



# Pathways

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

November 4, 2018

Volume 10, Number 10

## Upcoming Dates

- November 6 – Election Day – Teacher In-Service Day; No School for Students/Offices Open
- November 9 & 10 – (7:30 p.m.) RMHS Drama presents Mamma Mia in the Endslo PAC
- November 11 – Veterans Day; (3:00 p.m.) RMHS Drama presents Mamma Mia in the Endslo PAC
- November 12 – Veterans Day Holiday Celebrated – No School and Offices Closed
- November 15 – (7:30 p.m.) Town Meeting in the Endslo PAC
- November 16 – Teacher In-Service/Conference Day; No School for Students; (7:30 p.m.) RMHS Drama presents Mamma Mia in the Endslo PAC
- November 17 - (7:30 p.m.) RMHS Drama presents Mamma Mia in the Endslo PAC
- November 18 - (3:00 p.m.) RMHS Drama presents Mamma Mia in the Endslo PAC
- November 19 – (7:30 p.m.) Town Meeting in the Endslo PAC
- November 21 – (11:00 a.m.) Grades PreK – 12 Early Release
- November 22 – Happy Thanksgiving; (10:15 a.m.) Football vs. Stoneham
- November 23 – Thanksgiving Break – Schools and Offices Closed

Reading Memorial High School Community to Hold Candlelight Vigil on Saturday, November 3<sup>rd</sup> at 6:00 p.m.

## CANDLELIGHT VIGIL

### ALL ARE INVITED



Please join the Reading Memorial High School Community at an evening Candlelight Vigil in support of human rights, in celebration of diversity and in opposition to hate, racism and bigotry.

#### Order of Events:

- ✧ Gather and light candles
- ✧ Welcome
- ✧ Telling our stories ~who we ARE as RMHS~
- ✧ Performance by RMHS choral group
- ✧ Benediction
- ✧ Remembrance of those lost in the Tree of Life Synagogue tragedy
- ✧ Poem
- ✧ Closing Remarks

**Saturday, November 3, 2018**  
**6:00-7:00pm**

Reading Memorial High School  
82 Oakland Road, Reading, MA 01867



- November 26 – (7:30 p.m.) Town Meeting in the Endslo PAC
- November 29 – (7:30 p.m.) Town Meeting in the Endslo PAC
- December 1 – (10:00 a.m.) REF Festival of Trees @ the Parker Middle School
- December 2 – (10:00 a.m.) REF Festival of Trees @ the Parker Middle School
- December 4 – (6:30 p.m.) RMHS Sophomore Guidance Night in the Endslo PAC
- December 5 – Grade 6 – 12 Early Release; (6:00 p.m.) Coolidge Winter Concert in the Endslo PAC
- December 6 – (7:00 p.m.) School Committee Meeting in the RMHS Library; (7:00 p.m.) Parker Grade 8 & Jazz Band Winter Concert @ Parker
- December 8 – (10:00 a.m.) RMHS Drama Dickens Marketplace @ RMHS
- December 11 – Parker Winter Concerts – (6:00 p.m.) Grade 6 & (7:45 p.m.) Grade 7
- December 13 – (7:00 p.m.) RMHS Choral Songfest in the Endslo PAC
- December 19 – (7:00 p.m.) RMHS Winter Concert in the Endslo PAC
- December 20 – (7:00 p.m.) School Committee in the RMHS Library

In response to the five graffiti incidents since October 12<sup>th</sup>, Reading Memorial High School will be holding a candlelight vigil in support of human rights, in celebration of diversity, and in opposition to hate, racism, and bigotry on Saturday, November 3<sup>rd</sup> at 6:00 p.m. at the front entrance of Reading Memorial High School. In addition to the traditional candlelight portion of the vigil, we will be hearing stories from our students, staff, and administrators, music from the RMHS chorus, and remembrance of those lost in the Tree of Life Synagogue tragedy in Pittsburg one week ago.

Our appreciation goes out to RMHS Principal Kate Boynton and the entire RMHS staff and administration for planning this event.

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## Reading METCO Director Jason Cross Issues A Letter Regarding Hate Graffiti

Greeting All,

I am deeply saddened to have to reach out to you under these circumstances. However, I do feel that it is my responsibility as both the METCO Director and father of 2 Reading Public School students to take a moment to address the recent racist graffiti that use hateful and threatening language towards African Americans. The graffiti was discovered in the boy's bathroom of the music wing at Reading Memorial High School. It was reported to the Principal, Mrs. Kathleen Boynton, Superintendent, Dr. John Doherty and the Reading Police department.

As a response to this incident, I will be working alongside RMHS Administration to find ways to show that this message of hate does not in any way represent the values promoted in Reading Public Schools. Our consensus belief is that the perpetrator exists amongst the minority mindset and is seeking to capitalize on the current racial tension in our society. We believe that the majority mindset of students and staff at RMHS is one of value for all, no matter the color of their skin. We want you to know that creating a safe and welcoming environment for all students who attend Reading Public Schools is our top priority.

Please remind your student that if they need to take a moment to express how this incident has impacted them, myself and the administration team are ready to listen, support and provide reassurance as best we can. I would also encourage us as parents of African American students, to take some time to simply remind our children of who they are and their great worth and value.

Lastly, I encourage you to attend the Community Candlelight Vigil which will be held this Saturday, November 3<sup>rd</sup>, at 6:00 p.m. at the front entrance Reading Memorial High School "in support of human rights, in celebration of diversity and in opposition to hate and bigotry".

Sincerely,  
 Jason Cross  
 METCO Director  
[Jason.cross@reading.k12.ma.us](mailto:Jason.cross@reading.k12.ma.us)

## Kudos and Accolades

- Congratulations to the volleyball on wins this week.
- Congratulations to the swim team winning their third straight Middlesex League Meet.
- Kudo to the 200-medley relay team (Molly Hamlin, Anna Roberts, Sam Brabeck & Alana Loughman) and 200 free swimmer (Molly Hamlin) who set League Meet records.
- Thanks to RMHS principal Kate Boynton and Guidance Director Lynna Williams on an outstanding presentation to the School Committee.
- Thanks to the Elementary principals for hosting a successful incoming kindergarten information session for parents.
- Thanks to the Joshua Eaton Veterans Day Celebration Committee, under the direction of Joshua Eaton Teachers Susan Libby and Karen Ghirardi on an outstanding Veteran's Day Assembly held on Friday.

## Parker Principal Richele Shankland Speaks at Anti-Defamation League Event



At Anti-Defamation League's 12th Annual Women of Valor Luncheon in Boston this past Friday, Parker Principal Richele Shankland spoke on behalf of the partnership between the Anti-Defamation League (ADL) and the Reading Public Schools. She recalled a day last spring when there was anti-Semitic graffiti found at Parker and the immediate support she received from the ADL in her efforts to respond to the hateful act.

Some of her remarks:

*The ADL organization, specifically Phil Fogelman, has worked closely with the Reading Public Schools to provide anti-bias training for administrators, middle school teachers and our Peer Leaders in efforts to develop awareness and understanding throughout the school community. With our teachers, anti-bias training developed into working through some difficult conversations between staff regarding our own implicit biases. Recently, Robert Trestan took time on a Sunday to speak at a rally in the Reading town square showing his support of both the Jewish members of our community and the work schools are doing as a partnership with the ADL. Although it never seems to be enough, our partnership with the ADL has been welcomed, appreciated and profound in the work being done with our staff and students.*

*Our AWOD Peer Leaders recently received anti-bias training and came away with deeper understanding and inspired to share their knowledge with others. They are now excitedly preparing to facilitate anti-bias activities with our younger students.*

## Superintendent's Office

### Hours this Week

*All are welcome*

11/5 Coolidge  
7:15 – 8:15 a.m.

11/6 Barrows  
7:45 – 8:45 a.m.

*I can't thank the Anti-Defamation League enough for their support through resources, personal attention, training, and programming. The impact on me personally, as a principal and the positive impact on my school and community is something I am truly grateful for. I will continue to look to the ADL for guidance and support and know I can count on it. I'll leave you with this: When asked why do you want to be a World of Difference peer leader, one of my students responded: "I think that sometimes people are not really aware of what's happening in our community and how to react to certain topics when they are brought up. I want to learn how to confidently respond without offending others so that I could teach others to do the same."*

Other speakers at the event included ADL CEO and National Director Jonathan Greenblatt, ADL Regional Director Robert Trestan, Sharon High School Junior Rachel Wachman, and 2018 Woman of Valor Geraldine Acuna Sunshine.

Congratulations to Principal Shankland on being invited to speak at this event!

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## Coolidge and Parker Grade 8 Students Participate in Challenge Day



As part of our middle school social and emotional learning experiences for our students, Coolidge and Parker Grade 8 students this past week participated in Challenge Day. Challenge Day trainers spent two days at Coolidge and two days at Parker along with approximately 100 students per day and 20-23 adults per day which included staff, administration, parents, and community members. A snapshot of the day is below.

After the adults welcomed the students through a tunnel of cheering and loud music, the day began with some fun games that challenged students to have fun and get comfortable with each other, including getting as many high-fives as possible and learning random facts about each other. At multiple times during the day, all participants broke out in random dancing to fun, loud music. There was then an activity where all participants created a vision for where they picture



themselves in 10-15 years in their “dream world,” connected with a big beach volleyball game, both of which highlighted the importance of having dreams and visions to give yourself focus and purpose.



The more thoughtful and emotional (for some) part happened mid-day. The main theme(s) for this part of the day were about respect and empathy for everyone, no matter what they show on the surface (i.e. we are all more than our image, and might have a lot more that makes them who they are “below their water lines”). There was also a very moving discussion about what oppression is, and how we can all be a part of oppression (on either end of the spectrum), often unintentionally so, but that everyone is human and should be treated with equal respect. Activities that occurred during this time were: sharing with small “family groups” (if comfortable) by answering the question “If you really knew me...”, and participating in an activity (Crossing the Line) that helped all participants see that many people go through various challenges in life, and we never really know what someone (or their family/ friends/ relations) is going through. A huge result of this activity is that many participants (students and adults alike) who crossed for certain situations realize that they aren’t alone. (To note, all of the statements are generally written, such as “Cross the line if you, someone you are related to, or someone you know has been impacted by a life-threatening illness”.)

There was time for participants to write thank you notes to anyone. Then towards the end of each day, there was an open microphone. Participants were asked to finish the sentence, Today I learned...Here were just a few of the responses shared:

- You are not alone.
- Don't be afraid to get to know people who are different from you.
- Everyone deserves to be treated with respect.
- Together we are strong.
- No one should tell you who you should be. Be who you want to be.

### Quote of the Week . . .



“The people who truly matter will never turn their back on you through the hardest times. Forget the people who do. You don't need them.”

-Unknown

- Always remember there's a story behind every person that makes them who they are.
- Pushing your problems away doesn't solve them. There are people who will listen.
- I am thankful for what I have, including my family and friends.
- It's important to have compassion for others.
- Sharing made me feel closer to the kids in my grade.
- A lot of people wear masks and it was great to see them take them off.
- You shouldn't judge people by what they show on the outside.
- I will leave here being more grateful and understanding of others.
- It's important to talk to someone you trust about how you're feeling.

One important thing that was reinforced throughout is that of confidentiality, both in family groups and in the overall experience. This was clarified with the adults prior to the start of the day and with the entire group. It was/is important that anything learned during the day does not become fodder for discussion or gossip outside of that safe space. If there were any issues that raised concern as to a child's safety or well being (from family groups), that information was shared confidentially with the school therapist, who then reached out to parents.

Thank you to all of the staff, parents, and community members who shared in this experience with our students. It was such a gift of time and energy and was greatly appreciated. This was an extremely impactful experience that helped them to shape their own sense of self as well as appreciation for each other. Ideally, this helped them to be secure with the adults they are becoming, to appreciate that they do not need to conform to be appreciated, to know they are supported and not alone.

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## My Love for Public Schools

By Dan Rather

I am a product of public schools, and proudly so. Even in the midst of so many crises in our national moment, I hope that the plight of public education is not overlooked. Our classrooms can serve, must serve, as incubators: for our common decency, for our sense of fairness, for our bonds of citizenship and for the foundation of a more just nation.

I was reminded of all this in an emotional return last week to **Love Elementary** in Houston, where I first set foot more than 80 years ago (to write the sentence is to catch my breath in wonder at this span of time). The neighborhood has changed greatly since my youth. It is much more ethnically diverse, much like the larger city around it and the United States itself. But as I walked the hallways and met the children, I found so much in common with when I went there. There were the committed teachers and an inspiring principal – Melba Heredia Johnson. There was the spirit of optimism and the strong sense of community from the students and their families, many of which, as in my time, is positioned at the lower rungs of the ladder of the American Dream.

### Disney Tweet of the Week



"Giving up is for rookies."

-- Philoctetes

I knew I had come to Love to plant a tree, alongside trees I planted with my classmates so many decades ago. But this visit turned out to be so much more. I spent time in the classrooms, where the eager young faces filled me with hope. God bless them, but these children apparently had spent some class time learning about this ancient alumnus, and their questions and work on the bulletin boards touched my heart with humility and thankfulness. Over the course of my career, I have been fortunate to receive some tributes and acknowledgments, many more than I deserve. But this one was one of the most special.

I just wish this was where we as Americans were training our focus. If people could just come to places like Love, learn about its bilingual education, meet the inspiring staff, hear from the engaged parents, and appreciate how schools like this are so vital to building a better America. This is about community, and fairness, and justice, and hope. It's about the belief that public education must be part of the great national spirit of equal opportunity. Educating our children – all of our children – must be part of what unites us!

As I left, my eyes a bit more misty than I would like to admit, I couldn't help thinking that this world would be doing a lot better if there was a bit more Love.

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## Upcoming Youth Mental Health First Aid Courses

Erica McNamara, Executive Director of the Reading Coalition Against Substance Abuse, will be offering training courses for both Youth and Adult Mental Health First Aid. Details are below.

### Upcoming training courses

#### Youth Mental Health First Aid Course Scheduled for **Thurs Nov 8th** from 8am-4pm

Sometimes first aid isn't a bandage or CPR. Sometimes, first aid is YOU. A young person you know could be experiencing a mental health or substance use problem. Learn an action plan to help. **Anyone 18+ can take the Youth Mental Health First Aid course, but it is recommended for those who regularly have contact with young people ages 12-18.**

Course Instructor: Erica McNamara, MPH

Course location: Reading Police Department

Course fee: \$0 for Reading employees/residents, \$30 for out of town participants.

To register, visit

<http://events.r20.constantcontact.com/register/event?oeidk=a07efs55t44695374d4&llr=edx5l4bab>

#### Adult Mental Health First Aid Course Scheduled for **Fri. Nov. 9th** from 8am-4pm

An adult you know could be experiencing a mental health or substance use problem. Learn an action plan to help. You are more likely to encounter someone in an emotional or mental crisis than someone having a heart attack. Learn how to help a friend, family member, coworker or neighbor in need. **This course is for adults 18+ that want to learn how to support other adults.** Get trained in Mental Health First Aid.

Course Instructor: Erica McNamara, MPH

Course location: Reading Police Department

## 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/>

Course fee: \$0 for Reading employees/residents, \$30 for out of town participants

To register, visit

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07efs5moa57544ffed&oseq=&c=&ch>

## A Proactive Approach to Discipline

Restorative discipline seeks to create an environment in which problem behavior is less likely to occur.

By **Marieke van Woerkom** for **Edutopia**

Educators who've had success with restorative practices find them to be much more than an alternative to suspension. Restorative practices encourage us to engage with our students not only when there's an incident but throughout the school day. They're part of a system of discipline that takes us back to the root of that word, the Latin *disciplina*, meaning instruction and knowledge. They draw on what we as teachers do naturally—teach.

Restorative discipline, then, is proactive and supportive as much as it is responsive. It aims to create conditions in which issues are less likely to arise, and in which, when they do arise, we have the connections and skills needed to handle them and restore the community as needed.

What does it take to adopt an approach to discipline that is proactive and supportive as well as responsive to problems in school? There are several key steps.

### STEPS TO PROACTIVE DISCIPLINE

**Get to know your students:** For both teachers and students to be our best selves, we must get to know each other. Teaching and learning occur through relationships. The stronger the relationship and the better we understand our students, the more knowledge and goodwill we have to draw on when the going gets tough.

**Share and teach into classroom expectations:** We want to make sure our students know and understand our classroom expectations. Discussing them early on promotes buy-in and allows us to better assess what skills and support students need to live up to our expectations.

**Develop classroom norms collaboratively:** There is a power in deciding together which norms you and your students need to do your best work. Once you've come up with a manageable list, spend some time exploring it. For example, what does respect look, feel, and sound like? Which norms will be easy to follow, and which more challenging? Why? Spend some time problem-solving the more challenging norms, and consider together how you might support one another when challenges arise.

### STEPS TO SUPPORTIVE AND RESPONSIVE DISCIPLINE

**Model kind, supportive, and respectful behavior:** Having come up with a list of classroom norms, it's important that you, as the adult, lead the way and show students how to uphold them consistently.

**Review classroom norms and expectations:** Be sure to provide reminders about your norms, especially early on. Learning happens over time, and most students need reminders. While **standing at the door to welcome your students** to class, for example, you might urge



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

them to change putdowns you observed in the hall into kind, supportive language. Remind them of the discussion you had around respect early in the year.

**Redirect student behavior using positive language:** Such direction can help students get back on track. To a student who's off task: "I need you to go to page 35, read the first paragraph, and then turn to the questions at the bottom of the page." To a student who's disrespectful: "You seem frustrated. I'd be happy to sit with you and problem-solve. Let me know when you're ready."

**Recognize student effort and growth:** Noticing that a student is trying or is making some headway is important—this growth deserves to be celebrated. If a student has trouble focusing for the duration of class, going from five minutes of focused work in September to 10 minutes in October is progress that should be recognized even as we encourage the student to make it to 15 minutes in November.

**Signal nonverbal support, recognition, or redirection:** If you've built a problem-solving relationship with students, you may be able to use proximity or prearranged signals to help a student get back on track or to encourage them, all without saying a word.

**Check in and offer gestures of support:** Young people in our care often complain about not being seen or heard by adults, especially in middle and high school, which can be lonely, impersonal places. Notice if a student seems troubled. Check in with them: "Are you OK?" or "You look upset—do you need a few minutes to collect yourself in the hallway?" This sends a message that you care, that you see the student and are interested in their well-being.

**Have a restorative chat:** A one-on-one chat in which you actively listen can help you better understand a student who's struggling with behavior. Active listening has the additional benefit of helping people calm down, which can encourage them to be more introspective and open to problem-solving.

Imagine a student who spills into class several minutes after the bell, disrupting your lesson. Consider asking if they're OK. Welcome them to class and direct them to quietly take their seat. When you have a few minutes, pull up a chair. Ask them what happened—why were they late? Express concern about what happened or about this becoming a habit. Have the student reflect on the effects of being late and problem-solve getting to class on time.

The goal of these disciplinary interventions is to teach into behavior while building and maintaining our relationships with students and strengthening the community as a whole. When more serious problems arise or harm is done, we can then draw on the relationships and skills we've built to come to a resolution and repair the harm. Meanwhile, our work has had the positive effects of supporting students' social and emotional growth and creating a more congenial and productive classroom climate.

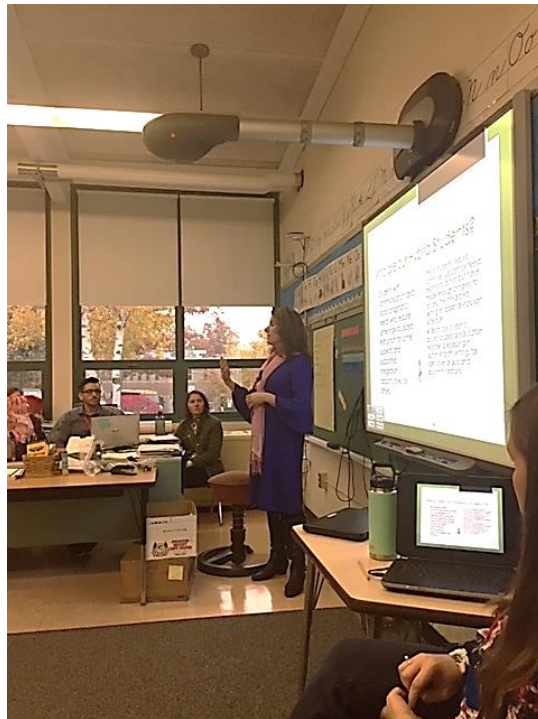
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## Reading Public School Happenings

### Birch Meadow Special Education Team Presents to Staff

On Thursday afternoon, as part of their staff meeting, the Birch Meadow Special Education Team which included Patricia Piacentini (Tricia), Jessica Duffy, Edwina Leahy (Wina), Katherine Breen, Erin Gibson, Olivia Romano, Jennifer Kobrenski (Jen), Bethlynn Orzano (Beth), Keriann Zahoruiko and Sean Keough presented to all staff, including custodians,

secretaries, paraeducators, and food service staff about the students with different disabilities and how to work with them in the general education setting. Thank you to these teachers for an amazing presentation and the work that they do each day with students.



*Birch Meadow Special Education Teacher Tricia Piacentini presents to Birch Meadow Staff*

### **Joshua Eaton Veteran's Day Assembly**

On Friday, Joshua Eaton held its 20<sup>th</sup> annual Veteran's Day assembly honoring several Veterans who attended. The program was dedicated to the memory of Lance Corporal Frank Driscoll from the United States Marines who was the former Veteran's Administrator for the town who passed away recently. Below are some pictures of the event which also featured Sergeant Dan Clark who sang several inspirational and patriotic songs. A special thanks goes out to the Veteran's Day Committee, under the direction of Karen Ghirardi and Suzie Libby for their outstanding efforts in the planning of this event.



*Joshua Eaton Kindergarten Students Sing at Assembly*



*Sargeant Dan Clark Honors Our Veterans With A Medely of Military Songs*

### **RISE Students and Staff Celebrate Halloween**

On Tuesday and Wednesday, RISE Preschool Students and Staff celebrate Halloween by wearing their costumes and parading around their school. Below are some pictures of the celebration.



*RISE Students Giving High Fives to SRO Brian Lewis*





*RISE Staff Celebrating Halloween*

### **Halloween Events**

Last Saturday, several elementary schools held Halloween events for students. Below are some photos from Killam and Wood End.



*Killam Staff at Halloween Bash*





*Wood End Halloween Howl*

## Stepping Stones...

- Congratulations to Joshua Eaton Title 1 Interventionist **Donna Bruno** on the birth of her granddaughter Genevieve Reese on October 25<sup>th</sup> weighing 7 lbs., 14 oz and 19" long.
- Our thoughts go out to Wood End Special Education Paraeducator **Diane Bonsey** who lost a loved one recently.
- Our thoughts go out to Barrows teacher **Jaclyn Gargano** who lost a loved one recently.
- Our thoughts go out to RMHS teacher **Tim McIntyre** who lost a loved one recently.
- We welcome the following new staff to the Reading Public Schools:
  - ✓ Keith Demers, Long Term Substitute, Coolidge
- **We have posted** a new position. If interested, please visit <https://reading.tedk12.com/hire/index.aspx> to view the job detail

Long Term Substitute Special Education Learning Center Paraeducator, 56 hours biweekly, Birch Meadow Elementary School  
<https://reading.tedk12.com/hire/ViewJob.aspx?JobID=613>

1.0 FTE Long Term Substitute School Psychologist/Guidance Counselor  
<https://reading.tedk12.com/hire/ViewJob.aspx?JobID=614>

Special Education Therapeutic Support Program Paraeducator, 60 hours biweekly, Coolidge Middle School  
<https://reading.tedk12.com/hire/ViewJob.aspx?JobID=615>

Cafeteria Worker, Wood End Elementary School  
<https://reading.tedk12.com/hire/ViewJob.aspx?JobID=616>  
 (Interested internal candidates should submit a letter of interest stating position to Kristin Morello, School Nutrition Director at [Kristin.Morello@reading.k12.ma.us](mailto:Kristin.Morello@reading.k12.ma.us) or 62 Oakland Road, Reading, MA 01867 or fax to 781-942-9141 by 2:00 pm on Wednesday, November 7, 2018)

## Blazing Trails...

**"The Promise of Social-Emotional Learning."** Social-emotional learning is "too important to suffer the fate of being one more education fad," say superintendents Meria Joel Carstarphen and Ed Graff. It needs to be "the North Star that helps students master the skills and demonstrate the behaviors that will help them succeed in school-and in life." In the latest issue of ASCD's Educational Leadership magazine, these and other SEL experts explore what well-rounded social-emotional learning looks like in action. The authors' varied methods provide wide-ranging solutions for making social-emotional learning meaningful. [Read More](#)

**"Grit and the Greater Good: A Conversation with Angela Duckworth."** The nation's foremost expert on grit says being a "good" person is more imperative than being "great" at something. University of Pennsylvania professor Angela Duckworth's research on the importance of "grit" to academic success sparked a new area of focus in K-12 education-as well as its fair share of criticism. But Duckworth, founder and CEO of the Character Lab, believes that the concept is often misunderstood, and that character strengths that drive achievement shouldn't overshadow those that make us good. [Read More](#)

**"Can Community Colleges Reinvigorate Apprenticeships?"** As career and technical education continues to get more press, one existing and important component of it often gets overlooked: apprenticeships. Participation, though, remains low compared to other postsecondary options. In a report from the American Enterprise Institute, Jorge Klor de Alva and Mark Schneider survey the current state of apprenticeships in the U.S. and conclude that community colleges are best positioned to reinvigorate the landscape. [Read More](#)

**"School Engagement Is More Than Just Talk."** Data collected from surveys by Gallup show that 47% of students say they are engaged in school and such students are 2.5 times more likely to get good grades than their disengaged peers. The data show the engagement is highest among elementary-school students, but it drops off between fifth and 10th grades. [Read More](#)

**"Hong Kong School Focuses on Innovation."** The Project Innovate program at the Canadian International School of Hong Kong teaches students the 21st century skills that were outlined by the World Economic Forum, including critical thinking, numeracy, literacy and leadership. School officials say their interdisciplinary approach helps students become proficient at using technology to solve real-world problems. [Read More](#)

**Have a Great Week**