Reading Select Board for their leadership during this budget process.

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## RMHS Principal Finalists Announced

Over the last several weeks, we have been conducting a second search for the next Principal at Reading Memorial High School. Twenty candidates applied for the position during the second round and the Reading Memorial High School Principal Screening Committee interviewed seven candidates from that pool in a series of day long interviews last Tuesday. As a result of those interviews, the Screening Committee forwarded to Superintendent of Schools John Doherty three candidates who were well qualified to become the next Principal at RMHS. Those three candidates went through a second round of interviews on Thursday.

The Reading Public Schools is pleased to announce that the following three candidates are finalists for the position of RMHS Principal:

- **Kathleen Boynton**-Kathleen is currently an Assistant Principal at Bedford High School in Bedford, Massachusetts. She is currently in a Doctoral program at UMass Lowell and has a Master of Arts in Secondary Education/History from Boston College and a Bachelor of Arts in International Relations from American University.
- **William Evans**-William is currently the Principal at North Brookfield Junior and Senior High School in North Brookfield, Massachusetts. He has a Master of Education in English Education at New York University and a Bachelor of Fine Arts with a major in Creative Writing and a minor in Psychology from Roger Williams University.
- **Bryan Lombardi**-Bryan is currently the Principal of Northampton High School in Northampton, Massachusetts. He has a Masters of Social Work with a Major in Clinical Social Work from Boston College and a Bachelor of Arts in History from Bridgewater State University.

## Kudos and Accolades

- Congratulations to the girls & boys lacrosse team, girls and boys tennis, softball and baseball for recent wins.

On Tuesday, May 1<sup>st</sup>, the candidates will be interviewed by the Community in an Open Microphone Session, beginning at 6:00 p.m. in the RMHS Schettini Library Media Center. The interview sessions will be as follows:

- 6:00 p.m. Kathleen Boynton
- 6:30 p.m. William Evans
- 7:00 p.m. Bryan Lombardi

The candidates will also have an open microphone session with staff on Tuesday afternoon and will be part of a site visit to Reading Memorial High School on Wednesday which will include a tour of the school, interviews with students, interviews with the District Leadership Team, and interviews with the Department Heads.

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

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## Coolidge PTO and Wellness Team To Show *All of Me*

Coolidge PTO and the Coolidge Wellness team is proud to announce the showing of the documentary film *All of Me* by award winning filmmaker Bess O'Brien.

**When: Tuesday, May 8<sup>th</sup>**

**Time: 6:30-8:30pm**

**Where: Coolidge Middle School Multi-Purpose Room**

**Costs: FREE to the public and school community**

*All of Me* focuses on the lives of women, girls and boys who are caught in the downward spiral of eating disorders and their struggle to regain a sense of self-compassion and healing. The film also focuses on the parents who struggle with their children around this devastating disease. Throughout *All Of Me*, a variety of disordered eating issues are touched upon. In addition, the film delves deep into the often-pervasive ways that food, dieting, and body image affect all of us on a daily basis. Many of us may not be diagnosed with an official eating disorder but struggle with our own histories and insecurities around food and weight. Most importantly *All of Me* centers on what are the underlying emotional issues that eating disorders stem from including depression, anxiety, trauma, sensitivity, control, perfectionism, and other mental health issues. This movie gives hope to those who are struggling -- people can recover and reclaim their bodies as well as their emotional connection with themselves and others. For more information please view the documentary trailer at: <https://vimeo.com/124336661> or contact Jennifer White Morneault at [jennifer.white@reading.k12.ma.us](mailto:jennifer.white@reading.k12.ma.us).

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## Superintendent's Office

### Hours this Week

All are welcome

4/30 Superintendent's  
Office

4:00 – 5:00 p.m.

5/3 Coolidge

2:30 – 3:30 p.m.

5/4 Birch Meadow

7:30 – 8:30 a.m.

## Student Services Office

### Hour and Classroom

### Visits This Week

## Accommodating Students with Dyslexia

*These five easy-to-implement accommodations can make class less stressful and more manageable for students with dyslexia.*

By **Jessica Hamman** for **Edutopia**

For many of us, reading is as automatic as breathing. But for the millions of students with dyslexia, reading is a difficult task that poses constant academic and emotional challenges. To simulate the experience of reading with dyslexia, try using this key to decipher the coded statement below.

a=/z/ b=/y/ c=/x/ d=/w/ e=/v/ f=/u/ g=/t/ h=/s/ i=/r/ j=/q/ k=/p/ l=/o/ m=/n/  
n=/m/ o=/l/ p=/k/ q=/j/ r=/i/ s=/h/ t=/g/ u=/f/ v=/e/ w=/d/ x=/c/ y=/b/ z=/a/

ivzwrmt drgs wbhocrz rh vcszfhgrmt

What you have just done is relearn to read. You've taken symbols and connected them with new speech sounds. Until those connections are automatic, the reading process will be laborious and draining. Now imagine reading like this—every word you encounter all day long. This is how it can feel for students with dyslexia.

Although awareness of dyslexia is steadily growing due to campaigns by grassroots movements like Decoding Dyslexia and national organizations like the International Dyslexia Association (IDA) and the National Center on Learning Disabilities (NCLD), many educators are still unfamiliar with what dyslexia is and how to accommodate it in the classroom.

Here's what we know: Dyslexia is common, affecting 15 to 20 percent of students. It is the result of one or more brain-based language processing challenges in the area of rapid automatized naming (RAN), working memory, and phonological and/or auditory processing. Dyslexia is hereditary, often passed down from a parent or grandparent who has struggled with it. Dyslexia occurs on a spectrum, so some students may fly under the radar with a mild case while others are profoundly impacted.

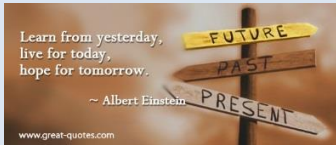
Dyslexia can occur comorbidly with other learning difficulties like dysgraphia, attention-deficit/hyperactivity disorder, dyspraxia, and/or dyscalculia.

Dyslexia is not linked to intelligence, a finding supported by [research from Yale University](#) and demonstrated by the long list of successful innovators with dyslexia—including Richard Branson, Steven Spielberg, Steve Jobs, and Albert Einstein—proving that the dyslexic mind can indeed be highly intelligent.

Students with dyslexia can be remediated with evidence-based, Structured Literacy programs delivered by teachers trained in reading instruction to increase accuracy, reading fluency, and text comprehension.

In addition to quality intervention, students with dyslexia benefit from classroom accommodations that take into account their unique processing challenges and

## Quote of the Week . . .



Learn from yesterday, live  
for today, and hope for  
tomorrow.

Albert Einstein

allow them to demonstrate their content understanding and access the curriculum with more ease.

### **EASY-TO-IMPLEMENT ACCOMMODATIONS**

Here are five easy-to-implement accommodations to support students with dyslexia in the classroom:

**1. Provide access to audiobooks:** Students with dyslexia often have an intellectual ability that is well above their academic reading level. Strengthen critical thinking, vocabulary skills, and background knowledge by allowing students to listen to audiobooks during classroom reading time.

Some great options for classroom audiobook access can be found at [Learning Ally](#), a nonprofit provider of human-read audiobooks; [OverDrive Education](#), another provider of human-read audiobooks; and [Bookshare](#), a provider of computerized audiobooks (free for students with an individualized education program). Another free option is to upload an e-book on a Kindle app and ask Amazon's Alexa to "read my latest Kindle book."

You can take away the stigma of "ear reading" by offering audiobooks as a reading option for the whole class.

**2. Allow students to use note-taking apps:** Students with dyslexia can struggle with everyday tasks like note taking, transcribing from lectures, and writing down spoken directions. Allow students to skip the arduous task of transcribing notes from the board by using assistive-technology apps like [Notability](#) or [Evernote](#) to take pictures of lecture notes to review and study later.

**3. Permit students to record assignment instructions and lectures for playback:** At the root of dyslexia is a language processing issue, so students with dyslexia sometimes struggle with multistep verbal instructions and paying attention through long lectures. Allow students to record important assignment instructions and lectures for playback with voice notes using Siri from Apple or [Read&Write](#), a free Google Chrome extension from [TextHelp](#).

**4. Offer reduced homework problems:** Students with dyslexia need the practice that comes with homework, but because of their processing difficulties, homework can take three to five times longer for these students than it does for their peers. Allow students with dyslexia to do every other problem or only half the problems to keep the focus of homework on demonstrating and practicing content knowledge as opposed to making it an exercise in endurance.

**5. Encourage use of text-to-speech:** In later grades, students with dyslexia will need to access text that is above their academic ability in order to complete class assignments, and text-to-speech can be a real game changer. Students can look for the [BrowseAloud](#) logo to find websites that are speech-to-text enabled or download



### Disney Tweet of the Week



**"A little consideration, a little thought for others, makes all the difference."  
-- Eeyore (Winnie the Pooh)**

the Read&Write Google Chrome extension to translate all web text into spoken words.

Dealing with dyslexia is difficult in today's text-heavy education system. These accommodations are just the tip of the iceberg for making students feel supported and accepted in the classroom.

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## Reading Public Schools Happenings

### **RMHS High Fives For This Week**

Below are the RMHS High Fives for this week.

#### **Molly O'Shea, Class of 2018**



Molly is being recognized for achieving excellence in academics, activities, and service. Academically, Molly is an outstanding student in the Class of 2018 and is a member of the National Honor Society and of the Spanish National Honor Society. She has challenged herself over the past couple of years by taking a rigorous course load consisting of AP U.S. History, AP Biology, AP Spanish, and AP Environmental Science. Molly is extremely well-rounded in her involvement with activities and service. She was the Deck Crew Manager for last year's winter productions in the Drama Club and has been involved as a member of the Tech Crew in a number of other shows. She is also a member of Habitat for Humanity and helped residents in North Carolina build houses this past summer. Finally, she is a member of the Model United Nations Club and has attended the National Model UN Conference in New York for the past two years. Molly's volunteer experience is

## 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/>

extensive and includes teaching children and young adults with special needs how to skate and how to play softball. Over the past few years, she has been a senior camp counselor at the MSPCA Animal Shelter Children's Summer Camp and has also been a counselor at Camp Sunshine—helping children who are faced with life-threatening diseases. Molly also teaches religious education to 4<sup>th</sup> graders at St. Agnes Parish and...last but by no means least, Molly taught English during two summers spent in Spain. She loves to travel and is very excited to do so even more in college and beyond! Next year, Molly will be attending Rhodes College in Memphis, Tennessee and is undecided about a major at this time, but is considering History or Spanish.

### **Michael Malley, Class of 2018**



Michael is being recognized for his outstanding accomplishments in academics, activities, and service. He is a hard-working, dedicated honor student who has challenged himself this year by taking AP Calculus and AP Statistics and has particularly enjoyed his Honors Accounting class where he is able to apply math in a relevant way. Next year, he will be attending the University of South Carolina and will continue to pursue his interest in Accounting at the University's School of Business. In terms of activities, Michael is an accomplished musician, who plays the trombone in the RMHS Jazz Band and the Symphonic Band. He recently received the Outstanding Musicianship Award at the MAJE District and State Finals. Michael has helped the Jazz Band earn a Gold Medal at the State Finals for all four years of his high school career—and as a result, has joined his fellow musicians in special performances at the Hatch Shell in Boston for the past three years. He was also invited to play at the Berklee College of Music this May and was accepted into the Senior District Orchestra, where he performs with adult musicians from all over northeastern Massachusetts. Michael also finds time in his busy schedule to give back to his community. He has volunteered as a coach for the Coolidge Middle School Math Team over the past four years, and has volunteered at St. Athanasius

## 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](mailto:john.doherty@reading.k12.ma.us)

Parish by assisting in bottle drives with proceeds going to the Mission of Deeds. Congratulations, Michael!

### **Classic Repertory Theater Visits RMHS**

On Tuesday, April 24<sup>th</sup>, the Classic Repertory Theater visited RMHS to put on a performance of *To Kill a Mockingbird*. All students read this beloved novel freshman year. In attendance were approximately 800 students who enjoyed a pre- and post-discussion with the actors in addition to a fabulous stage version of Harper Lee's novel. It so happens that Ben Finn, an RMHS 2012 alumnus, was an integral part of the cast. A special thank you the RMHS PTO for their donation so the English Department could bring this play to our school.





### RMHS Student Completes Eagle Scout Project at Parker Middle School

Jacob Lim, senior at RMHS, recently completed the work for his Eagle project down below the turf at Parker Middle School. He cleared away brush, cleaned up trash and repaired the bridge that allows access to the area near the turf. Jacob has done a great service for our school since this area has recently been overgrown and difficult to access. Our science teachers and students are especially grateful as they are the ones who utilize this area the most. Jacob commented that he wanted to give back to the Parker community since he recalls fond memories of using this space during science classes when he attended Parker. The Parker PE department is thankful as well since this will make it much easier to recover soccer balls that would normally be lost over the fence.



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### Stepping Stones...

- Our thoughts go out to RMHS teacher **Susan Gilbert** who lost a loved one recently.
- Congratulations to Joshua Eaton teacher **Adam Derosier** on the birth of his son Theodore Joseph on April 8<sup>th</sup> weighing 6 lbs, 20" long.
- Congratulations to Coolidge Science Team Coach **Karawan Meade** on the birth of her son Declan James on March 19<sup>th</sup>.
- We welcome the following new staff to the Reading Public Schools:
- Timothy McLaughlin, 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

Head Field Hockey Coach, Reading Memorial High School <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=478">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=478</a>
Assistant Girls Soccer Coach, Reading Memorial High School <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=479">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=479</a>
Special Education Paraeducator – 50.5 hours biweekly, RISE Preschool <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=480">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=480</a>
1.0FTE ELA Teacher Grades 7-8, Coolidge Middle School <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=481">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=481</a>
1.0 FTE Board Certified Behavior Analyst, Reading Public Schools <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=482">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=482</a>
Assistant Director of Student Services, Reading Public Schools <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=483">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=483</a>
1.0 FTE Math/Business Department Head, Reading Memorial High School <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=484">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=484</a>

## Blazing Trails...

**"Massachusetts Parents Learn About Brain Science."** Parents in this Cambridge, Massachusetts, school district are participating in a 10-week program focused on children's brain development. The "Mind Matters: Families Make a Difference" program seeks to help close achievement gaps. [Read More](#)

**"How to Build a Culture of Empathy to Support Design Thinking."** Design thinking isn't just a problem-solving process, it is a human-centered problem-solving process, where empathy is the key ingredient. To build authentic connections and apply design thinking principles to the content they are learning, students must first learn how to see problems with an empathetic lens. Sharing stories, talking to outsiders, and honing the habit of observation will help you cultivate empathy among your students as stated in this ASCD Express post. [Read More](#)

**"Interviewing For a Teaching Job."** Dr. Matt Joseph, Director of Digital Learning and Innovation for the Milford Public School District in Milford, Massachusetts, writes about how prospective teachers can prepare for their interviews. This is an excellent post for teachers as well as educational leaders for questions to ask in an educational interview. [Read More](#)

**"When A Rubric Isn't Enough: Students Need Lessons on Rubrics."** Students sometimes need guidance on how to use the scaffolding and rubrics that teachers create to outline their expectations for assignments, eighth-grade science teacher William Juang writes in this blog post. He shares how his rubric failed to provide quality work and how he worked with his students to develop a deeper understanding of it. [Read More](#)

**"PISA to Measure Global Competence."** The Program for International Student Assessment for the first time will measure global competence this year. In this commentary, Andreas Schleicher of the Organization for Economic Co-operation and Development describes the new focus area and how schools might cover the subject in teaching and learning. [Read More](#)

**Have a Great Week!**